Program Description

**B.S. in Cyber and Security Studies To Be Offered by
Indiana State University at Terre Haute**

1. <u>**Characteristics of the Program**</u>

   a. Campus(es) Offering Program: Indiana State University
   b. Scope of Delivery (Specific Sites or Statewide):   ISU Campus in Terre Haute
   c. Mode of Delivery (Classroom, Blended, or Online): Classroom AND Online
   d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.):   Internships
   e. Academic Unit(s) Offering Program: Criminology and Criminal Justice

2. <u>**Rationale for the Program**</u>

   a. **Institutional Rationale (Alignment with Institutional Mission and Strengths)**

   Why is the institution proposing this program?

   The Cyber and Security Studies program will be one of the first of its kind in the state of Indiana. The events of 9/11 changed the way Americans look at all aspects of public safety. The need for resilient security professionals who are prepared to deal with every facet of national, homeland, corporate, and cyber security has never been greater. The evolution of technology and the shift from public to private sector protection has led to the growing need for individuals to be trained in all facets of security prior to employment.

   Security falls within one of three key areas: physical, information and employment-related (Strom et al., 2010). Physical security includes the protection of people and property such as, edifices, equipment, and documents. Information security includes the protection of both hard and electronic copies of confidential information. Employment-related security includes knowledge about all employees and the potential for breaches in safety and security. The American Society for Industrial Security (ASIS) International (the largest private security professional organization) has more specifically identified 18 core elements of security. These include: physical security, personal security, information systems security, investigations, loss prevention, risk management, legal aspects, emergency and contingency planning, fire protection, crisis management, disaster management, counterterrorism, competitive intelligence, executive protection, violence in the workplace, crime prevention, crime prevention through environmental design (CPTED), and security architecture and engineering (ASIS Foundation, 2009; Strom et al., 2010). While the role of security has been explicated, the number of individuals trained to address these growing areas of need and demand has lagged behind.

   The need for specialized training in security and protection is further illustrated in a survey conducted of Federal Chief Information Officers by TechAmerica. Nineteen percent of respondents indicated that cybersecurity was a top priority for their company (Corbin, 2013).

Data breaches are a growing concern for everyone including laypersons and businesses alike. As noted, just as security teams learn the sources and methods for gaining access to data, the techniques of malicious actors change. In recent years, for instance, it is estimated that more than 90% of all data breach attacks were made via the human element (Verizon, 2015). Spear phishing campaigns and targeted face-to-face or phone attack vectors commonly top the list, creating a growing need for security trained in both the technological and social sciences (Verizon, 2016). Thus, one of the biggest problems facing companies and potential victims is lack of trained individuals to both prevent and respond to these breaches (Williams, 2016). Similarly, in a report published by the US Department of Justice, the role of private security in the United States continues to expand.

ISU is proposing the creation of this program in an effort to address this growing area of need both in the private and public sectors. We are proposing a general degree in Cyber and Security Studies with options for a concentration in either Cyber Studies or Security Studies. Each of these programs has merit to necessitate the need for a new program. Students earning a B.S. degree in Security Studies will be prepared to take leadership roles in diverse areas of security. B.S. degree holders will have the ability to pursue terminal degrees in private security leadership, cybercrime and security, and other related fields.

References:
ASIS Foundation (2009). *Compendium of the ASIS Academic/Practitioner Symposium, 1997-2008*. Retrieved from: http://www.asisonline.org/foundation/noframe/1997-2008_CompendiumofProceedings.pdf

Corbin, K. (2013*). Federal CIOs Fret Over Budget Pressures, IT Talent and Cybersecurity*. CIO IdG online. Retrieved from: http://www.cio.com/article/2386192/government/federal-cios-fret-over-budget-pressures--it-talent-and-cybersecurity.html

Strom, K., Berzofsky, M., Shook-Sa, B., Barrick, K., Daye, C., Horstmann, N., & Kinsey, S. (2010). *The Private Security Industry: A Review of the Definitions, Available Data Sources, and Paths Moving Forward*. USDOJ: Research Triangle Park, NC RTI Project Number 0212315.001.001

Verizon. (2015). Data Breach Investigations Report: Verizon Security.

Williams, T. (2016). *Changes Needed to Meet Growing Cybersecurity Job Demand*. Retrieved from: https://www.goodcall.com/news/changes-needed-to-meet-growing-cybersecurity-job-demand-05445

How is it consistent with the mission of the institution?

Indiana State University is recognized for excellence in experiential learning, community engagement, and cross-constituent collaborations. Thus, this program will offer unique opportunities for internships with local, state, and federal agencies. Similarly, this program will continue to focus on assisting communities with a growing need for cyber and security

protection. Currently, the Department of Criminology and Criminal Justice faculty are assisting local banks with their cyber security needs. This program will expand upon and extend those relationships to other businesses in the community and statewide.

How does this program fit into the institution's strategic and/or academic plan?

The B.S. in Cyber and Security Studies fulfills the Universities strategic plan in many ways. Specifically:

Goal 1: Student success

Recruitment of new students will be one key element to the success of this program. The ISU's Cyber and Security Studies Program will be one of the first in the state of Indiana. The B.S. in Cyber and Security Studies will serve a variety of clientele. It targets both traditional and non-traditional students. Three major client segments are targeted: those currently employed, students enrolled in two year programs, and new incoming students (freshman). More specifically, we will target those employed cyber and security positions but do not have either the degree or expertise in Cyber and Security Studies (such as law enforcement military whose job it is to investigate cyber and security crimes, as well as military personnel, public sector employees and private sector employees who protect digital data and physical facilities. A second major client segment includes students in the Ivy Tech and other community college systems currently enrolled in a 2-year degree program who will be seeking the opportunity to continue their education via a four-year institution. Finally, we will target new and incoming freshman wishing to pursue a career in cyber investigations or private security. We estimate that we will be able to bring in 50 new students in the first cohort with the maximum number of majors around 400.

The proposed program will be marketed through the following means:
1. Department, college, and university web sites
2. Department's Facebook page
3. Newsletters and alumni publications
4. Brochures for the proposed program will be made available to other institutions and targeted employers.
5. By students who broadcast through their social/electronic networks.
6. Professional affiliations of the faculty.

Goal 2: Experiential learning and career readiness

One requirement of the proposed program is the completion of an internship. Students will complete a minimum of 96 hours in an approved Cyber and Security Studies based program.

Goal 3: Community engagement and civic engagement

Students will be completing internships in community agencies where they will engage in experiential learning and assist agencies with problem solving. Also, a recent article published in the Wall Street Journal (*United Taps Criminology Students to Uncover Patterns in Accident Data* by Susan Carey, 9/29/2016) describes how United Airlines used criminology interns to help them understand employee injury data. The study helped to reduce employee injuries by 20 to 40 percent (depending on assignment) and incidents of aircraft damage by 29 percent. The article points out that "data is data" and it does not matter whether you are looking at crime data or accident data; criminology students can gain valuable experience while helping organizations solve problems. We will be looking for opportunities to duplicate this approach.

Goal 6: Employee success

The ability to teach Cyber and Security Studies requires a specific skill set. Faculty members with expertise in this area typically do not find employment in universities where they would be responsible for teaching and guiding research in their discipline. Therefore, by providing this unique opportunity to both our students and faculty, we would be capitalizing on their strengths in a unique way. These opportunities would make our department and program more marketable as well as encourage growth and retention.

See Appendix 1 for Institutional Rationale Strategic Plan

How does this program build upon the strengths of the institution?

Indiana State University combines a tradition of strong undergraduate and graduate education with a focus on community and public service. We integrate teaching, research, and creative activity in an engaging, challenging, and supportive learning environment to prepare productive citizens for Indiana and the world.

This program builds upon the university's mission of community and public service. The Department of Criminology & Criminal Justice (CCJ) has a long history of working with the community and public service agencies at all levels of government. We have a network of alums and stakeholders who work for a wide variety of public agencies that we consult on market needs, and who seek advice from us on practical problems. Our constituent agencies have told us of the growing need in the workforce for programs related to cyber and security issues. As we explored the issue, we found that this program would address challenges faced by numerous public agencies (particularly in criminal justice and the military). We have always focused on preparing students to fill the needs of our constituent agencies. This program accomplishes that and provides many opportunities to utilize teaching and research to solve real world problems while addressing the needs of an underserved job market and prepare future practitioners for new careers.

b. State Rationale

How does this program address state priorities as reflected in <u>Reaching Higher, Achieving More</u>?

The creation of this program will meet the priorities of being student centered, workforce aligned, and focused on retention and degree completion through advising. The following reviews these priorities.

Student Centered. The proposed program is student centered. The program offers flexibility to students, having four concentrations to complement student interests and industry needs. Additionally, the entire program will be offered on campus and online, thus giving students an opportunity to choose the delivery method that best fits their needs at any given time. Finally, the program can reach a broad spectrum of students across the nation, specifically those serving in the military and law enforcement.

Workforce Aligned. The program is workforce aligned. Multiple agencies across disciplines have indicated a growing need for Cyber and Security Studies. This program was designed in consultation with experts in the field to ensure that we are graduating a student that is both qualified and immediately employable.

Retention, Degree Completion, and Advising. The proposed program is designed to be completed in four consecutive years. Students will be assigned an advisor from the Department of Criminology and Criminal Justice during their sophomore year. These advisors are responsible in assisting students in selecting courses and fulfilling the goal of four year degree completion.

c. Evidence of Labor Market Need

i. *National, State, or Regional Need*

- *Is the program serving a national, state, or regional labor market need?*

  This program will serve a national, state, and regional labor market need. Currently, very few universities offer programs in this field. Thus, the labor market continues to grow with few students entering the field with appropriate degrees. Similarly, our program would specifically new and incoming students, transfer students, and law enforcement personnel. Thus, the skills acquired from degree completion are marketable throughout the world.

ii. *Preparation for Graduate Programs or Other Benefits*

- *Does the program prepare students for graduate programs or provide other benefits to students besides preparation for entry into the labor market?*

Students completing this program will be prepared to enter graduate school in any program that has a shared emphasis in Cyber and Security Studies, criminal justice, criminology, law enforcement, or other social science related discipline. Students will take a series of courses in research methodology, writing, and analysis. These courses will be writing and research intensive, thus, students will be presented with the skill sets necessary to enter most graduate programs as well as the labor market.

iii. *Summary of Indiana DWD and/or U.S. Department of Labor Data*

- *Summarize the evidence of labor market demand for graduates of the program as gleaned from employment projections made by the Indiana Department of Workforce Development and/or the U.S. Department of Labor.*

According to the Indiana Department of Workforce Development (IDWD) May, 2015 data (the most recent available), just over 20,000 security related jobs existed in the state of Indiana (see Table 1). Persons employed in these positions averaged $18.84 per hour with a range of a low of $8.02 for security officers and high of $53.74 for Detectives and Criminal Investigators. The largest sector employing individuals is in the category of Security Guard (approximately 18,000).
In a study commissioned by Indiana State University assessing the potential job growth for jobs by major, results indicated there were an average of 184.7 new Cyber/Computer Forensics and Counterterrorism jobs available annually in Indiana.

Table 1. Indiana Workforce Development Security Related Occupations by Number Employed and Median Income		
Occupation	**Number Employed**	**Median Income**
Detectives and Criminal Investigators	1,280	$28.26
Private Detectives and Investigators	210	--
Gaming Surveillance Officers and Investigators	390	$18.39
Security Guards	17,880	$10.98
Transportation Security Screeners	330	$17.73
Total	20,090	$\bar{x}$ = $18.84

References:

Indiana Department of Workforce Development (2016). *Occupational Wages: in Indiana May 2015.* Retrieved from:
http://www.hoosierdata.in.gov/dpage.asp?id=24&view_number=2&menu_level=&panel_number=2

Indiana Department of Workforce Development (2016) *Occupational Wages— Percentiles: Indiana in May 2015* . Retrieved from: http://www.hoosierdata.in.gov/dpage.asp?id=24&view_number=4&menu _level=&panel_number=2

Thomas P. Miller & Associates (2016). *Indiana State University Job Growth Report: Strategic Plan Question Subcommittee Report*.

iv.   *National, State, or Regional Studies*

- Summarize any national, state, or regional studies that address the labor market need for the program.

