INDIANA UNIVERSITY
SOUTHEAST

SCHOOL OF SOCIAL SCIENCES

SCHOOL OF SOCIAL SCIENCES POLICIES AND OTHER DOCUMENTS

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MISSION STATEMENT

Approved by the School of Social Sciences February 17, 1998.

The mission of the School of Social Sciences is to provide students with a historical and contemporary context for investigating and understanding the individual, communities and societies, and the commonality and diversity of the human condition through our teaching, research, and service. Because the School is committed to excellence, we encourage and support continuous development by teachers/scholars to create, share and advance knowledge, and we endorse the principles of the scientific method. We strive to provide high quality instruction, which promotes lifelong learning and allows students to develop the capabilities needed to meet the complexities and challenges of the future. We seek to fulfill our mission by instilling in our students, especially our majors, the knowledge and skills to analyze information in a rational and logical manner, communicate effectively, and apply a healthy skepticism to simplistic explanations of complex problems.

Learning Outcome Goals adopted by the School of Social Sciences For the General Education Requirement Central Issues, Ideas and Methods of Inquiry in the Social and Behavioral Sciences

Adopted February 21, 2005

Students will be able to demonstrate an understanding of two important theories and/or interpretations in one or more disciplines in the social sciences. [For the purposes of General Education the Social Sciences include history, political science, psychology, sociology, journalism, criminal justice, economics and human geography.]

Students will be able to explain three specific ways in which the social sciences have contributed to our understanding of society in the contemporary or historical context.

Students will be able to evaluate and reach a conclusion about an argument or an explanation based on factual information provided in an assigned reading.

SCHOOL OF SOCIAL SCIENCES TENURE AND PROMOTION CRITERIA
Approved by the School of Social Sciences September 28, 1998.

Candidates for tenure and promotion should familiarize themselves with tenure and promotion criteria in the *IUS Faculty Manual* and *IU Academic Handbook.*

Criteria for Teaching

Promotion from Assistant to Associate Professor

Excellent: has developed an outstanding record of effective teaching across a range of courses that supports the mission and needs of the discipline/school.

Satisfactory: has developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university and/or profession.

Unsatisfactory: has not developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university and/or profession.

Promotion from Associate to Full Professor

Excellent: has developed a consistently outstanding record of effective teaching and evidence of highly effective functioning as a model and leader within the discipline, campus, university and/or profession.

Satisfactory: has developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university and/or profession.

Unsatisfactory: has not developed a consistent record of effective teaching and evidence of functioning as a model and leader within the discipline, campus, university, and/or profession.

Lists of Valid Evidence for Evaluation Teaching

Items such as the following should be submitted for assessment; there is no rigid formula for evaluating or weighting them. This should not be considered an exhaustive or preclusive list. No priority is implied by the order.

1. Evidence should begin with a statement of your teaching achievement in the context of your teaching goals and learning objectives.
2. Teaching involves activities directly related to the classroom as well as outside the classroom. You should include evidence that supports your achievements in both areas
   a. You should provide information about your teaching activities directly related to the classroom. You should consider including information about such activities as **course development** (e.g., the creation of new courses, preparation for course syllabi, development of multi-media materials for classroom use and creation of materials for student work beyond the classroom), **delivery of courses** (e.g., integrating new knowledge and perspectives into course materials, preparing prior to each class, directing class discussion and learning groups and other forms of active student involvement, arranging guest lectures and maintenance of scheduled office hours each week), and **evaluation of student learning** (e.g., developing standards for student performance; preparing examinations, quizzes and laboratory evaluations; preparing instructions for written and oral presentations; student conferences; reading, evaluating, and grading assignments; making written comments and suggestions on written

assignments and maintaining student records).