Job Opportunities for Graduates with a Degree in Security Studies

The job outlook for Security Studies graduates is bright, with the number of jobs in the security industry in the U.S. expected to grow significantly through 2020. In the security industry, the potential options include:

Security
- Private Security Firms
- Retail Loss Prevention
- Hospitals
- Corporations
- Private Investigator
- Law Enforcement
- Border Patrol Agent
- Gaming Surveillance Officers and Investigators
- Security Guards
- Transportation Security Screeners

Corporations are continually concerned with loss prevention, risk management, and the safety and security of their businesses and employees. These trends have led to an increasing need for qualified security professionals in a variety of industries. The private security industry is two times bigger than the public law enforcement, so is the job demand for security professionals. The private security continues to evolve as the demands for highly educated and trained security professionals continues. Because of the cost-effectiveness, the public law enforcement is expected to transfer many responsibilities to the private sector due (Storm et al, 2010). This, in turn, will contribute to an increase in job demands in this sector.
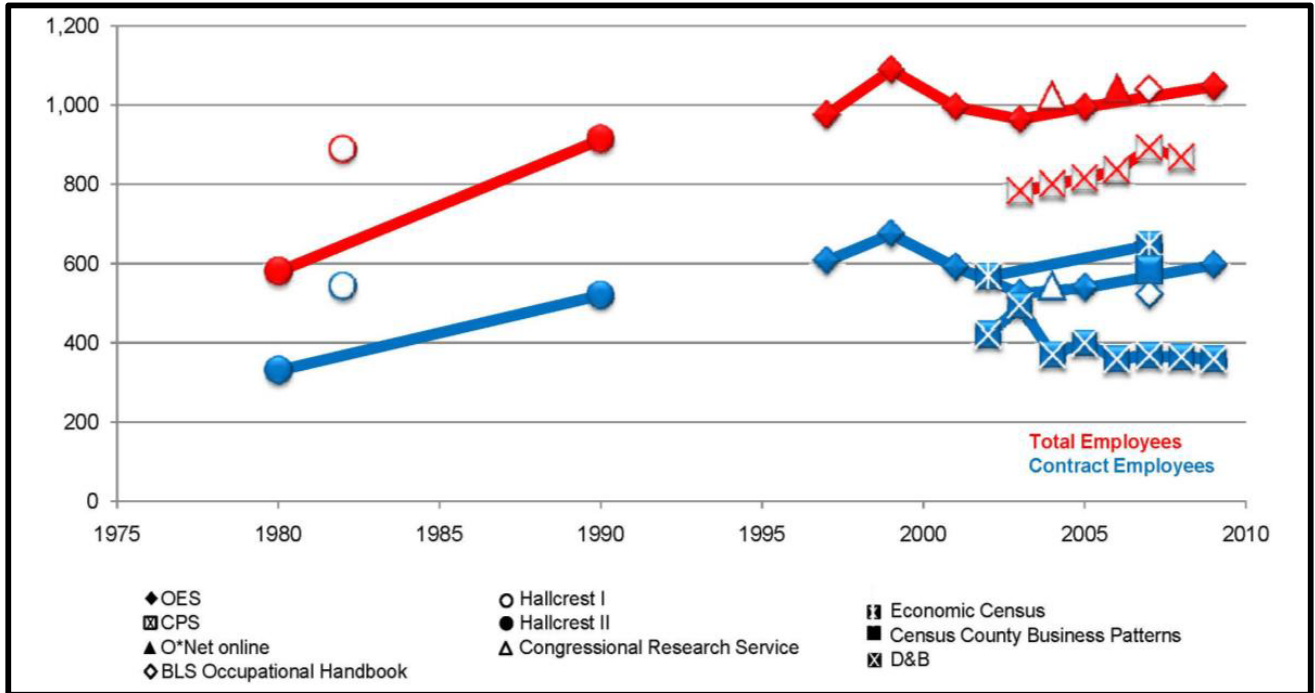
Figure 1. Total Number of Private Security Officers and Contract Security Officers in the United States by Data Source, 1980–2009 (Source: Storm et al., 2010).
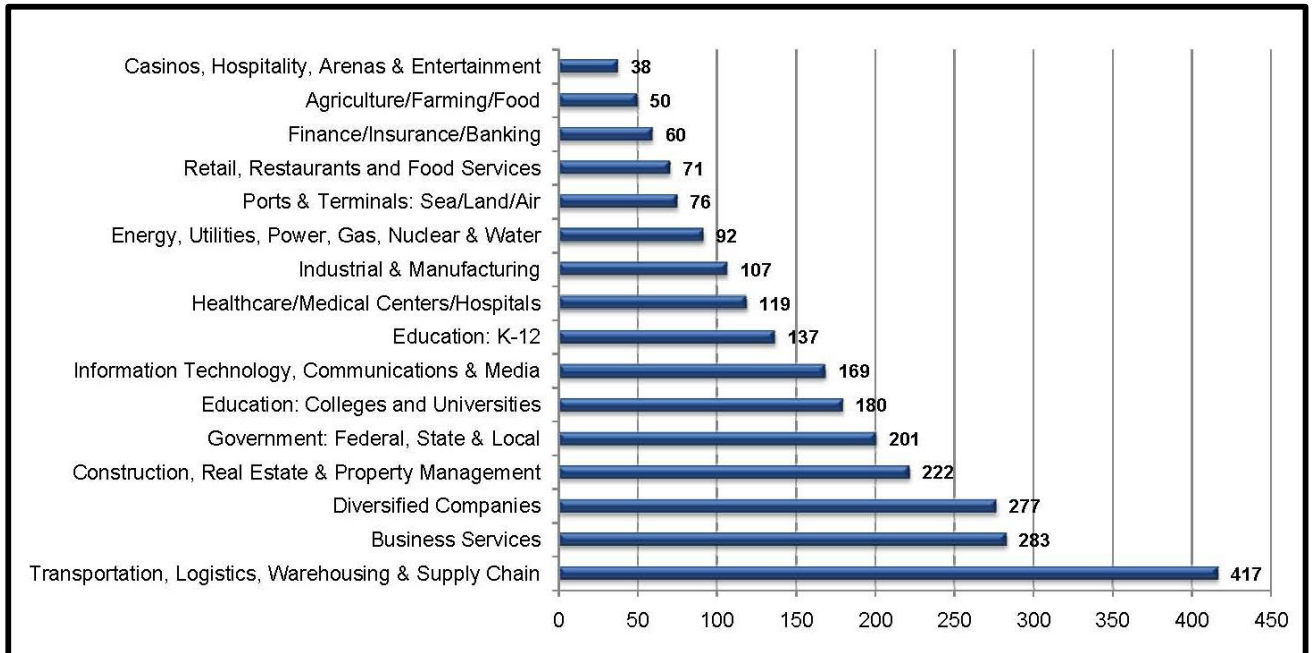

Figure 2. Number of Employees per Security Officer by Industry Sector, 2009 (Source: Storm et al., 2010).

Cybercrime Employment Market

According to the Bureau of Labor Statistics, the projected growth rate for cyber security jobs from 2012 to 2022 is 37%, compared to 11% average growth rate for all occupations. This indicates that the employment opportunities in the field of cyber security are expected to increase much faster than all other occupations.

The cybercrime is a growing problem worldwide. That makes the demands for new professionals in this field even more increasing. Cyber security jobs will be in high demand and it doesn't seem like the need for more security professionals is going away in the foreseeable future. Cyber attacks are only becoming more common and more harmful, and even though we tend to only hear about the attacks of high-profile entities, no company – or individual for that matter – with an online presence is immune to attacks. Thus, the employment opportunity for graduates with a B.S. degree in Security Studies is very promising.
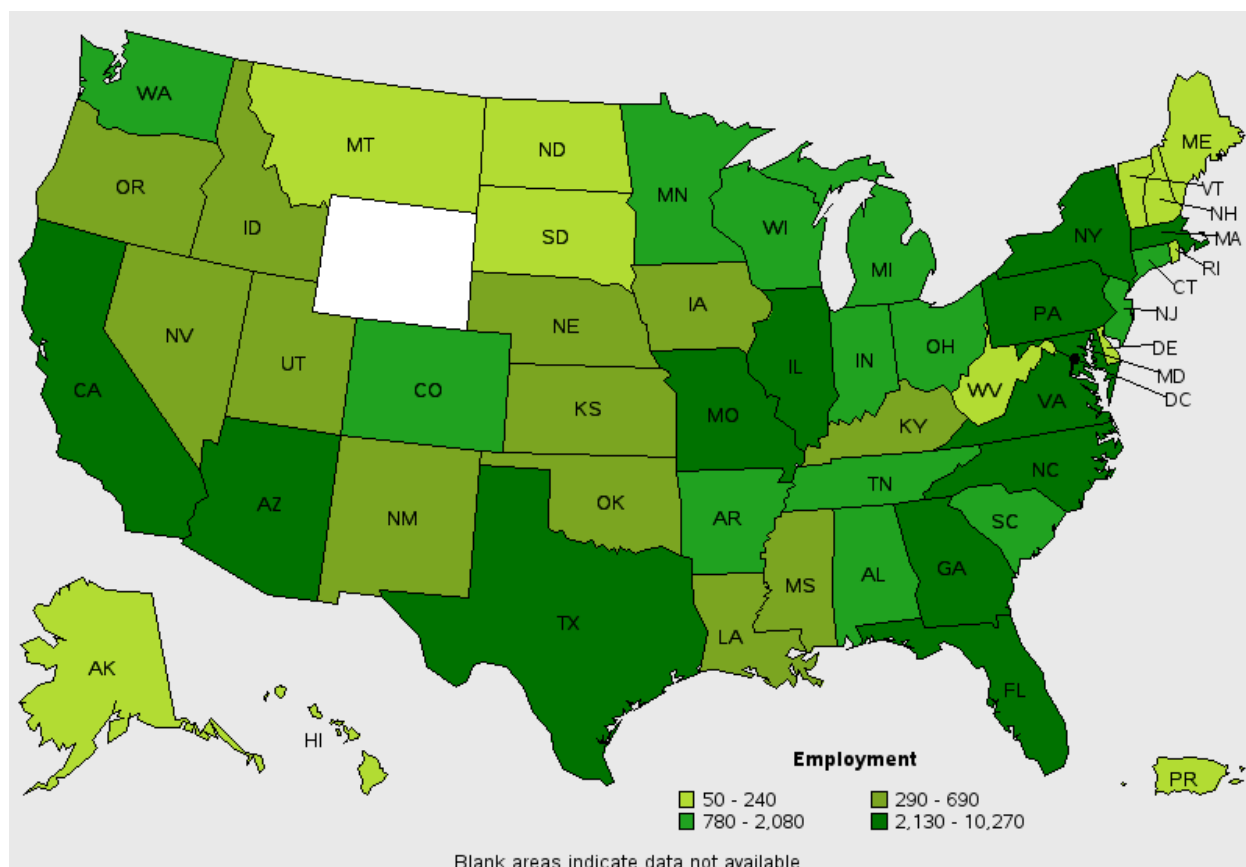

Figure 3. Employment Information for security analysts, by state, May 2014

v. Surveys of Employers or Students and Analyses of Job Postings

- *Summarize the results of any surveys of employers or students and analyses of job postings relevant to the program.*

To determine the need for an Cyber and Security Studies program, we interviewed several agency directors including a former director of NCIS, a former deputy director of the FBI, a director of a state correctional system, police chiefs, several police officers and federal law enforcement officers, a naval intelligence officer, and an army brigadier general in charge of an intelligence unit. All stated this is a growing sector of employment that is currently under-served by the educational community.

In addition to interviews with representatives from different federal and state agencies, we collected opinions from a convenient sample of 146 college students. Students were asked to identify their area of interest in terms of the future careers that they will desire to choose. A significantly large number of students indicated that they would like to work for the intelligence community as their first choice while criminal profiling was second.

vi. Letters of Support

- *Summarize, by source, the letters received in support of the program.*

Letters of support for the program were collected from
Dr. Elizabeth Brown, Chair, Math and Computer Sciences, Indiana State University
Dr. Kelly Wilkinson, Associate Dean, Undergraduate Programs, Scott College of Business, Indiana State University
Mr. Robert E. Casey, Jr., Chief Security Officer, Eli Lilly and Company
Mr. Daniel S. McDevitt, Principal, REM Management Services, Inc.
Mr. David L. Brant, Managing Director, Public Sector Practice, BDO

All individuals writing support for the creation and implementation of the Cyber and Security Studies program indicate that there exists a great need for this kind of expertise in the field of criminal justice, noting that this type of degree is underserved in law enforcement.

See Appendix 2 for letters and e-mails of support.

3. Cost of and Support for the Program

a. Costs

i. *Faculty and Staff*

- *Of the faculty and staff required to offer this program, how many are in place now and how many will need to be added (express both in terms of number of full- and part-time faculty and staff, as well as FTE faculty and staff)?*

Eleven current faculty members are qualified to teach at least one of the core or concentration courses. During the first year of implementation, a portion of the incoming students can be absorbed in currently offer courses. Over the projected 5 year implementation period, it is proposed that an additional 5 full-time and 8 part-time faculty members will be needed. The new faculty members will be used to cover areas of specialization not possessed by current faculty members and to accommodate increased enrollment. Full implementation of the program will require 7 FTE.

Program Faculty

Table 1: Current Criminology and Criminal Justice Faculty and Specializations Most Closely Related to Proposed Program				
Name	**Degree**	**Rank**	**Specialization**	**Appt.**
DeVere D. Woods Jr.	Ph.D.	Professor, Dept. Chair	Law Enforcement, Crime Analysis, Interrogation, Criminal Profiling	Full-time
Avdi Avdija	Ph.D.	Assist. Prof.	Law Enforcement, Crime Analysis, Interrogation	Full-time
Shannon M. Barton	Ph.D.	Professor	Research Methods, Criminology	Full-time
Lisa Key Decker	J.D.	Assoc. Prof.	Criminal Law & Procedures	Full-time
Jennifer N. Grimes	Ph.D.	Assoc. Prof.	Research Methods, Criminology	Full-time
Mark S. Hamm	Ph.D.	Professor	Terrorism	Full-time
Jennifer L. Murray	Ph.D.	Assist. Prof.	Ethics, Research Methods	Full-time

Table 1 continued: Current Criminology and Criminal Justice Faculty and Specializations Most Closely Related to Proposed Program				
Name	**Degree**	**Rank**	**Specialization**	**Appt.**
Franklin T. Wilson	Ph.D.	Assoc. Prof.	Research Methods, Private Security, White Collar Crime	Full-time
David Polizzi	Ph.D.	Assoc. Prof.	Terrorism, Ethics	Full-time
Brian Schaefer	Ph.D.	Assist. Prof.	Law Enforcemnent, Research Methods, Criminology, CyberCrime, Crime Analysis	Full-time
William Mackey	ABD	Assist. Prof.	Cyber Crime, Research Methods, Criminology, White Collar Crime	Full-time
Gary Hartsock	M.S.	Instructor	Criminology, Internships	Full-time

ii. *Facilities*

- *Summarize any impact offering this program will have on renovations of existing facilities, requests for new capital projects (including a reference to the institution's capital plan), or the leasing of new space.*

There are no proposed renovations to existing facilities or requests for new capital projects to support this program.

iii. *Other Capital Costs (e.g. Equipment)*

- *Summarize any impact offering this program will have on other capital costs, including purchase of equipment needed for the program.*

No additional capital costs will be incurred to administer this program.

b. *Support*

i. *Nature of Support (New, Existing, or Reallocated)*

- *Summarize what reallocation of resources has taken place to support this program.*

A portion of the core and concentration courses can be filled with currently taught criminology courses. These cross-over courses will help to reduce instructional and startup costs.

- *What programs, if any, have been eliminated or downsized in order to provide resources for this program?*

  No programs will be eliminated or downsized to provide resources for this program.

  ii. *Special Fees above Baseline Tuition*

- *Summarize any special fees above baseline tuition that are needed to support this program.*

  No additional fees will be assessed to the students to support this program.

4. Similar and Related Programs

a. *List of Programs and Degrees Conferred*

  i. *Similar Programs at Other Institutions*

  Campuses offering (on-campus or distance education) programs that are similar:

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for similar programs in the public sector, as well as information on programs in the non-profit and proprietary sectors, to the extent possible. *CHE Appendix A: Similar Programs at Other Institutions, Detail (This appendix will contain back-up tables for the summary.)*

- Institutions may want to supplement this data with supplementary contextual information, such as relevant options or specializations or whether or not programs at other institutions are accredited or lead to licensure or certification.

  ii. *Related Programs at the Proposing Institution*

- CHE staff will summarize data from the Commission's Program Review Database on headcount, FTE, and degrees conferred for related programs at the proposing institution. *CHE Appendix B: Related Programs at the Proposing Institution, Detail (This appendix will contain back-up tables for the summary.)*

b. *List of Similar Programs Outside Indiana*

- If relevant, institutions outside Indiana (in contiguous states, MHEC states, or the nation, depending upon the nature of the proposed program) offering (on-campus or distance education) programs that are similar:

List of Universities with BS/BA in Cyber and Security Studies

Universities that Offer a Degree or Certificate in Cyber Crime/Cyber security or Related Fields

- DePaul University
- University of Houston
- Penn State University
- University of Maryland-University College
- Stevens Institute of Technology
- Christian Brothers University
- Champlain College
- Mercy College
- Strayer University
- American Public University
- Capella University
- Colorado Technical University
- Armstrong State University
- Norwich University
- University of Phoenix
- Prince George's Community College
- University of South Florida
- Utica College
- Northern Kentucky University
- George Washington University
- St. John's University
- Northern Michigan University
- University of Houston

Universities that Offer a Degree or Certificate in Private Security/Corporate Security or Related Fields

- Missouri Baptist University
- Massasoit Community College
- Bellevue University
- John Jay College of Criminal Justice
- American Public University
- Prince George's Community College
- Brandman University
- Stevens Institute of Technology

References

Cyber Security Future Job Demands
http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm#tab-6
Employment Statistics
http://www.bls.gov/oes/current/oes151122.htm#st
Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook, 2014-15 Edition, Information Security Analysts, on the Internet at
http://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm (visited January 20, 2016).
http://www.floridatechonline.com/resources/infographics/cyber-security-careers-outlook/#.VXhAQOdGwb0
http://amusecurityinfo.com/the-evolution-and-importance-of-the-private-security-sector/
https://www.ncjrs.gov/pdffiles1/bjs/grants/232781.pdf

c. Articulation of Associate/Baccalaureate Programs

- *For each articulation agreement, indicate how many of the associate degree credits will transfer and apply toward the baccalaureate program.*

Indiana State University maintains expressed articulation agreements with 13 different universities: College of Dupage Community College of the Air Force, Danville Area Community College, Frontier Community College, George Brown College, Ivy Tech Community College, Lake Land College, Lincoln Trail College, Olney Central College, Parkland College, University of Evansville (dual degree), Vincennes University, and Wabash Valley College. Of these, the Department of Criminology and Criminal Justice has explicated articulation agreements that will apply to the proposed program with eight of the universities. Credits transferring into the major are as follows:

Danville Area Community College
    AAS Criminal Justice and Corrections-Correctional Officer/Youth
    Supervisor/Corrections-Parole   67 credits
    AAS Criminal Justice-Law Enforcement   66 credits

Frontier Community College
    Associate in Science and Arts Degree: Administration
    of Justice D111   67 credits

Ivy Tech Community College
    AS Criminology and Criminal Justice   78 credits

Lake Land College
    AA Criminal Justice/Law Enforcement   64 credits

Lincoln Trail College
    Associate in Science and Arts Degree: Administration
    of Justice D111   67 credits

Olney Central College
    Associate in Science and Arts Degree: Administration
    of Justice D111   67 credits

Vincennes University
    AAS Corrections   62-63 credits
    AAS Law Enforcement   62-63 credits
    AS Corrections   62 credits
    AS Law Enforcement   65 credits

Wabash Valley College
    Associate in Science and Arts Degree: Administration
    of Justice D111   67 credits

Additionally, it has been determined that the existing TSAP for Criminology will count for the first 60 hours of this degree program.

See Appendix 3 for Articulation of Associate/Baccalaureate Programs

d. *Collaboration with Similar or Related Programs on Other Campuses*

- *Indicate any collaborative arrangements in place to support the program.*

  There are currently no collaborative arrangements in place to support the program. However, it is anticipated once the program is in place the department will seek involvement from other departments or programs such as Information Technology and Computer Science.

5. Quality and Other Aspects of the Program

a. *Credit Hours Required/Time To Completion*

Credit hours required for the program and how long a full-time student will need to complete the program

The proposed program will require all students to complete 51 credit hours of undergraduate coursework for the major in *Cyber and Security Studies*. This includes 21 credit hours of program core course work, 26 credit hours concentration course work, and 6 credit hours directed electives course work. Together with the University's Foundational Studies requirements, the entire B.S. in Cyber and Security Studies program will have 120 credit hours.

See Appendix 4 for a List of Proposed Courses

b. *Exceeding the Standard Expectation of Credit Hours*

- *If the associate or baccalaureate degree program exceeds 60 or 120 semester credit hours, respectively, summarize the reason for exceeding this standard expectation.*

The program does not exceed the 120 credit hour requirement for a Bachelor program.

c. *Program Competencies or Learning Outcomes*

- *List the significant competencies or learning outcomes that students completing this program are expected to master.*

PROGRAM LEARNING OUTCOMES

The mission of the Indiana State University Bachelor of Science degree in Security Studies is to create a student-centered educational environment that engages individuals to help them fulfill their career goals by obtaining a bachelor's degree with the skills necessary for success and advancement in the workplace. Upon completion of this program, the graduates will be able to:

- Demonstrate the ability to develop research based responses to specific security threats.
- Analyze collected data/information using a variety of analytic techniques and methodologies.
- Demonstrate knowledge about the physical security and cybercrime.
- Gather, analyze, correlate, or evaluate information from a variety of resources, such as law enforcement databases, open-sources, human sources, etc.
- Validate cyber threats,
- Identify and analyze current issues and practices facing the national security at both public and private sectors.
- Apply a scientifically supported theoretical premise to current security related issues.
- Develop a preventive measures based on scientifically supported research.
- Identify best practices in implementing and managing the security issues.
- Prepare comprehensive written reports, presentations, maps, or charts based on research, and collection and analysis of data.
- Communicate analytic products in written, oral, visual, and/or multimedia formats.
- Describe the theory and history of the discipline of security studies
- Demonstrate critical thinking skills.

d. *Assessment*

- *Summarize how the institution intends to assess students with respect to mastery of program competencies or learning outcomes.*

The evaluation procedures that will be implemented to assess the Bachelor of Science in Cyber and Security Studies program include: student course evaluation; student evaluation of learning resources, support, advising, and distance education and technology; exit surveys; student satisfaction; and alumni surveys. Student retention and graduation rates will be compiled and analyzed annually. All these procedures are

necessary to provide extensive ongoing evaluation that express competency, achievement, and areas of recommended changes.

The faculty of the Department of Criminology and Criminal justice will review evaluation results and make necessary curriculum changes. This process will enable the program to reflect on and discuss the overall quality of the students learning experience and to identify strategies (curricular and co-curricular) for program improvement

See Appendix 5 for *Assessment Plan and Intended Uses*

e. *Licensure and Certification*

The completion of this program carries no licensure or certification requirements.

Graduates of this program will be prepared to earn the following:

- *State License:* N/A

- *National Professional Certifications (including the bodies issuing the certification):* N/A

- *Third-Party Industry Certifications (including the bodies issuing the certification)*: N/A

f. *Placement of Graduates*

- *Please describe the principle occupations and industries, in which the majority of graduates are expected to find employment.*

This program's clients will include personnel from law enforcement, private security, public and private organization and enterprises with interest in the Cyber and Security Studies careers, two-year transfer students, and new and incoming freshman who are seeking a program that offers a broad spectrum of courses with four concentrations to choose from, to make them more employable upon graduation.

- *If the program is primarily a feeder for graduate programs, please describe the principle kinds of graduate programs, in which the majority of graduates are expected to be admitted.*

While this program is not designed specifically to be a feeder for a graduate program, students will be prepared to enter graduate programs designed specifically to teach Cyber and Security Studies, criminal justice, certain forensics, security studies. We anticipate it will increase enrollments in our current M.A/M.S. program in Criminology and Criminal Justice as well as the M.S. in Information Analytics program proposed by the College of Technology at ISU.

g. *Accreditation*

While no mandatory accreditation process for criminology and criminal exists, the Academy of Criminal Justice Sciences (ACJS), a professional organization, offers a voluntary service to programs wishing to seek certification. The implementation of this program will further align our department with the standards set forth by ACJS.

See Appendix 6 for Academy of Criminal Justice Sciences Accreditation Standards

- *Accrediting body from which accreditation will be sought and the timetable for achieving accreditation.* N/A

- *Reason for seeking accreditation.* N/A

6. <u>Projected Headcount and FTE Enrollments and Degrees Conferred (See Table 2)</u>

- *Report headcount and FTE enrollment and degrees conferred data in a manner consistent with the Commission's Student Information System*

- *Report a table for each campus or off-campus location at which the program will be offered*

- *If the program is offered at more than one campus or off-campus location, a summary table, which reports the total headcount and FTE enrollments and degrees conferred across all locations, should be provided.*

- *Round the FTE enrollments to the nearest whole number*

- *If the program will take more than five years to be fully implemented and to reach steady state, report additional years of projections.*

See Appendix 7 for 4 Year, 3 Year (plan for students who change majors or determine major after first 30 hours) and TSAP Curriculum Sequencing Map/Plans

Table 2: Projected Headcount and FTE Enrollments and Degrees Conferred
Fall, 2017

Institution/Location: Indiana State University, Terre Haute
Program: Cyber and Security Studies

	Year 1 FY2018	Year 2 FY2019	Year 3 FY2020	Year 4 FY2021	Year 5 FY2022
Enrollment Projections (Headcount)					
Full-Time	52	78	117	156	195
Part-Time	28	42	63	84	105
Total	80	120	180	240	300
Enrollment Projections (FTE)					
Full-Time	52	78	117	156	195
Part-Time	11.2	16.8	25.2	33.6	78
Total	63.2	94.8	142.2	189.6	273
Degrees Conferred Projections	0	0	35	39	50

CHE Code: 12-
Campus Code: 01
County: 84
Degree Level: BS
CIP Code: Federal -43.0303   ; State – 43.0303

Appendix 1: Institutional Rationale, Detail

(This appendix should contain links to the institution's strategic and/or academic plan or the plans themselves.)

Indiana State University Strategic Plan http://irt2.indstate.edu/cms7/sp16/

Goal 1: Student success

Goal 2: Experiential learning and career readiness

Goal 3: Community engagement and civic engagement

Goal 4: Build market awareness for programs of distinction

Goal 5: Resources and institutional effectiveness

Goal 6: Employee success

Appendix 2
Letters and E-mails of Support

From: Liz Brown
Sent: Thursday, March 02, 2017 3:20 PM
To: DeVere Woods
Subject: RE: CS collaboration

Yes. We support this. As we discussed previously, it will probably be CS 151 and another one TBD (but TBD soon). I am excited for the collaboration and how it will push the CS faculty to think about new offerings in our own department as well.

Liz

From: DeVere Woods
Sent: Thursday, March 02, 2017 12:00 PM
To: Liz Brown
Subject: CS collaboration

Liz,

Thank you for your assistance in helping us develop our new Cyber & Security Studies program proposal. As you are aware, our proposal lists the following computer science courses as alternative to courses in our proposal:

CS 101 Fundamentals of Computing
CS 151 Introduction to Computer Science.

We are looking forward to further discussions on how we can extend this collaboration, but I now need to confirm that your department still supports including these CS courses in our proposal.

Thanks.

DeVere

DeVere D. Woods Jr., Ph D.
Chairperson, Professor
Dept. of Criminology & Criminal Justice
Director, Institute of Criminology
206 Holmstedt Hall
Indiana State University
Terre Haute, IN 47809
devere.woods@indstate.edu
812 237-2190

From: Kelly Wilkinson
Sent: Thursday, February 09, 2017 3:11 PM
To: DeVere Woods; Bassam Yousif
Cc: Susan Powers; Joe Sanders; Steven Lamb; Chia-An Chao
Subject: Similar Courses

DeVere:

Thank you for the email. We have two courses that should work for your CSS 432 course. BUS 201-Principles of Accounting I is a course that is offered both online and F2F. Catalog Description is: *An introduction to financial accounting and how statements are used for decision making. Emphasis is placed on asset and liability measurement, reporting, and income determination. Prerequisite: 24 earned hours or consent of Department Chairperson.*

There is also ACCT 200-Survey of Accounting which is also offered both online and f2f. Catalog description is: *Principles of financial and managerial accounting for students in technology, social sciences, health, and other applied areas. Emphasis on role of accounting in organizational decisions. This is taken by non business majors.*

Also, the CSS 331 is identical to MIS 420 and CSS 311 and 332 are similar to MIS 350. Although they have prerequisites we can work around that as consent can be used.