b. You should provide evidence that your teaching effectiveness extends beyond the classroom. Consider including information related to: **teaching beyond the classroom** (e.g., providing independent study opportunities, participating in individual student conferences, training student teaching and research assistants, supervising and directing graduate and undergraduate research, mentoring students through support of their research activities), **student advising** (e.g., giving advice on course selection, providing career guidance, providing personal counseling and referral, writing letters of recommendation or supervising pre-professional student organizations), **curriculum development** (e.g., serving on committees related to curriculum development, developing new programs and majors, designing new courses, working on team-taught courses, exploring and developing new teaching approaches and technologies and participating in regional and national conferences on curriculum development), **program assessment activities** (e.g., designing and implementing multiple strategies to assess program effectiveness and student outcomes, analyzing course and departmental student outcomes to consider modification or improvement of curriculum and instruction, observing and evaluating teaching materials and performance of colleagues and addressing and meeting external accreditation and assessment requirements), **scholarship related to teaching** (e.g., writing articles and monographs on teaching and learning theory, preparing grant proposals that support teaching-related research, implementation of new teaching approaches and sponsoring students to attend and participate in research meetings) and **service related to teaching** (e.g., recruiting, orienting and mentoring new faculty; evaluating faculty teaching; participating in professional conferences on teaching; speaking and consulting with private and community organizations concerning topics related to teaching areas; interacting with high-school administrators, teachers and students; attending student research conferences and advising student organizations).

3. You should provide evidence of the use of **multiple methods of assessment** that provide feedback about your efforts to **enhance your teaching effectiveness** and that provide information about how **well students are succeeding in meeting the learning goals** and objectives that you have identified in your courses. That is to say that you should present the results obtained from such assessment tools as multiple-choice and open-ended student evaluations, peer evaluation, student focus groups, self-assessment or Teaching-Learning Partners. Indicate how you have developed a regular cycle of assessment that helps you improve your teaching and helps you assess the effectiveness with which course-related activities contribute to students developing skills and knowledge related to course learning objectives.
4. You should include information about the number and variety of course that you teach. Describe how your course offerings support the mission and needs of your discipline and/or school.
5. Information about awards or other forms of recognition related to teaching would be included in this section as well.
6. In cases of promotion from Associate to Full Professor also provide evidence of your having served as a role model and leader to other faculty. Evidence would include letters or summaries from individuals who have benefited from your activities, observations, and reviews by individuals from beyond your discipline or campus.
7. Tenure cases should address the future direction of your teaching activities.

Criteria for Scholarship

Promotion from Assistant to Associate Professor

Excellent:	has developed a post-doctoral program of scholarship and has produced an outstanding record of sharing this work with professionals.
Satisfactory:	has developed a post-doctoral program of scholarship and has produced a record of successful sharing of this work with professionals.
Unsatisfactory:	has not developed a post-doctoral program of scholarship and/or has not produced a record of successful sharing of the work with professionals.

Promotion from Associate to Full Professor

Excellent:	has developed a consistently outstanding record of scholarly contributions within the area(s) of expertise through sharing of original research or creative works and/or consultation based on established expertise.
Satisfactory:	has developed a strong and consistent record of scholarly contributions within the area(s) of expertise through sharing of original research or creative work and/or consultation based on established expertise.
Unsatisfactory:	has not developed a strong and consistent record of scholarly contributions within the area(s) of expertise through sharing of original research or creative work and/or consultation based on established expertise.

Lists of Evidence for Evaluating Scholarship

1. Evidence for scholarship should begin with an identification and description of your research program. Tenure cases should specifically address the direction of your future research.
2. Scholarship involves sharing contributions with professionals beyond the campus. The following list should not be considered exhaustive or preclusive.
3. In general, Group A is considered a higher level of scholarship than Group B and Group C.

Group A

a. Publication of a book or textbook.
b. Publication of an edited book.
c. Major grant application has been funded (i.e., $5,000.00 or more outside of the IU or Metroversity system).
d. Published articles in a refereed or professional journal.
e. Published a book chapter in an edited book.

Group B

a. A refereed presentation at a regional, national or international professional meeting.
b. Technical or assessment report for external use by government, business, and social services.
c. Consultation (includes summary, how your expertise contributed to the project, and value of contribution).

Group C

a. Book articles/ reviews.
b. Outside grant submitted but not funded.
c. Local grants received (i.e., IUS, IU, or Metroversity).
d. Being able to document systematic progress being made in a program of scholarly activity (e.g., establishment of a major data base, bibliography, etc.).
e. Local grant application submitted but not funded.
f. Non-refereed presentations.

4. You should provide evidence of the quality of your scholarly activity. Examples of this assessment may include unsolicited letter, reviews of your research by journal editors and reviewers, and usage from the Social Sciences Citation Index.
5. IU Southeast Faculty Manual—Scholarship portion of the dossier must be reviewed by two or more appropriately qualified external evaluators. The candidate must provide a list of potential reviewers to conduct the review. The School Dean and/or SRC may request evaluations from one or more additional sources (Fall, 1996 and later).

Criteria for Service

Promotion from Assistant to Associate Professor

Excellent:	has developed an outstanding record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.
Satisfactory:	has developed a strong record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.
Unsatisfactory:	has not developed a strong record of service to the university, the profession, and/or the external community and/or become a contributing member of the academic community.

Promotion from Associate to Full Professor

Excellent:	has developed a consistently outstanding record of service and leadership to various levels of the university, the profession and/or the community and is a contributing member of the academic community.
Satisfactory:	has developed an extensive and consistent record of service and leadership to various levels of the university, the profession, and/or the community and is a contributing member of the academic community.
Unsatisfactory:	has not developed an extensive and consistent record of service and leadership to various levels of the university, the profession, and/or the community and/or been a contributing member of the academic community.

Lists of Valid Evidence for Evaluating Service

Service is work that engages a faculty member's knowledge, skills and expertise for the benefit of students, academic units, the campus, the university, the discipline, the profession and/or the community. Service includes activities compensated by reassigned time. Service can be organized into four categories: **service to students, service to the institution, service to the discipline/profession**, and **service to the community**. While in service one often does not have as much control over direction and opportunities as one does in teaching and scholarship, the faculty member needs to establish service goals. Progress toward these goals should be assessed by both quality and quantity indicators which enable the person to affirm and approve his/her work and to be rated and rewarded. Indicators of quality include factors, such as impact/significance of the service, level of intellectual contribution, importance of the role played, communication/dissemination of the product, relationship to mission and integration with personal professional development. Indicators of quantity include time spent, at meetings attended and work done beyond meeting time.

1. You should identify and describe the focus (foci) of your service activities. You should include evidence of both the quality and quantity of your service within the areas of service to students, service to the institution, service to the discipline/profession and service to the community.
    a. Examples of service to students include but are not limited to presentations to students, participation in orientation, advising or coaching student groups, attendance at student events and service on student committees.
    b. Examples of service to the institution include but are not limited to serving on campus and university system committees, serving on task forces and special work groups and receiving awards for service.
    c. Evidence of service to discipline/profession include but are not limited to participating in state, regional and national professional organizations, serving on committees or as an officer in these organizations, providing leadership for the organization and implementation of conferences and publications, such as newsletters.
    d. Examples of service to the community include but are not limited to active participation in community organizations and youth groups, service as a board member or officer of these organizations, consulting with organizations, providing information or analyses for media, giving presentations to organizations, participating in collaborative endeavors with public and private agencies.

PROMOTION CRITERIA FOR LECTURERS

Approved April 10, 2020

For promotion from Full-Time Lecturer to Full-Time Senior Lecturer and Teaching Professor in the School of Social Sciences, candidates are assessed in the areas of teaching and service to the university. Successful candidates must receive either one excellent ranking and one satisfactory ranking or two excellent rankings.

Criteria for Teaching

For Promotion from Lecturer to Senior Lecturer

Excellent: has developed an outstanding record of effective teaching that supports the mission and needs of the discipline/school.

Satisfactory: has developed a record of effective teaching that supports the needs and mission of the discipline/school.

Unsatisfactory: has not developed a record of effective teaching that supports the mission and needs of the discipline/school.

For Promotion from Senior Lecturer to Teaching Professor

Excellent: has developed a consistently outstanding record of effective teaching and evidence of highly effective functioning as a model and leader within the discipline, school, campus and/or profession.

Satisfactory: has developed a record of effective teaching and evidence of functioning as a model and leader within the discipline, school, campus and/or profession.

Unsatisfactory: has not developed a record of effective teaching and evidence of functioning as a model and leader within the discipline, school, campus and/or profession.