We have such a great working relationship with the forensic accounting minor, the SCOB would love to expand the partnership to help you with your new major. If you have questions, please let me know. Thank you again.

Kelly

Kelly Wilkinson, Ph.D..
Associate Dean, Undergraduate Programs
Director, Meis Student Development Center
Scott College of Business
124 Federal Hall
Indiana State University
Terre Haute, IN 47809
Kelly.wilkinson@indstate.edu
812.237.3606

QM Certified Peer Reviewer (QM-CPR)
QM Master Reviewer (QM-MR)

Robert E. Casey, Jr.
Westfield, Indiana

September 25, 2016

Dr. Daniel Bradley
President
Indiana State University
Parsons Hall 208
Terre Haute, Indiana 47809

Dear Dr. Bradley:

I write in support of a proposal by the Department of Criminology and Criminal Justice to establish a Bachelor of Science program in Security Studies. I feel qualified to make this endorsement in view of my 36-year professional background in law enforcement, national security, intelligence and corporate security.

As you may recall, following my graduation from ISU in 1980 with a Bachelor of Science degree in Criminology, I served for five years on the Houston, Texas Police Department, including two years in the Criminal Intelligence Division where I performed overt and covert intelligence collection and conducted analysis of collected information to support the police mission. In 1986 I was appointed a Special Agent of the FBI, where I held progressively increasing positions of management responsibility in major cities in the United States. From 2003 through 2006 I served as a senior executive in the Directorate of Intelligence at FBI Headquarters in Washington, DC. In this capacity I held national program management responsibilities for development of the FBI's post 9/11 field intelligence operational model, as well as development of the FBI's first enterprise-wide standards for intelligence analysis. I subsequently served as Special Agent in Charge of the FBI's Dallas Division, where I led all FBI operations in a 125,000 square mile territory of Texas.

Following my retirement from the FBI in 2012, I joined Eli Lilly and Company as its Chief Security Officer, responsible for its global security function. In this role I am responsible for the management of enterprise standards and operations for personnel, physical and logistics security, and am a member of the Information Security (Cyber) council. In my current role – as well as in my FBI career – the importance of technical, mechanical, and procedural security design and governance has never been more evident in the risk-management based strategy found in domestic and global organizations. Today, almost every aspect of security in the public and private sectors involves a technical or cyber dimension. Information Technology-focused educational programs are most often highly technical – hardware, software applications, systems integration, etc.

ISU's proposed program seeks to provide education and perspectives that would serve the non-technical professional in law enforcement, military or corporate security careers. I have seen the need for this sort of approach in my own professional endeavors.

From an already well-established foundation in its current criminology and criminal justice programs, I believe ISU can be a leader in this area and attract students from within and outside the state to this new and exciting course of study. Should this program be established, I will offer my continuing support to ensure its success.

Very truly yours,

Robert E. Casey, Jr.

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P.O. Box 5132, Lansing IL 60438
A Veteran Owned Business- Illinois Certified Small Business
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September 16, 2016

DeVere D. Woods Jr., Ph D.
Chairperson, Dept. of Criminology & Criminal Justice
206 Holmstedt Hall
Indiana State University
Terre Haute, IN 47809

Dr. Woods:

I am honored to be able to write this letter in support of the two newly proposed programs for the Department of Criminology & Criminal Justice at my "Alma Mater", Indiana State University.

By way of background, I am a 36-year retired law enforcement professional, and my experience includes Federal, State, County and municipal agencies. I am also a retired U.S. Naval Intelligence Officer (Lieutenant Commander), and my assignments both in the U.S. and overseas centered on Intelligence Analysis. I have developed courses and taught throughout the world on topics of security and management for the State Department and the Defense Department.

Following my law enforcement career, I became co-founder of a management consulting firm that focuses on Security Analysis of facilities and corporations as part of our offerings. Based on my background I feel qualified to comment on both of these proposed programs.

ISU has always been a leader in the field of Criminology and Criminal Justice, and the success of my fellow graduates reflects the level of excellence that the Department of Criminology and Criminal Justice demands. These two new programs will provide unique learning opportunities for students to prepare them for life after their formal education is concluded.

The field of Intelligence Analysis is desperate for well-trained practitioners, and there are many opportunities available. All Federal, most state, and many county and local law enforcement agencies now have Intelligence units, and while the need for personnel to staff these units is critical, other than people with military intelligence backgrounds, trained personnel are difficult to find. I believe that an ISU graduate with a focus on Intelligence Analysis would be an

outstanding candidate to fill these positions, and that they would reflect very well on ISU as they continued on in their career.

With the way things are in the world today, the security field is growing rapidly, but other than former law enforcement personnel nearing or at the end of their careers, finding employment candidates to fill these positions is often difficult. This program, which will focus on all aspects of corporate, physical, and cyber security, will prepare ISU students to not only fill these positions, but to excel. Security in our modern times is much more than simply posting a Security Officer at a location. These security firms must have employees and managers who are well educated and trained professionals to be able truly protect the physical assets, intellectual properties, and data belonging to a variety of clients.

Our firm designs training programs for a variety of security providers, and the emphasis on education has become a paramount concern for security companies. People who are managing security programs need state of the art training and education to be successful, and this program would well prepare ISU students to become future leaders in the field of security.

In conclusion, I can assure you based on my experience it is my feeling that both of these proposed programs are not only appropriate for ISU to pursue, both programs definitely fill a need, and I strongly believe that they will greatly assist ISU students in obtaining excellent employment opportunities.

Please contact me at your convenience if you have any questions or would like further comment.

Sincerely,

Daniel S. McDevitt
Principal, REM Management Services, Inc.
Indiana State University, B.S., M.S.

Oct 31, 2016

DeVere D. Woods Jr., PhD.

Chairperson, Dept of Criminology & Criminal Justice

206 Holmstedt Hall

Indiana State University

Terre Haute, Indiana 47809

Dear Dr. Woods,

I received my Master's in Criminology from ISU during summer 1975. From that time until present I have been directly or indirectly involved in Law Enforcement, Intelligence/Counterintelligence and Counterterrorism matters. I was a Dade County Florida Police Officer from 1975-1977 and a Naval Criminal Investigative Service (NCIS) Special Agent from 1977 until I retired in late 2005. I was with Deloitte Consulting from 2006-2011 primarily supporting the Department of Justice and Department of Homeland Security. I have been the Managing Director of the Public Sector for BDO since Jan 2011 and our priority focus is also to support agencies with Law Enforcement, Intelligence or Counterintelligence missions.

The NCIS mission is to provide Criminal Investigative, Counterintelligence and Counterterrorism support to the Department of Navy. NCIS has a global presence and the agency is a critical component of our Nation's Intelligence Community. I was the Director of NCIS from May 1997 until my retirement in Dec 2005. Prior to that (1994-1997), I was the Assistant Director for Counterintelligence. During the 1994-2005 time frame NCIS (as well as every other Federal level Law Enforcement and Intelligence Agency) experienced significant growth in the employment, deployment and utilization of criminal, counterintelligence and criminal analysts. NCIS, like counterparts, recognized professionally trained analysts, with solid academic records, could be better leveraged in support of mission priorities by closer alignment with "in the field" operators. In essence, analysts became less of "paper producers" and more engaged in support of critical mission areas. For NCIS, that meant hiring significant numbers of analysts to provide direct support to Criminal, Counterintelligence and Counterterrorism mission areas.

That need has continued to grow and today there is not a Federal Agency (and many State/Local agencies as well) that does not employ and need significant numbers of entry level and experienced analysts. These analysts are critical contributors to mission success.

ISU has a highly regarded Criminology & Criminal Justice Program (one of the main factors in my career success!). You will only strengthen that reputation with potential students, current students, alumni, commercial businesses and public sector employers by building a forward leaning Intelligence Analysis program. This program would provide an excellent academic baseline for students that will be attractive on a number of fronts. The need for professional analysts will be a continuing one for Federal Agencies in particular for the foreseeable future.

Similarly, ISU's proposed Security Studies Program will also fill a gap, create a bit of an academic "niche" in an area that will have a requirement to employee greater numbers of "security professionals". In the past a "security professional" might be defined as a former/retired military veteran or law enforcement professional. Now, and in the future, that definition will need to be broadened. Commercial enterprises face the same categories of risk/threat that Government entities do......Cyber, Insider, Economic Espionage, Crime, Fraud, etc, etc. Since no company does business in a bubble these days, the threat is global and horizontal vs linear and contained. This fact necessitates that Security Professionals understand the corporate environment with much more depth and appreciation for global economic interests than in past years. ISU's Security Studies Program can be an important contributor to this broadening need. In my current role, I work closely with Corporate Security Executives on a regular basis.......they look to hire a "different" profile from applicants of the past.

The Intelligence Analysis and Security Studies Program will be differentiators for ISU and its students. I look forward to the opportunity to discuss in further detail in the future.

Sincerely,

David L. Brant

Managing Director, Public Sector Practice

BDO

McLean, Va 22102

Appendix 3
Articulation Agreements

Appendix 3
Articulation Agreements

Indiana State University

Transfer Central

Articulation Agreements

Indiana State University has established articulation agreements (transfer plans) with selected colleges and universities that allow students to complete a specific associate degree program at another institution and receive up to 90 credits toward a specific bachelor degree program at Indiana State University.

Each agreement stipulates the ISU courses needed to complete the bachelor degree program and any other requirements or guidelines that govern a particular agreement (for example, course and cumulative grade point requirements that differ the University's general requirements).

An ISU academic department or a cooperating institution may initiate development of a program articulation. See procedures. For assistance, contact the Office of Registration & Records (at right).

CURRENT AGREEMENTS

Follow these links for current articulation agreements (transfer plans):

College of DuPage
Community College of the Air Force
Danville Area Community College
Frontier Community College
George Brown College
Ivy Tech Community College
Lake Land College
Lincoln Trail College
Olney Central College
Parkland College
University of Evansville (dual degree)
Vincennes University
Wabash Valley College

CONTACT

Office of Registration & Records
Parsons Hall, Room 009
Indiana State University
Terre Haute, IN 47809
812-237-2020
812-237-8039 fax
ISU-ORR@mail.indstate.edu

Last updated August 4, 2014

Indiana State University

Transfer Central

Transfer Plans

Danville Area Community College - Indiana State University

The University has partnered with Danville Area Community College to formalize **transfer plans** for particular majors. These plans enable students to complete specific DACC associate degrees and receive credit towards specific ISU bachelor degrees.

Each plan details the DACC courses accepted for credit at ISU; the ISU courses needed to complete the bachelor degree, and any other guidelines that apply. Credit transfer is possible for credit or degrees not listed, or credit earned from institutions other than DACC.

Browse these plans **IF** you are entering DACC and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at DACC, refer to transfer guidelines for helpful information and transfer evaluation tools.

Note: ISU General Education requirements are revised as of fall 2010. All current transfer plans and courses detailed below are still in effect and will apply to degree requirements at ISU. Transfer plans will be updated and posted shortly.

Partnership Information
• ISU-DACC Partnership Page • DACC Website • ISU Website Related Links • Online learning • On-campus majors • Transfer guidelines • Transfer planning tips

FIND A TRANSFER PLAN: Arts and Sciences | Business | Education | Technology

Arts & Sciences

Criminology & Criminal Justice
A.A.S. criminal justice and corrections (correctional officer/youth supervisor/corrections-parole officer) **to** B.S. criminology
A.A.S. criminal justice (law enforcement option) **to** B.S. criminology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

[top]

Business

Accounting
A.S.A. business emphasis **to** B.S. accounting
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Business Administration
A.S.A. business emphasis **to** B.S. business administration
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Business Education
A.S.A. business emphasis **to** B.S. business education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Finance
A.S.A. business emphasis **to** B.S. finance
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Financial Services
A.S.A. business emphasis **to** B.S. financial services
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Information Design & End-User Computing
A.S.A. business emphasis **to** B.S. information design end-user computing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Insurance & Risk Management
A.S.A. business emphasis **to** B.S. insurance and risk management
All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Management
A.S.A. business emphasis **to** B.S. management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Management Information Systems
A.S.A. business emphasis **to** B.S. management information systems
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Marketing
A.S.A. business emphasis **to** B.S. marketing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Operations Management & Analysis
A.S.A. business emphasis **to** B.S. operations management and analysis
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

[top]

Education

Elementary Education / Special Education Licensure
A.S.A. elementary education **to** B.S. elementary education (optional special education licensure)
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

[top]

Technology

Advanced Manufacturing Management
A.A.S. manufacturing engineering technology **to** B.S. advanced manufacturing management
A.A.S. manufacturing engineering technology (CAD option) **to** B.S. advanced manufacturing management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Automotive Engineering Technology
A.A.S. automotive technology **to** B.S. automotive engineering technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Technology Management
A.A.S. in any approved technical program **to** B.S. technology management
A.S. in any approved technical program **to** B.S. technology management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

[top]

Last updated November 18, 2015

Indiana State University
www.indstate.edu/transfer
1-800-468-6478

Indiana State University

BS Completion Program Articulation Curriculum Agreement
April 2010

College of Arts and Sciences Degree Program: BS Criminology and Criminal Justice					
Danville Area Community College Degree Program: AAS Criminal Justice and Corrections - Correctional Officer/Youth Supervisor/Corrections-Parole Officer					