Lists of Valid Evidence for Evaluating Teaching

Items such as the following should be submitted for assessment; there is no rigid formula for evaluating or weighting them. This should not be considered an exhaustive or preclusive list. No priority is implied by the order.

1. Evidence should begin with a statement of your teaching achievements in the context of your teaching goals and learning objectives.
2. Teaching involves activities directly related to the classroom as well as outside the classroom.
    a. You should include evidence that supports your achievements in both areas.
    b. You should provide information about your teaching activities directly related to the classroom. You should consider including information about such activities as **course development** (e.g., preparation of course syllabi, development of multi-media materials for classroom use and creation of materials for student work beyond the classroom), **delivery of courses** (e.g., integrating new knowledge and discussion and learning groups and other forms of active student involvement, arranging guest lectures and maintenance of scheduled office hours each week), and **evaluation of student learning** (e.g., developing standards for student performance; preparing examinations, quizzes and laboratory evaluations; preparing instructions for written

and oral presentations; student conferences; reading, evaluating, and grading assignments; making written comments and suggestions on written assignments and maintaining student records).

c. You should provide evidence that your teaching effectiveness extends beyond the classroom. Consider including information related to **teaching beyond the classroom** (e.g., participating in individual student conferences, training student teaching and research assistants, supervising and directing undergraduate research, mentoring students through support of their research activities), **student advising** (e.g., giving advice on course selection, providing career guidance, providing personal counseling and referral, writing letters of recommendation or supervising pre-professional student organizations), **curriculum development** (e.g., serving on committees related to curriculum development, exploring and developing new teaching approaches and technologies and participating in regional and national conferences on curriculum development), **program assessment activities** (e.g., designing and implementing multiple strategies to assess effectiveness and student outcomes, analyzing course and departmental student outcomes to consider modification or improvement of curriculum and instruction, observing and evaluating teaching materials and performance of colleagues and addressing and meeting external accreditation and assessment requirements), **scholarship related to teaching** (e.g., writing articles and monographs on teaching and learning theory, preparing grant proposals that support teaching-related research, implementation of new teaching approaches and sponsoring students to attend and participate in research meetings), and **service related to teaching** (e.g., recruiting, orienting and mentoring new faculty; evaluating faculty teaching; participating in professional conferences on teaching; speaking and consulting with private and community organizations concerning topics related to teaching areas; interacting with high-school administrators, teachers and students; attending student research conferences and advising student organizations.

3. You should provide evidence of the use of **multiple methods of assessment** that provide feedback about your efforts to **enhance your teaching effectiveness** and that provide information about how **well students are succeeding in meeting the learning goals** and objectives that you have identified for your courses. That is to say, you should present the results obtained from such assessment tolls as multiple-choice and open-ended student evaluations, peer evaluation, student focus groups, self-assessment or Teaching-Learning Partners. Indicate how you have developed a regular cycle of assessment that helps you improve your teaching and helps you assess the effectiveness with which course-related activities contribute to students developing skills and knowledge related to course learning objectives.
4. Information about awards or other forms of recognition related to teaching would be included in this section as well.

Criteria for Service

For Promotion from Full-Time Lecturer to Full-Time Senior Lecturer

Excellent: has developed an outstanding record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.

Satisfactory: has developed a strong record of service to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.

Unsatisfactory: has not developed a strong record of service to the university, the profession, and/or the external community and/or become a contributing member of the academic community.

For Promotion from Senior Lecturer to Teaching Professor

Excellent: has consistently developed an outstanding record of service and leadership to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.

Satisfactory: has developed an extensive and consistent record of service and leadership to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.

Unsatisfactory: has not developed an extensive and consistent record of service and leadership to various levels of the university, the profession, and/or the external community and is a contributing member of the academic community.

Lists of Valid Evidence for Evaluating Service

Service is work that engages a faculty member's knowledge, skills and expertise for the benefit of students, academic units, the campus, the university, the discipline, the profession, and/or the community. Service includes activities compensated by reassigned time. Service can be organized into four categories: **service to students, service to the institution, service to the discipline/profession,** and **service to the community**. While in service one often does not have as much control over direction and opportunities as one does in teaching and scholarship, the faculty member needs to establish service goals. Progress toward these goals should be assessed by both quality and quantity indicators which enable the person to affirm and approve their work and to be rated and rewarded. Indicators of quality include factors such as impact/significance of the service, level of intellectual contribution, importance of the role played, communication/dissemination of the product, relationship to mission and integration with personal professional development. Indicators of quantity include time spent, meetings attended and work done beyond meeting time.

1. You should identify and describe the focus (foci) of your service activities. You should include evidence of both the quality and quantity of your service within the areas of service to students, service to the institution, service to the discipline/profession and service to the community.
    a. Examples of service to students include but are not limited to presentations to students, participation in orientation, advising or coaching student groups, attendance at student events and service on student committees.
    b. Examples of service to the institution include but are not limited to serving on campus and university system committees, serving on task forces and special work groups and receiving awards for service.
    c. Evidence of service to discipline/profession include but are not limited to participating in state, regional and national professional organizations, serving on committees or as an officer in these organizations, providing leadership for the organization and implementation of conferences and publications, such as newsletters.

d. Examples of service to the community include but are not limited to active participation in community organizations and youth groups, service as a board member or officer of these organizations, consulting with organizations, providing information or analyses for media, giving presentations to organizations, participating in collaborative endeavors with public and private agencies.

PROCEDURES FOR ANNUAL MERIT RAISE RECOMMENDATIONS

Adopted Wednesday, September 18, 2002.

Each discipline within the School of Social Sciences will review annual reports of the faculty within that discipline and will make recommendations to the Dean concerning annual merit pay increases. The exception to this rule for the 2002-2003 academic year will be Professor William Farrell. Since he is the only Criminal Justice faculty member, he will be placed within the discipline of Sociology for the annual merit raise recommendations. This will change in the 2003-2004 academic year when a new Criminal Justice faculty member is hired.

Each discipline will develop its own procedures, guidelines and criteria as to how to make these recommendations. These procedures, guidelines and criteria must be consistent with the Indiana University Southeast School of Social Sciences, Indiana University Southeast and Indiana University.

PROCEDURES FOR PROMOTION AND/OR TENURE AND FOR THIRD YEAR REVIEW

Adopted April 28, 2020

Third Year Review Committees

1. Third year review committees will be composed of four (4) faculty members.
2. The dean of the School of Social Sciences will select the chair of the committee from the candidate's discipline.
3. The committee will be composed of no more than 3 faculty members (who have obtained the rank of Associate or Full) from the candidate's program. It will be left up to each individual program how these members will be selected.
4. The candidate may select the discipline of one outside member, and the chair of the committee will select the faculty member (of Associate or Full rank) from that discipline. However, the candidate will need to give justification for selecting the discipline of the outside member. "Outside member" will be defined as a faculty member from any discipline other than the candidate's discipline.
5. Any other outside member of the committee that is needed will be selected by the chair of the committee. The candidate will not get to name the discipline of this person.
6. Final approval of the outside members must come from the dean, in conjunction with the members of the committee from the candidate's discipline.

Tenure and Promotion to Associate Rank (this section will also apply to promotion to senior lecturer and clinical associate professor.)

1. These committees will be composed of four (4) faculty members.
2. The dean of the School of Social Sciences will select the chair of the committee from the candidate's discipline.
3. The committee will be composed of no more than three faculty members (who have obtained the rank of Associate or Full) from the candidate's program. For Senior Lecturer or Clinical Associate, senior lecturers and clinical associate professors may also serve. It will be left up to each individual program how these members will be selected.
4. The candidate may select the discipline of one outside member, and the chair of the committee will select the faculty member (of Associate or Full rank) from that discipline. However, the candidate will need to give justification for selecting the discipline of the outside member. "Outside member" will be defined as a faculty member from any discipline other than the candidate's discipline.
5. Any other outside member of the committee that is needed will be selected by the chair of the committee. The candidate will not get to name the discipline of this person.
6. Final approval of the outside members must come from the dean, in conjunction with the members of the committee from the candidate's discipline.