ISU Degree Requirements		Transfer Courses		Courses to take at ISU	
Major Degree Programs					
At least 21 of the 39 hours of criminology courses must be taken at Indiana State University.					
CRIM 200	3	CRIM 204	3		
CRIM 220	3	CRIM 100	3	0	
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6	CRIM 208 - waives 3 hours of CRIM 498	3	CRIM 498	3
CRIM Electives	9	CRIM 101 (CRIM 280) +1 credit of CRIM elective	5		
		CRIM 105 (CRIM 210)	3		
		CRIM 201	4		
Total	39		21		21
		Electives			
		SOCY 205	3		
		CRIM 180	3		
		CRIM 170	3		
		PSYC 230	3		
		PSYC 120	3		
		SOCY 100	3		
		Total	18		
Foundational Studies					
Freshmen Composition	6	ENGL 101 and 102	6		
Junior Composition	3			Junior Composition	3
Communication	3	SPCH 101	3		
Quantitative Literacy/Mathematics	3	MATH 115 (will transfer into this category until at least Fall 2013)	3		
Non-native Language	6	SPAN 101	4	additional language class or waived with high school	0-3
Health and Wellness	3			Health and Wellness	2-3

C:\Documents and Settings\kguthrie1\My Documents\DACC AAS Crim Justice Corrections Officer-Youth Super-Parole officer2010\ DACC CrimCorrections Officer-Parole Officer 2010 .xlsx   4/26/2010

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Indiana State University
www.indstate.edu/transfer
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Science with lab	4			Science with lab	4
Social or Behavior Sciences	3	PSYC 100	3		
Literary Studies	3			Literary Studies	3
Fine and Performing Arts	3			Fine and Performing Arts	3
Historical Studies	3			Historical Studies	3
Global Perspectives and Cultural Diversity	3	SOCY 225	3		
Ethics and Social Responsibility	3			Ethics and Social Responsibility	3
Integrative Upper-Division Electives	9	PHIL 102 and POLI 150 will transfer into this category until Fall 2013 as lower level credits	6	Integrative Upper-Division Electives	3
Total	55		28	Total	24-28

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	67	
To be completed at ISU	at least 57	50
	at least 124	

FINAL 3/26/2010

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DACC CrimCorrections Officer-Parole Officer 2010 .xlsx   4/26/2010

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Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement
April 2010

College of Arts and Sciences Degree Program: BS Criminology and Criminal Justice					
Danville Area Community College Degree Program: AAS Criminal Justice - Law Enforcement Option					

ISU Degree Requirements		Transfer Courses		Courses to take at ISU	
Major Degree Programs					
At least 21 of the 39 hours of criminology courses must be taken at Indiana State University.					
CRIM 200	3	CRIM 204	3		
CRIM 220	3	CRIM 100	3		
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6	CRIM 208 - waives 3 hours of CRIM 498	3	CRIM 498	3
CRIM Electives	9	CRIM 101 (CRIM 280) + 1 credit of CRIM elective	5		
		CRIM 200	4		
		CRIM 202	4		
Total	39		22		21
		Electives			
		SOCY 100	3		
		CBUS 150	3		
		CRIM 201	4		
		CRIM 103	3		
		SOCY 205	3		
		Total	16		
Foundational Studies					
Freshmen Composition	6	ENGL 101 and 102	6		
Junior Composition	3			Junior Composition	3
Communication	3	SPCH 101	3		
Quantitative Literacy/Mathematics	3	MATH 115 (will transfer into this category until at least Fall 2013)	3		
Non-native Language	6	SPAN 101	4	additional language class or waived with high school	0-3
Health and Wellness	3			Health and Wellness	2-3
Science with lab	4			Science with lab	4

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DACC - AAS Crim Law Enforcement to BS Crim & Criminal Justice 2010.xlsx   4/26/2010

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Indiana State University
www.indstate.edu/transfer
1-800-468-6478

Social or Behavior Sciences	3	PSYC 100	3		
Literary Studies	3			Literary Studies	3
Fine and Performing Arts	3			Fine and Performing Arts	3
Historical Studies	3			Historical Studies	3
Global Perspectives and Cultural Diversity	3	SOCY 225	3		
Ethics and Social Responsibility	3			Ethics and Social Responsibility	3
Integrative Upper-Division Electives	9	PHIL 102 and POLI 150 will transfer into this category until Fall 2013 as lower level credits	6	Integrative Upper-Division Electives	3
Total	55		28	Total	24-28

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	66	
To be completed at ISU	at least 58	50
	at least 124	

FINAL 3/26/2010

C:\Documents and Settings\kguthrie1\My Documents\
DACC - AAS Crim Law Enforcement to BS Crim & Criminal Justice 2010.xlsx

4/26/2010

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Indiana State University

Transfer Central

Transfer Plans

Frontier Community College - Indiana State University

The University has partnered with Frontier Community College to formalize **transfer plans** for particular majors. These plans enable students to complete specific FCC associate degrees and receive credit towards specific ISU bachelor degrees.

Each plan details the FCC courses accepted for credit at ISU; the ISU courses needed to complete the bachelor degree, and any other guidelines that apply. Credit transfer is possible for credit or degrees not listed, or credit earned from institutions other than FCC.

Browse these plans **IF** you are entering FCC and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at FCC, refer to transfer guidelines for helpful information and transfer evaluation tools.

Note: ISU General Education requirements are revised as of fall 2010. All current transfer plans and courses detailed below are still in effect and will apply to degree requirements at ISU. Transfer plans will be updated and posted shortly.

Partnership Information
• ISU-FCC Partnership Page • FCC Website • ISU Website Related Links • Online learning • On-campus majors • Transfer guidelines • Transfer planning tips

Current Plans

Criminology & Criminal Justice
A.S.A. administration of justice **to** B.S. criminology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Social Work
A.A.S. social services specialist **to** B.S.W. social work
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Last updated November 18, 2015

Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement
Oct-07

College of Arts and Sciences Degree Program: BS Criminology					
Illinois Eastern Community Colleges Degree Program: Associate in Science and Arts Degree: Administration of Justice D111					
ISU Degree Requirements		**Transfer Courses**		**Courses to take at ISU**	
Major Degree Programs					
CRIM 200	3	JUS 1215	3		
CRIM 220	3	JUS 2220	3		
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6			CRIM 498	3
CRIM ELECTIVES	9	JUS 1200 (CRIM 150)	3		
		JUS 1210 (CRIM 280)	3		
		JUS 1211 (CRIM 001)	3		
Total	39		15		21
		Electives			
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		Total	6		
		No Credit:			
		GEN 1103 (1 hour)			
General Education - Basic Studies					
ENG 101	3	ENG 1111	3		
ENG 105 or 107	3	ENG 1112	3		
ENG 305	3			ENG 305	3
COMM101	3	SPE 1101	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3	MTH 1103 (MATH 102)	3		
Foreign Language *	6	FRE 1111 and 1121 or	8		
		GER 1111 and 1121 or			
		SPN 1111 and 1121			
PE 101/L	2			PE 101/L	2
TOTAL	26		20		8

General Education - Liberal Studies					
SMS: Foundation	4	LSC 1101 (BIOL 112/L)	4		
SMS: Elective	3	PHY1110 (PHYS 101/L)	4		
SBS: Foundation	3	PSY 1101 (PSY 101) or	3		
		SOC 2101 (SOC 100)			
SBS: Elective	3	ANT 2101 (ANTH 100) or	3		
		ECN 2101 (ECON 200) or			
		ECN 2102 (ECON 201) or			
		PLS 2101 (PSCI 201) or			
		PSY 2109 (PSY 266) or			
		SOC 2102 (SOC 220) or			
		SOC 2103 (SOC 260)			
LAPS: Literature and Life	3	LIT 2135 (ENG 239) or	3		
		LIT 2111 (ENG 219) or			
		LIT 2143 (ENG 231)			
LAPS: Elective	3	ART 1105 (ART 151) or	3		
		ART 1181 (ARTH 271) or			
		ART 2181 (ARTH 272) or			
		MUS 2131 (MUS 150) or			
		MUS 1101 (MUS 233) or			
		DRA 1121 (THTR 150) or			
		DRA 1111 (THTR 174)			
Historical Studies	3	HIS 1111 (HIST 101) or	3		
		HIS 1112 (HIST 102) or			
		HIS 2101 (HIST 201) or			
		HIS 2102 (HIST 202)			
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3	ANT 2101 (ANTH 202) or	3		
		GEG 1102 (GEOG 130) or			
		PLS 2198 (PSCI 105)			
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	31		26		6

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	67	
To be completed at ISU	57**	50
	124	

*May have been met with high school study, verified by an official transcript from student's high school submitted to ISU Office of Admissions. If completed in high school, consult CAS for additional transfer courses.
** Additional hours may be required to meet 50 hours at 300-400 level.
Final 10/2007

Indiana State University

Transfer Central

Transfer Plans

Ivy Tech Community College - Indiana State University

The University has partnered with Ivy Tech Community College to formalize **transfer plans** for particular majors. These plans enable students to complete specific Ivy Tech associate degrees and receive credit towards specific ISU bachelor degrees.

Each plan details the Ivy Tech courses accepted for credit at ISU; the ISU courses needed to complete the bachelor degree, and any other guidelines that apply. Credit transfer is possible for credit or degrees not listed, or credit earned from institutions other than Ivy Tech.

Browse these plans **IF** you are entering Ivy Tech and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at Ivy Tech, refer to transfer guidelines for helpful information and transfer evaluation tools.

Note: ISU General Education requirements are revised as of fall 2010. All current transfer plans and courses detailed below are still in effect and will apply to degree requirements at ISU. Transfer plans will be updated and posted shortly.

Partnership Information

- ISU-Ivy Tech Partnership Page
- Ivy Tech Website
- ISU Website

Related Links

- Online learning
- On-campus majors
- Transfer guidelines
- Transfer planning tips

FIND A TRANSFER PLAN: Arts and Sciences | Business | Education | Nursing, Health, and Human Services | Technology & HRD

Arts & Sciences

Art
Associate of fine art **to** B.S. art education
Associate of fine art **to** B.S. art
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Chemistry
A.A. or A.S. liberal arts (life & physical sciences-chemistry) **to** B.S. chemistry (acs-certified, acs-certified biochemistry, preprofessional, business)
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Criminology & Criminal Justice
A.S. criminal justice **to** B.S. criminology and criminal justice
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Economics
A.A. or A.S. liberal arts (social & behavioral sciences—economics) **to** B.S. economics
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

English
A.A. or A.S. liberal arts (english & communications) **to** B.S. english
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Fine Arts
A.F.A. fine art **to** B.F.A. fine arts
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

History
A.A. or A.S. liberal arts (humanities-history) **to** B.S. history
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Legal Studies
A.A. or A.S. liberal arts (social & behavior science, pre-law) **to** B.S. legal studies
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Mathematics
A.A. or A.S. education (secondary education-mathematics education) **to** B.S. mathematics education
A.A. or A.S. liberal arts (mathematics) **to** B.S. mathematics

All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Philosophy
A.A. or A.S. liberal arts—humanities (philosophy) **to** B.S. philosophy
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Physics
A.A. or A.S. life and physical sciences (physics) **to** B.S. physics
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Political Science
A.A. or A.S. liberal arts (social & behavioral science-political science) **to** B.S. political science
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Psychology
A.A. or A.S. liberal arts (social & behavioral sciences—psychology) **to** B.S. psychology
A.S. human services (psychology) **to** B.S. psychology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Social Studies
A.A. or A.S. education (secondary education-social studies education) **to** B.S. social studies education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Business

All Scott College of Business Majors (Except Business Education)
A.S. business administration **to** B.S. in any Scott College of Business majors (except business education)
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Business Education
A.S. business administration **to** B.S. business education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Education

Elementary Education (with Special Education Licensure)
A.S. education **to** B.S. elementary education (with optional special education licensure)
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Science Education
A.S. or A.A. education (secondary education—science education concentration) **to** B.S. science education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Nursing, Health, and Human Services

Human Development & Family Studies
A.A. liberal studies (human development & family life) **to** B.S. human development & family studies
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Nursing
A.S. nursing **to** B.S. nursing
Licensed practical nursing **to** B.S. nursing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Recreation & Sport Management
A.S. liberal arts (recreation sport management—recreation therapy) **to** B.S. recreation sport management (recreation therapy)
A.S. business administration (sport management) **to** B.S. recreation sport management (sport management)
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Social Work
A.S. human services **to** B.S.W. social work
All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

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Technology & HRD

Advanced Manufacturing Management
A.A.S. industrial technology (machining concentration) **to** B.S. advanced manufacturing management
A.A.S. advanced manufacturing **to** B.S. advanced manufacturing management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Automation and Control Engineering Technology
A.S. electronics and computer technology **to** B.S. automation and control engineering technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Automotive Engineering Technology
A.A.S. automotive technology (any concentration) **to** B.S. automotive engineering technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Adult and Career Education
A.A.S. in any approved program **to** B.S. adult and career education
A.S. in any approved program **to** B.S. adult and career education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Civil Engineering Technology
A.S. design technology (construction engineering concentration) **to** B.S. civil engineering technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Computer Engineering Technology
A.A.S. electronics and computer technology **to** B.S. computer engineering technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Construction Management
A.A.S. design technology (architecture construction management concentration) **to** B.S. construction management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Electronics Engineering Technology
A.S. electronics and computer technology **to** B.S. electronics engineering technology
A.A.S. electronics and computer technology (computer system/networking) **to** B.S. electronics engineering technology
A.A.S. electronics and computer technology (industrial) **to** B.S. electronics engineering technology
A.A.S. electronics and computer technology (instrumentation) **to** B.S. electronics engineering technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Engineering Technology
A.S. engineering technology **to** B.S. engineering technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Human Resource Development for Higher Education
A.A.S. business administration (human resources emphasis) **to** B.S. human resource development for higher education and industry
A.S. business administration **to** B.S. human resource development for higher education and industry
A.A.S. hospitality administration (event management concentration) **to** B.S. human resource development for higher education and industry
A.A.S. hospitality administration (hotel management concentration) **to** B.S. human resource development for higher education and industry
A.A.S. hospitality administration (restaurant management concentration) **to** B.S. human resource development for higher education and industry
Any approved A.S. or A.A. **to** B.S. human resource development for higher education and industry
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Information Technology
A.A.S. computer information systems **to** B.S. information technology
A.S. computer information systems **to** B.S. information technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Interior Design
A.S. environmental design **to** B.S. interior design
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Mechanical Engineering Technology
A.A.S. design technology (architectural concentration) **to** B.S. mechanical engineering technology
A.A.S. design technology (CADD-M concentration) **to** B.S. mechanical engineering technology