Promotion to Teaching Professor or Full Rank Clinical Professor

1. These committees will be composed of four (4) faculty members.
2. The dean of the School of Social Sciences will select the chair of the committee from the candidate's discipline.
3. The committee will be composed of no more than three faculty members (who have obtained the rank of Full Professor, Teaching Professor and/or Clinical Professor) from the candidate's program. It will be left up to each individual program how these members will be selected.
4. The candidate may select the discipline of one outside member, and the chair of the committee will select the faculty member (of Full rank) from that discipline. However, the candidate will need to give justification for selecting the discipline of the outside member. "Outside member" will be defined as a faculty member from any discipline other than the candidate's discipline.
5. Any other outside member of the committee that is needed will be selected by the chair of the committee. The candidate will not get to name the discipline of this person.
6. Final approval of the outside members must come from the dean, in conjunction with the members of the committee from the candidate's discipline.

Promotion to Full Rank

1. These committees will be composed of four (4) faculty members.
2. The dean of the School of Social Sciences will select the chair of the committee from the candidate's discipline.
3. The committee will be composed of no more than 3 faculty members (who have obtained the rank of Full) from the candidate's program. It will be left up to each individual program how these members will be selected.
4. The candidate may select the discipline of one outside member, and the chair of the committee will select the faculty member (of Full rank) from that discipline. However, the candidate will need to give justification for selecting the discipline of the outside member. "Outside member" will be defined as a faculty member from any discipline other than the candidate's discipline.
5. Any other outside member of the committee that is needed will be selected by the chair of the committee. The candidate will not get to name the discipline of this person.
6. Final approval of the outside members must come from the dean, in conjunction with the members of the committee from the candidate's discipline.

Procedures for Research and Creative Activity Review of Reassigned Time

Approved by the School of Social Sciences September 26, 2017

Purpose:
To create a fair and equitable way for progress on research and creative activity to be monitored by the School for the granting of reassigned time.

Makeup of the Committee:
The Research Review Committee will consist of four tenured and tenure-track faculty, chosen by the faculty of the School of Social Sciences. No fewer than three of them shall be of full rank.

Procedures of the Committee:
By the first working day of March of each year, each faculty member, designated as being under review for that year, shall submit two documents to the Research Review Committee.

Each tenured faculty member shall be reviewed every three years, beginning three years after their tenure and promotion decision. Each faculty member designated as being up for review will submit two documents to the Committee:

1. The research and creative activity section of their annual reviews, going back to their previous review, or going back three years, whichever is the smaller number (or a reasonable facsimile of the documents).
2. A one-paragraph summary of what their research and/or creative activity goals are for the following three years.

The committee will meet and review the documents and make a recommendation to the Dean of the School of Social Sciences as to the research reassigned time. The Committee can recommend one of three things:

1. Continue the reassigned time for the next 3 years.
2. Continue the reassigned time for 1 year, and put the faculty member on a plan to increase their research or creative work productivity. The faculty member will then be reviewed again in one year.
3. Discontinue reassigned time for a specified period and put the faculty on a plan to increase their research or creative work productivity, at which time the reassigned time will be restored.

If there is a tie vote in the committee, that would be reported to the dean with an explanation as to why the committee couldn't come to agreement.

Standard of review: It is not the intention of the review to simply count numbers of publications, conference presentations, or creative works completed. Rather, when reviewing a faculty member's research and creative activity, the committee will be concerned with whether the faculty member is making real progress on their work.

Progress can be measured by many indicators: a book contract, presentations at conferences, submissions to journals (and resubmits, etc.), publications of articles, books, chapters in books, receipt of research grants, writing a grant proposal for research, etc.

Faculty who have successfully completed the tenure and/or promotion process in the last two years will have their review clocks started at the date of their tenure and/or promotion decision.

Professors of full rank may elect to withdraw their names from the research review list with the understanding that they will not receive research reassigned time until such time as they elect to join the process once again.

Online Course Review Measures

(Approved by the School of Social Sciences March 2, 2020)

Measurable Learning Objectives

The course syllabus includes measurable learning objectives.
The syllabus precisely and clearly describes what students will be able to do at the end of the semester. Objectives should be specific and measurable.

For example, a specific and measurable learning objective will use words like identify, describe, demonstrate, analyze, compare, etc. Avoid vague or hard-to-measure terms like understand. See this page on Bloom's taxonomy and related levels/verbs for an example of action verbs that can be useful in constructing learning objectives.

Course learning objectives are appropriate to the level of the course.
As the level of the course increases, our expectations for students should increase as well. The objectives stated in the syllabus should reflect the intended expectations. For instance, a 100-level class might ask students to "identify" or "define" a concept, but more advanced courses should expect them to "analyze," "interpret," or "apply" the concept.

Consider looking at Bloom's verbs (see link above) and the related levels listed there.

Accessibility

The course is easily navigable.
Courses must use Canvas (or the current university-designated learning management system) and should be easily navigable. According to Quality Matter's rubric, "Navigation refers to the process of planning, controlling, and recording the movement of a learner from one place to another in the online course. Navigation throughout the course is consistent, logical, and efficient."

Using Canvas Modules and/or easy-to-follow navigation strategies, as well as developing consistent layouts and/or course visuals, are useful in developing more navigable courses. Consider using IU's Canvas Studio for examples and templates.

All images and text are accessible.
According to Quality Matters' rubric, "Text and images used in the course are accessible to all learners." In practice, for most courses, this means that ensuring that all images have alternative text so that non-sighted students can access the content. Text alternatives should describe the image in as much detail as needed to accurately convey what sighted students could see and process. It also means using headers in text rather than simply using larger font. Computer programs for sight-impaired students use headers to navigate through a document. PDF documents need to be converted to "selectable text" so that computer programs can read them. In addition, using hyperlinks that describe the link rather than using the entire URL is more user friendly for a non-sighted student.

See this Canvas documentation on general accessibility considerations when designing your course. These resources from the ILTE can also be helpful in developing accessible content using other tools (e.g., Word, Excel, etc.).

Multimedia content is accessible.
According to Quality Matters, "Multimedia, such as audio and video, are accessible to all learners." In practice for many courses, this means ensuring that all videos have accurate captions and/or transcripts available. Podcasts or other audio lectures should be transcribed for the hearing impaired.

The university has Kaltura available to upload and serve media to students, and Kaltura runs an automatic, machine-based captioning program on all video and audio assignments. However, the accuracy of these videos can vary greatly. You should ensure that the captions are accurate. See this page from IU's Knowledge Base for more information about Kaltura's captioning system.

Interaction

IU Interaction Standard: The course is designed to include regular and substantive faculty-to-student interaction (based on federal requirements).

The course should include regular (repeated) and substantive instructor-initiated interactions that are related to the academic subject matter. This interaction must be more than giving a numerical grade or providing feedback on student work. In addition, grading of student submissions cannot be the sole form of instructor interaction in the course.

If you have evidence of interaction that exists outside of your Canvas site, please provide an explanation and submit to the dean.

See IU's Interaction Standard document for examples.

Procedures for Reviewing Program Student Learning Outcomes

Approved by the School of Social Sciences November 6, 2020

Purpose:

To create a procedure for reviewing student learning outcomes in program courses to ensure that learning outcomes are clearly differentiated between the 100/200 level program, general education, 300/400 program, and graduate levels.

Procedures of the Review:

Each program designated as being under review for that year shall gather the learning outcomes for courses that the program has offered in the past three years. Programs will be designated under review once every three years, timed so as not to occur in the same year as program reviews.

Programs under review will meet and review the documents and determine the criteria to use to differentiate appropriate student learning outcomes at each level of course that are appropriate for their discipline. In general, criteria should show a progression in mastery, level of thinking, or both, from lower-numbered courses to higher-numbered courses. (For some ideas of how to write SLOs, please see the appendix). Programs will make revisions as necessary to the student learning outcomes in particular courses, the level of particular courses, or both, to bring their programs into alignment with expectations.

Programs will submit a report outlining

1) The criteria used to differentiate appropriate student learning outcomes at each level of course
2) The revisions made to bring their programs into alignment with expectations

To the Dean of the School of Social Sciences by the first working day in April. Programs will share the collected student learning outcomes (via cloud storage) with the Dean of the School of Social Sciences as a supplement to their report.