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A.A.S. design technology (mechanical concentration) **to** B.S. mechanical engineering technology

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Packaging

A.A.S. advanced manufacturing **to** B.S. packaging

A.A.S. industrial technology (machining or maintenance concentration) **to** B.S. packaging

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Technology and Engineering Education

A.S. or A.A. education (technology concentration) **to** B.S. in technology and engineering education

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Technology Management

A.A.S. in any approved technical program **to** B.S. technology management

A.S. in any approved technical program **to** B.S. technology management

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

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Last updated November 18, 2015

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Indiana State University
Articulation Agreement with Ivy Tech Community College

Ivy Tech Degree Program: AS Criminology & Criminal Justice
to
Indiana State University: BS Criminology & Criminal Justice

GENERAL EDUCATION (FOUNDATIONAL STUDIES) COURSES

Foundational Studies Category	ISU Course	Credits	ITCC Course*	Credits
Freshman Composition	Waived		ENG 112✥	3
Junior Composition	Refer to Catalog✥	3		
Communication	Waived			
Quantitative Literacy or Mathematics	Waived			
Non-native Language	Waived			
Health/Wellness	Waived			
Science & Lab	Waived			
Social & Behavioral Sciences	Waived			
Literary Studies	Waived			
Fine & Performing Arts	Waived			
Historical Studies	Waived			
Global Perspectives & Cultural Diversity	Waived			
Ethics & Social Responsibility	Refer to Catalog	3		
Upper Division Integrative Elective	Refer to Catalog	6		
General Education Credits		**12**		**3**

✥ENG 105 (Composition II) or equivalent is a prerequisite to Junior Composition
*A grade of C or higher is required for all transfer courses. Courses in black are required for the respective Ivy Tech major/degree. Courses in green may be completed at Ivy Tech and transferred to ISU.

Rev Spring 2014

Indiana State University
Articulation Agreement with Ivy Tech Community College

MAJOR-SPECIFIC REQUIREMENTS

Required Criminology & Criminal Justice Courses	ISU Course	Credits	ITCC Course*	Credits
CRIM 200 - Criminology			CRIM 105*	3
CRIM 210 - Introduction to Corrections			CRIM 130	3
CRIM 220 - Introduction to Law Enforcement			CRIM 110	3
CRIM 230 - Introduction to the Court Systems			CRIM 120	3
CRIM 396 - Introduction to Research Methods in Criminal Justice	CRIM 396	3		
CRIM 420 - Criminal Law and Procedure I	CRIM 420	3		
CRIM 427 - Dynamics of Criminal and Delinquent Behavior	CRIM 427	3		
CRIM 440 - Ethics in Criminal Justice	CRIM 440	3		
CRIM 498 - Internship in Criminology	CRIM 498	3		
Directed Electives	See Advisor	6		
Concentration	Choose one (see below)	9		
Credits for Major		**30**		**12**

*A grade of C or higher is required for all transfer courses. Courses in black are required for the respective Ivy Tech major/degree. Courses in green may be completed at Ivy Tech and transferred to ISU.

CONCENTRATION: Select one of the following concentrations (9 credits)
(Refer to Catalog for the specific requirements associated with each concentration.)
- Law Enforcement & Evidence
- Corrections
- Law & Administration
- Forensic Investigations

CREDIT HOUR DISTRIBUTION

Credits Needed	Credit Hours
Ivy Tech AS Degree	60 minimum
Program specific credits from Ivy Tech	15
Credits to be Completed at ISU	42 minimum

Rev Spring 2014

Indiana State University
Articulation Agreement with Ivy Tech Community College

ISU GRADUATION REQUIREMENTS

ISU & CCJ Graduation Requirements	GPA/Credit Hours
CCJ Residency (Credits to be completed at ISU)	50%
Cumulative GPA	2.0
ISU Residency Credits	30 (9 upper level)
Upper Level (300-499) Hours	45
Total Credits for Degree	120

Disclaimer: Unless specified per the agreement, 100-200 level transfer courses are not typically accepted as meeting 300-400 level major requirements. Please refer to the ISU Catalog for more specific details concerning graduation requirements. Changes to the curricula at either institution may result in changes to the student's degree plan.

Rev Spring 2014

Indiana State University

Transfer Central

Transfer Plans

Lake Land College - Indiana State University

The University has partnered with Lake Land College to formalize **transfer plans** for particular majors. These plans enable students to complete specific Lake Land College associate degrees and receive credit towards specific ISU bachelor degrees.

Each plan details the Lake Land College courses accepted for credit at ISU; the ISU courses needed to complete the bachelor degree, and any other guidelines that apply. Credit transfer is possible for credit or degrees not listed, or credit earned from institutions other than Lake Land College.

Browse these plans **IF** you are entering Lake Land College and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at Lake Land College, refer to transfer guidelines for helpful information and transfer evaluation tools.

Note: ISU General Education requirements are revised as of fall 2010. All current transfer plans and courses detailed below are still in effect and will apply to degree requirements at ISU. Transfer plans will be updated and posted shortly.

Partnership Information
• ISU-Lake Land Partnership Page   • Lake Land College Website   • ISU Website   Related Links   • Online learning   • On-campus majors   • Transfer guidelines   • Transfer planning tips

FIND A TRANSFER PLAN: Arts and Sciences | Business | Education | Nursing, Health, and Human Services | Technology & HRD

Arts & Sciences

Criminology
A.A. criminal justice/law enforcement **to** B.S. criminology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

English
A.A. english (142) **to** B.S. english
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Business

Accounting
A.S. business administration **to** B.S. accounting
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Business Administration
A.S. business administration **to** B.S. business administration
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Business Education
A.S. business administration **to** B.S. business education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Finance
A.S. business administration **to** B.S. finance
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Financial Services
A.S. business administration **to** B.S. financial services
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Information Design & End-User Computing
A.S. business administration **to** B.S. information design end-user computing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Insurance & Risk Management
A.S. business administration **to** B.S. insurance and risk management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Management
A.S. business administration **to** B.S. management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Management Information Systems
A.S. business administration **to** B.S. management information systems
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Marketing
A.S. business administration **to** B.S. marketing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Operations Management & Analysis
A.S. business administration **to** B.S. operations management and analysis
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Education

Elementary Education (with Special Education Licensure)
A.S. elementary education **to** B.S. elementary education (with optional special education licensure)
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Nursing, Health, and Human Services

Nursing
A.A.S. nursing **to** B.S. nursing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Social Work
A.A.S. human services **to** B.S.W. social work
A.A. sociology/social work **to** B.S.W. social work
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Technology & HRD

Adult and Career Education
A.A. or A.S. in any approved program **to** B.S. adult and career education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Human Resource Development
A.A. or A.S. in any program **to** B.S. human resource development
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Information Technology
A.A.S. information technology-computer applications (084) **to** B.S. information technology
A.A.S. information technology-network administration (097) **to** B.S. information technology
A.A.S. information technology-programming (083) **to** B.S. information technology
A.A.S. information technology-web technology (039) **to** B.S. information technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Technology Management
A.A.S. in any approved technical program **to** B.S. technology management
A.S. in any approved technical program **to** B.S. technology management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Last updated November 18, 2015

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Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement
August 2010

College of Arts and Sciences Degree Program: BS Criminology and Criminal Justice
Lake Land College Degree Program: AA Criminal Justice/Law Enforcement

ISU Degree Requirements		Transfer Courses		Courses to take at ISU	
Major Degree Programs					
CRIM 200	3			CRIM 200	3
CRIM 220	3			CRIM 220	3
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6			CRIM 498	6
Crim electives	9	CJS 150	3		
		CJS 156	3		
		CJS 152	3		
Total	**39**		**9**	**Total**	**30**
All other courses in which a passing grade of C was earned count toward graduation hours.					
Foundational Studies - General Education					
Students who have earned an associate of science or an associate of arts have met all of Foundational Studies requirements except the following. Courses in which a passing grade below a C was earned will be used to meet Foundational Studies requirements, but will NOT be given credit/hours toward completion of a degree at Indiana State University.					
Junior Level Composition	3	.		Junior Level Composition	3
Ethics and Social Responsibility	3			Ethics and Social Responsibility	3
Integrative Upper-Division Elective (3 courses maximum or other permitted substitutions: study abroad, second major, minor, certificate or secondary education degree)	9			Integrative Upper-Division Elective (3 courses maximum or other permitted substitutions: study abroad, second major, minor, certificate or secondary education degree)	9
TOTAL	**15**				**15**
Overall University Graduation Requirements					
		Total earned hours (minimum)		Hours @ 300-400 level (minimum)	
Transfer Hours		64			
To be completed at ISU		60		50	
		at least 124			

Final August 2010

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Indiana State University

Transfer Central

Transfer Plans

Lincoln Trail College - Indiana State University

The University has partnered with Lincoln Trail College to formalize **transfer plans** for particular majors. These plans enable students to complete specific Lincoln Trail associate degrees and receive credit towards specific ISU bachelor degrees.

Each plan details the Lincoln Trail courses accepted for credit at ISU; the ISU courses needed to complete the bachelor degree, and any other guidelines that apply. Credit transfer is possible for credit or degrees not listed, or credit earned from institutions other than Lincoln Trail.

Browse these plans **IF** you are entering Lincoln Trail and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at Lincoln Trail, refer to transfer guidelines for helpful information and transfer evaluation tools.

Note: ISU General Education requirements are revised as of fall 2010. All current transfer plans and courses detailed below are still in effect and will apply to degree requirements at ISU. Transfer plans will be updated and posted shortly.

Partnership Information

- ISU-Lincoln Trail Partnership Page
- Lincoln Trail Website
- ISU Website

Related Links

- Online learning
- On-campus majors
- Transfer guidelines
- Transfer planning tips

Current Plans

Criminology & Criminal Justice
A.S.A. administration of justice **to** B.S. criminology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Social Work
A.A.S. social services specialist **to** B.S.W. social work
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Last updated November 18, 2015

Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement
Oct-07

College of Arts and Sciences Degree Program: BS Criminology					
Illinois Eastern Community Colleges Degree Program: Associate in Science and Arts Degree: Administration of Justice D111					
ISU Degree Requirements		Transfer Courses		Courses to take at ISU	
Major Degree Programs					
CRIM 200	3	JUS 1215	3		
CRIM 220	3	JUS 2220	3		
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6			CRIM 498	3
CRIM ELECTIVES	9	JUS 1200 (CRIM 150)	3		
		JUS 1210 (CRIM 280)	3		
		JUS 1211 (CRIM 001)	3		
Total	39		15		21
		Electives			
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		Total	6		
		No Credit:			
		GEN 1103 (1 hour)			
General Education - Basic Studies					
ENG 101	3	ENG 1111	3		
ENG 105 or 107	3	ENG 1112	3		
ENG 305	3			ENG 305	3
COMM101	3	SPE 1101	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3	MTH 1103 (MATH 102)	3		
Foreign Language *	6	FRE 1111 and 1121 or	8		
		GER 1111 and 1121 or			
		SPN 1111 and 1121			
PE 101/L	2			PE 101/L	2
TOTAL	26		20		8

General Education - Liberal Studies					
SMS: Foundation	4	LSC 1101 (BIOL 112/L)	4		
SMS: Elective	3	PHY1110 (PHYS 101/L)	4		
SBS: Foundation	3	PSY 1101 (PSY 101) or	3		
		SOC 2101 (SOC 100)			
SBS: Elective	3	ANT 2101 (ANTH 100) or	3		
		ECN 2101 (ECON 200) or			
		ECN 2102 (ECON 201) or			
		PLS 2101 (PSCI 201) or			
		PSY 2109 (PSY 266) or			
		SOC 2102 (SOC 220) or			
		SOC 2103 (SOC 260)			
LAPS: Literature and Life	3	LIT 2135 (ENG 239) or	3		
		LIT 2111 (ENG 219) or			
		LIT 2143 (ENG 231)			
LAPS: Elective	3	ART 1105 (ART 151) or	3		
		ART 1181 (ARTH 271) or			
		ART 2181 (ARTH 272) or			
		MUS 2131 (MUS 150) or			
		MUS 1101 (MUS 233) or			
		DRA 1121 (THTR 150) or			
		DRA 1111 (THTR 174)			
Historical Studies	3	HIS 1111 (HIST 101) or	3		
		HIS 1112 (HIST 102) or			
		HIS 2101 (HIST 201) or			
		HIS 2102 (HIST 202)			
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3	ANT 2101 (ANTH 202) or	3		
		GEG 1102 (GEOG 130) or			
		PLS 2198 (PSCI 105)			
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	31		26		6

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	67	
To be completed at ISU	57**	50
	124	

*May have been met with high school study, verified by an official transcript from student's high school submitted to ISU Office of Admissions. If completed in high school, consult CAS for additional transfer courses.
** Additional hours may be required to meet 50 hours at 300-400 level.
Final 10/2007

Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement
Oct-07

College of Arts and Sciences Degree Program: BS Criminology					
Illinois Eastern Community Colleges Degree Program: Associate in Science and Arts Degree: Administration of Justice D111					
ISU Degree Requirements		Transfer Courses		Courses to take at ISU	
Major Degree Programs					
CRIM 200	3	JUS 1215	3		
CRIM 220	3	JUS 2220	3		
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6			CRIM 498	3
CRIM ELECTIVES	9	JUS 1200 (CRIM 150)	3		
		JUS 1210 (CRIM 280)	3		
		JUS 1211 (CRIM 001)	3		
Total	39		15		21
		Electives			
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		Total	6		
		No Credit:			
		GEN 1103 (1 hour)			
General Education - Basic Studies					
ENG 101	3	ENG 1111	3		
ENG 105 or 107	3	ENG 1112	3		
ENG 305	3			ENG 305	3
COMM101	3	SPE 1101	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3	MTH 1103 (MATH 102)	3		
Foreign Language *	6	FRE 1111 and 1121 or	8		
		GER 1111 and 1121 or			
		SPN 1111 and 1121			
PE 101/L	2			PE 101/L	2
TOTAL	26		20		8

General Education - Liberal Studies					
SMS: Foundation	4	LSC 1101 (BIOL 112/L)	4		
SMS: Elective	3	PHY1110 (PHYS 101/L)	4		
SBS: Foundation	3	PSY 1101 (PSY 101) or	3		
		SOC 2101 (SOC 100)			
SBS: Elective	3	ANT 2101 (ANTH 100) or	3		
		ECN 2101 (ECON 200) or			
		ECN 2102 (ECON 201) or			
		PLS 2101 (PSCI 201) or			
		PSY 2109 (PSY 266) or			
		SOC 2102 (SOC 220) or			
		SOC 2103 (SOC 260)			
LAPS: Literature and Life	3	LIT 2135 (ENG 239) or	3		
		LIT 2111 (ENG 219) or			
		LIT 2143 (ENG 231)			
LAPS: Elective	3	ART 1105 (ART 151) or	3		
		ART 1181 (ARTH 271) or			
		ART 2181 (ARTH 272) or			
		MUS 2131 (MUS 150) or			
		MUS 1101 (MUS 233) or			
		DRA 1121 (THTR 150) or			
		DRA 1111 (THTR 174)			
Historical Studies	3	HIS 1111 (HIST 101) or	3		
		HIS 1112 (HIST 102) or			
		HIS 2101 (HIST 201) or			
		HIS 2102 (HIST 202)			
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3	ANT 2101 (ANTH 202) or	3		
		GEG 1102 (GEOG 130) or			
		PLS 2198 (PSCI 105)			
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	31		26		6

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	67	
To be completed at ISU	57**	50
	124	

*May have been met with high school study, verified by an official transcript from student's high school submitted to ISU Office of Admissions. If completed in high school, consult CAS for additional transfer courses.
** Additional hours may be required to meet 50 hours at 300-400 level.
Final 10/2007

Indiana State University

Transfer Central

Transfer Plans

Vincennes University - Indiana State University

The University has partnered with Vincennes University to formalize **transfer plans** for particular majors. These plans enable students to complete specific VU associate degrees and receive credit towards specific ISU bachelor degrees.

Each plan details the VU courses accepted for credit at ISU; the ISU courses needed to complete the bachelor degree, and any other guidelines that apply. Credit transfer is possible for credit or degrees not listed, or credit earned from institutions other than VU.

Browse these plans **IF** you are entering VU and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at VU, refer to transfer guidelines for helpful information and transfer evaluation tools.

Note: ISU General Education requirements are revised as of fall 2010. All current transfer plans and courses detailed below are still in effect and will apply to degree requirements at ISU. Transfer plans will be updated and posted shortly.

Partnership Information
• ISU-VU Partnership Page
• VU Website
• ISU Website
Related Links
• Online learning
• On-campus majors
• Transfer guidelines
• Transfer planning tips

FIND A TRANSFER PLAN: Arts and Sciences | Business | Education | Nursing, Health, and Human Services | Technology & HRD

Arts & Sciences

Art
A.A. education (art concentration) **to** B.S. art education
A.S. education (art concentration) **to** B.S. art education
A.A. fine arts (art studio concentration) **to** B.S. art
A.A. fine arts (studio concentration) **to** bachelor of fine arts
A.S. fine arts (studio concentration) **to** bachelor of fine arts
A.S. fine arts (art studio concentration) **to** B.S. art
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Biology
A.S. biology (biomedical sciences) **to** B.S. biology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Chemistry
A.S. chemical sciences **to** B.S. chemistry
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Criminology
A.A.S corrections **to** B.S. criminology
A.A.S. law enforcement **to** B.S. criminology
A.S. corrections **to** B.S. criminology
A.S. law enforcement **to** B.S. criminology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

English
A.A. liberal arts (english concentration) **to** B.S. english
A.S. liberal arts (english concentration) **to** B.S. english
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

History
A.A. or A.S. liberal arts (history concentration) **to** B.S. history
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Legal Studies
A.A. or A.S. liberal arts (pre-law concentration) **to** B.S. legal studies
All other degrees/credit transfer on a course-by-course basis

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Visit ISU's transfer planning tool to build an individualized transfer plan

Mathematics
A.A. mathematical sciences (mathematics concentration) **to** B.S. or B.A. mathematics
A.S. mathematical sciences (mathematics concentration) **to** B.S. mathematics
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Music
A.S. music (fine art concentration) **to** bachelor of music performance
A.S. music (fine art concentration) **to** B.M.E. music education
A.S. music (fine art concentration) **to** B.S. music (business administration concentration)
A.S. music (fine art concentration) **to** B.S./B.A. music
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Philosophy
A.A. liberal arts (philosophy concentration) **to** B.S. philosophy
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Physics
A.S. biological and physical sciences (physics) **to** B.S. physics
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Political Science
A.S. liberal arts (political science concentration) **to** B.S. political science
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Psychology
A.A. behavioral sciences (psychology option) **to** B.S. psychology
A.S. Behavioral Sciences (psychology option) **to** B.S. psychology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Business

Accounting
A.S. business administration **to** B.S. accounting
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Business Administration
A.S. business administration **to** B.S. business administration
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Business Education
A.S. business administration **to** B.S. business education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Finance
A.S. business administration **to** B.S. finance
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Financial Services
A.S. business administration **to** B.S. financial services
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Information Design & End-User Computing
A.S. business administration **to** B.S. information design and end-user computing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Insurance & Risk Management
A.S. business administration **to** B.S. insurance and risk management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Operations Management & Analysis
A.S. business administration **to** B.S. operations management and analysis
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Management

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A.S. business administration **to** B.S. management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Management Information Systems
A.S. business administration **to** B.S. management information systems
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Marketing
A.S. business administration **to** B.S. marketing
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Education

Elementary Education/ Special Education Licensure
A.S. education (elementary concentration) **to** B.S. elementary education (optional special education licensure)
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Nursing, Health, and Human Services

Dietetics
A.S. nutrition and dietetics **to** B.S. food and nutrition—coordinated dietetics
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Nursing
A.S. nursing **to** B.S. nursing/RN
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Social Work
A.S. social work **to** B.S.W. social work
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

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Technology & HRD

Adult and Career Education
A.A.S. in any program **to** B.S. Adult and Career Education
A.A.or A.S. in any program **to** B.S. Adult and Career Education
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Advanced Manufacturing Management
A.A.S. machine trades technology (tool and die) **to** B.S. advanced manufacturing management
A.S. machine trades technology (injection mold tooling option) **to** B.S. advanced manufacturing management
A.S. machine trades technology (tool and die) **to** B.S. advanced manufacturing management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Construction Management
A.A.S. construction technology (building materials marketing option) **to** B.S. construction management
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Electronics Technology
A.A.S. electronics technology (electronics technician) **to** B.S. electronics technology
A.A.S. electronics technology (specialist option) **to** B.S. electronics technology
A.S. electronics technology (electronics technician) **to** B.S. electronics technology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Human Resource Development
A.A.S. or A.S. in any technology-related or training-related field **to** B.S. human resource development for higher education and industry
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Information Technology
A.A.S. computer programming technology **to** B.S. information technology
A.A.S. computer/software support specialist **to** B.S. information technology
A.S. information technology **to** B.S. information technology

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Mechanical Engineering Technology

A.A.S. drafting and design/CAD **to** B.S. mechanical engineering technology

A.S. drafting and design/CAD **to** B.S. mechanical engineering technology

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Technology and Engineering Education

A.S. education (technology concentration) **to** B.S. technology and engineering education

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Technology Management

A.A.S. business administration (human resource management concentration) **to** B.S. technology management

A.A.S. in any approved technical program **to** B.S. technology management

A.S. in any approved technical program **to** B.S. technology management

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

Textiles, Apparel & Merchandising

A.A.S. family and consumer sciences (fashion merchandising option) **to** B.S. textiles, apparel and merchandising

A.S. family and consumer sciences (fashion merchandising option) **to** B.S. textiles, apparel and merchandising

All other degrees/credit transfer on a course-by-course basis

Visit ISU's transfer planning tool to build an individualized transfer plan

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Last updated November 19, 2015

Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement

College of Arts and Sciences Degree Program: BS Criminology						
Vincennes University Degree Program: AAS Corrections						
Jan-06						
ISU Degree		Transfer Courses		Courses to take at		
Requirements				ISU		
Major Degree Programs						
CRIM 200	3	LAWE 150	3			
CRIM 220	3			CRIM 220		3
CRIM 396	3			CRIM 396		3
CRIM 420	3			CRIM 420		3
CRIM 423	3			CRIM 423		3
CRIM 427	3			CRIM 427		3
CRIM 430	3			CRIM 430		3
CRIM 431	3			CRIM 431		3
CRIM 498	6	CORR 270 (CRIM 298) substitutes for 3 hrs of 498	4	CRIM 498		3
CRIM ELECTIVES	9	CORR 240 (CRIM 201)	3			
		CORR 260 (CRIM 001)	3			
		CORR 120 (CRIM 210)	3			
Total	39		16			24
		Electives				
		CORR 125 (CRIM 001)	3			
		CORR 155 (CRIM 001)	3			
		CORR 220 (CRIM 001)	3			
		CORR 230 (CRIM 001)	3			
		CORR 265 (CRIM 001)	3			
		LAWE 100 (CRIM 150)	3			
		LAWE 250 (CRIM 001)	3			
		MATH 101 (MATH 111)	3			
		CORR electives	2			
			26			

General Education - Basic Studies					
ENG 101	3	ENGL 101	3		
ENG 105 or 107	3	ENGL 102	3		
ENG 305	3			ENG 305	3
COMM101	3	SPCH 143	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3			Quantitative Literacy	3
Foreign Language *	6			Foreign Language *	6
PE 101	2	PFWL 100	2		
TOTAL	**26**		**11**		**15**
General Education - Liberal Studies					
SMS: Foundation	4			SMS: Foundation	4
SMS: Elective	3	PHYS 105, PHYS 105L or PHYS	3-4		
		106, PHYS 106L or			
		ERTH 204 (GEOL 361)or			
		ERTH 210 (GEOL 360)			
SBS: Foundation	3	PSYC 142 (PSY 101)	3		
SBS: Elective	3	SOCL 151 (SOC 100)	3		
LAPS: Literature and Life	3			LAPS: Literature and Life	3
LAPS: Elective	3			LAPS: Elective	3
Historical Studies	3			Historical Studies	3
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3			MCS: IC Diversity	3
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	**31**		**9-10**		**22**

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	62-63	
To be completed at ISU	61-70	50
	124-132	

May have been met with high school study, verified by an official transcript from student's high school.
submitted to ISU Office of Admissions.
FINAL 1/2006

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Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement

College of Arts and Sciences Degree Program: BS Criminology					
Vincennes University Degree Program: AAS Law Enforcement					
Jan-07					
ISU Degree Requirements		**Transfer Courses**		**Courses to take at ISU**	
Major Degree Programs					
CRIM 200	3	LAWE 150	3		
CRIM 220	3	LAWE 210	3		
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6	LAWE 270 (CRIM 298 waives 3 hrs of 498	4	CRIM 498	3
CRIM ELECTIVES	9	LAWE 155 (CRIM 280)	3		
		LAWE 200 (CRIM 285)*	3		
		LAWE 250 (CRIM 001)	3		
Total	**39**		**19**		**21**
		Electives			
		LAWE 100 (CRIM 150)	3		
		LAWE 106 (CRIM 001)	3		
		LAWE 160 (CRIM001)	3		
		LAWE 205 (CRIM 001)	3		
		LAWE 260 (CRIM 001)	3		
		LAWE electives	2		
		MATH 101 (MATH 111)	3		
			20		

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General Education - Basic Studies					
ENG 101	3	ENGL 101	3		
ENG 105 or 107	3	ENGL 102	3		
ENG 305	3			ENG 305	3
COMM101	3	SPCH 143	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3			Quantitative Literacy	3
Foreign Language *	6			Foreign Language *	6
PE 101	2	PFWL 100	2		
TOTAL	26		11		15
General Education - Liberal Studies					
SMS: Foundation	4			SMS: Foundation	4
SMS: Elective	3	PHYS/PHYL 105 or 106 or	3-4		
		ERTH 204 or 210			
SBS: Foundation	3	PSYC 142	3		
SBS: Elective	3	SOCL 151	3		
LAPS: Literature and Life	3			LAPS: Literature and Life	3
LAPS: Elective	3	ARTT 110 or 130 or 131 or	3		
		PHIL 111 or THEA 100 or 245			
		or 250			
Historical Studies	3			Historical Studies	3
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3			MCS: IC Diversity	3
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	31		12-13		19

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	62-63	
To be completed at ISU	66	50
	124-128	

* Waived if completed in high school.
FINAL 1/2007

Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement
7150

College of Arts and Sciences Degree Program: BS Criminology						
Vincennes University Degree Program: AS Corrections						
Jan-06						

ISU Degree Requirements		Transfer Courses		Courses to take at ISU		
Major Degree Programs						
CRIM 200	3	LAWE 150	3			
CRIM 220	3			CRIM 220		3
CRIM 396	3			CRIM 396		3
CRIM 420	3			CRIM 420		3
CRIM 423	3			CRIM 423		3
CRIM 427	3			CRIM 427		3
CRIM 430	3			CRIM 430		3
CRIM 431	3			CRIM 431		3
CRIM 498	6			CRIM 498		6
CRIM ELECTIVES	9	CORR 240 (CRIM 201)	3			
		CORR 260 (CRIM 001)	3			
		CORR 120 (CRIM 210)	3			
Total	39		12			27
		Electives				
		CORR 125 (CRIM 001)	3			
		CORR 155 (CRIM 001)	3			
		CORR 220 (CRIM 001)	3			
		CORR 230 (CRIM 001)	3			
		CORR 265 (CRIM 001)	3			
		LAWE 100 (CRIM 150)	3			
		LAWE 250 (CRIM 001)	3			
		MATH 101 (MATH 111)	3			
			24			

General Education - Basic Studies					
ENG 101	3	ENGL 101	3		
ENG 105 or 107	3	ENGL 102	3		
ENG 305	3			ENG 305	3
COMM101	3	SPCH 143	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3			Quantitative Literacy	3
Foreign Language *	6			Foreign Language *	6
PE 101	2	PFWL 100	2		
TOTAL	**26**		**11**		**15**
General Education - Liberal Studies					
SMS: Foundation	4	CHEM 104 (CHEM 100/L) or	3		
		ERTH 100 (GEOL 160/L) or			
		LFSC 100 (BIOL 112/L) or			
		PHYS 100 (PHYS 101/L)			
SMS: Elective	3			SMS: Elective	3
SBS: Foundation	3	PSYC 142 (PSY 101)	3		
SBS: Elective	3	SOCL 151 (SOC 100)	3		
LAPS: Literature and Life	3			LAPS: Literature and Life	3
LAPS: Elective	3	ARTT 110 (ART 151) or	3		
		ARTT 130 (ARTH 271) or			
		ARTT 131 (ARTH 272) or			
		PHIL 111 (PHIL 101) or			
		THEA 100 (THTR 174) or			
		THEA 245 (THTR 014) or			
		THEA 250 (THTR 014)			
Historical Studies	3			Historical Studies	3
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3	ERTH 207 (GEOG 130) **	3		
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	**31**		**15**		**15**

	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	62	
To be completed at ISU	65	50
	124-127	

*May have been met with high school study, verified by an official transcript from student's high school submitted to ISU Office of Admissions.

** An additional Science course could be taken in stead of ERTH 207, i.e., ERTH/ERTL 214 (GEOL 270), PHYS/PHYL 105 (PHYS 105/L), PHYS/PHYL 106 (PHYS 106/L), ERTH 204 (GEOL 361), ERTH 210 (GEOL 360) to meet the SMS: Elective requirement.

FINAL 1/2006

Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement

College of Arts and Sciences Degree Program: BS Criminology					
Vincennes University Degree Program: AS Law Enforcement					
Jan-07					
ISU Degree		**Transfer Courses**		**Courses to take at**	
Requirements				**ISU**	
Major Degree Programs					
CRIM 200	3	LAWE 150	3		
CRIM 220	3	LAWE 210	3		
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6	LAWE 270(CRIM 298) waives 3 hrs of 498	4	CRIM 498	3
CRIM ELECTIVES	9	LAWE 155 (CRIM 280)	3		
		LAWE 200 (CRIM 285)*	3		
		LAWE 250 (CRIM 001)	3		
Total	39		19		21
		Electives			
		LAWE 100 (CRIM 150)	3		
		LAWE 106 (CRIM 001)	3		
		LAWE 160 (CRIM001)	3		
		LAWE 205 (CRIM 001)	3		
		LAWE 260 (CRIM 001)	3		
		MATH 101 (MATH 111)	3		
		LAWE electives	2		
			20		

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Transfer Central
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1-800-468-6478

General Education - Basic Studies					
ENG 101	3	ENGL 101	3		
ENG 105 or 107	3	ENGL 102	3		
ENG 305	3			ENG 305	3
COMM101	3	SPCH 143	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3			Quantitative Literacy	3
Foreign Language *	6			Foreign Language *	6
PE 101	2	PFWL 100	2		
TOTAL	**26**		**11**		**15**
General Education - Liberal Studies					
SMS: Foundation	4	CHEM 104 or ERTH 100 or	3		
		LFSC 100 or PHYS 100			
SMS: Elective	3			SMS: Elective	3
SBS: Foundation	3	PSYC 142	3		
SBS: Elective	3	SOCL 151	3		
LAPS: Literature and Life	3			LAPS: Literature and Life	3
LAPS: Elective	3	ARTT 110 or 130 or 131 or	3		
		PHIL 111 or THEA 100 or 245			
		or 250			
Historical Studies	3			Historical Studies	3
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3	ERTH 207 **	3		
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	**31**		**15**		**15**
Overall University Graduation Requirements					
		Total earned hours (min.)		Hours @ 300-400 level (min.)	
Transfer Hours		65			
To be completed at ISU		62		50	
		124			

* Waived if completed in high school
** An additional Science course could be taken instead of ERTH 207, i.e., ERTH/ERTL 214, PHYS/PHYL 105,
PHYS/PHYL 106, ERTH 204, ERTH 210 to meet the SMS: Elective requirement.
FINAL   1/2007

Indiana State University

Transfer Plans

Wabash Valley College - Indiana State University

The University has partnered with Wabash Valley College to formalize **transfer plans** for particular majors. These plans enable students to complete specific WVC associate degrees and receive credit towards specific ISU bachelor degrees.

Each plan details the WVC courses accepted for credit at ISU; the ISU courses needed to complete the bachelor degree, and any other guidelines that apply. Credit transfer is possible for credit or degrees not listed, or credit earned from institutions other than Wabash Valley College.

Browse these plans **IF** you are entering Wabash Valley College and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at WVC, refer to transfer guidelines for helpful information and transfer evaluation tools.

Note: ISU General Education requirements are revised as of fall 2010. All current transfer plans and courses detailed below are still in effect and will apply to degree requirements at ISU. Transfer plans will be updated and posted shortly.

Partnership Information

- ISU-WVC Partnership Page
- Wabash Valley College Website
- ISU Website

Related Links

- Online learning
- On-campus majors
- Transfer guidelines
- Transfer planning tips

Current Plans

Criminology & Criminal Justice
A.S.A. administration of justice **to** B.S. criminology
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Social Work
A.A.S. social services specialist **to** B.S.W. social work
All other degrees/credit transfer on a course-by-course basis
Visit ISU's transfer planning tool to build an individualized transfer plan

Last updated November 19, 2015

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Indiana State University
College of Arts and Sciences
BS Completion Program Articulation Curriculum Agreement
Oct-07

College of Arts and Sciences Degree Program: BS Criminology					
Illinois Eastern Community Colleges Degree Program: Associate in Science and Arts Degree: Administration of Justice D111					
ISU Degree		**Transfer Courses**		**Courses to take at**	
Requirements				**ISU**	
Major Degree Programs					
CRIM 200	3	JUS 1215	3		
CRIM 220	3	JUS 2220	3		
CRIM 396	3			CRIM 396	3
CRIM 420	3			CRIM 420	3
CRIM 423	3			CRIM 423	3
CRIM 427	3			CRIM 427	3
CRIM 430	3			CRIM 430	3
CRIM 431	3			CRIM 431	3
CRIM 498	6			CRIM 498	3
CRIM ELECTIVES	9	JUS 1200 (CRIM 150)	3		
		JUS 1210 (CRIM 280)	3		
		JUS 1211 (CRIM 001)	3		
Total	**39**		**15**		**21**
		Electives			
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		Total	**6**		
		No Credit:			
		GEN 1103 (1 hour)			
General Education - Basic Studies					
ENG 101	3	ENG 1111	3		
ENG 105 or 107	3	ENG 1112	3		
ENG 305	3			ENG 305	3
COMM101	3	SPE 1101	3		
Information Technology	3			Information Technology	3
Quantitative Literacy	3	MTH 1103 (MATH 102)	3		
Foreign Language *	6	FRE 1111 and 1121 or	8		
		GER 1111 and 1121 or			
		SPN 1111 and 1121			
PE 101/L	2			PE 101/L	2
TOTAL	**26**		**20**		**8**

General Education - Liberal Studies					
SMS: Foundation	4	LSC 1101 (BIOL 112/L)	4		
SMS: Elective	3	PHY1110 (PHYS 101/L)	4		
SBS: Foundation	3	PSY 1101 (PSY 101) or	3		
		SOC 2101 (SOC 100)			
SBS: Elective	3	ANT 2101 (ANTH 100) or	3		
		ECN 2101 (ECON 200) or			
		ECN 2102 (ECON 201) or			
		PLS 2101 (PSCI 201) or			
		PSY 2109 (PSY 266) or			
		SOC 2102 (SOC 220) or			
		SOC 2103 (SOC 260)			
LAPS: Literature and Life	3	LIT 2135 (ENG 239) or	3		
		LIT 2111 (ENG 219) or			
		LIT 2143 (ENG 231)			
LAPS: Elective	3	ART 1105 (ART 151) or	3		
		ART 1181 (ARTH 271) or			
		ART 2181 (ARTH 272) or			
		MUS 2131 (MUS 150) or			
		MUS 1101 (MUS 233) or			
		DRA 1121 (THTR 150) or			
		DRA 1111 (THTR 174)			
Historical Studies	3	HIS 1111 (HIST 101) or	3		
		HIS 1112 (HIST 102) or			
		HIS 2101 (HIST 201) or			
		HIS 2102 (HIST 202)			
MCS: US Diversity	3			MCS: US Diversity	3
MCS: IC Diversity	3	ANT 2101 (ANTH 202) or	3		
		GEG 1102 (GEOG 130) or			
		PLS 2198 (PSCI 105)			
Capstone - CRIM 499	3			Capstone - CRIM 499	3
TOTAL	**31**		**26**		**6**

Overall University Graduation Requirements		
	Total earned hours (min.)	Hours @ 300-400 level (min.)
Transfer Hours	67	
To be completed at ISU	57**	50
	124	

*May have been met with high school study, verified by an official transcript from student's high school submitted to ISU Office of Admissions. If completed in high school, consult CAS for additional transfer courses.
** Additional hours may be required to meet 50 hours at 300-400 level.
Final 10/2007

Appendix 4
CSS PROPOSED CURRICULUM

Credit Hours Required

The proposed major in Security Studies consists of 51 credit hours (21 hours core courses, 24 credit hours concentration course work, and 6 credit hours directed electives).

> 1. *Cybercrime* Concentration
> 2. *Private Security* Concentration

Core Courses (21 credit hours):

CRIM 150 - Introduction to Criminal Justice (3 credits)
CRIM 200 - Criminology (3 credits)
CRIM 220 - Introduction to Law Enforcement (3 credits)
CRIM 420 - Criminal Law and Procedure (3 credits)
CRIM 435 - Criminal Investigation (3 credits)
CRIM 440 - Ethics in Criminal Justice (3 credits)
CRIM 499 –Danger and Disorder: Critical Issues in Criminology (3 credits)

Cybercrime **Concentration (24 credit hours)**

INAN 330 Cybercrime (3 credits)
CSS 130 Computer Science I (3 credits) or CS 101 Fundamentals of Computing (3 credits)
CSS 131 Computer Science II (3 credits) or CS 151 Introduction to Computer Science (3 credits)
CSS 235 Introduction to Computer Forensics I
CSS 236 Introduction to Computer Forensics II (3 credits)
CSS 330 Introduction to Security and Risk Analysis (3 credits)
CSS 331 Files and Database Systems (3 credits) or MIS 420 Data and Knowledge Management (3 credits)
CSS 332 Information Systems Security (3 credits) or MIS 350 Information Security (3 credits)
CSS 430 Cyber Security (3 credits)
CSS 431 Cyber Warfare (3 credits)
CSS 432 Forensic Accounting (3 credits)
CRIM 416 Symposium on Criminology (3 credits)
CRIM 497 Individual Directed Studies (3 credits)
CRIM 498 Internship in Criminology (3 credits)

Cybercrime Concentration Electives (6 credit hours)

CSS 210 Introduction to Networking (3 credits)
CSS 310 Cyber Crime Investigation (3 credits)
CSS 312 Windows Internet Trace Evidence (3 credits)
CSS 410 Cyber Law and Privacy in a Digital Age (3 credits)
CSS 411 Cyber Threat Analysis (3 credits)
CSS 427 Cyber Criminology (3 credits)
CSS 435 Social Engineering (3 credits)
INAN 350 Crime Analysis (3 credits)
INAN 386 Criminal Profiling (3 credits)

INAN 410 Terrorism (3 credits)
CRIM 416 Symposium on Criminology (3 credits)
CRIM 419 White-Collar Crime (3 credits)
CRIM 497 Individual Directed Studies (3 credits)
CRIM 498 Internship in Criminology (3 credits)

***Private Security* Concentration (24 credit hours)**
CRIM 221 Introduction to Security Management (3 credits)
CRIM 222 Introduction to Private Security (3 credits)
CRIM 223 Introduction to Loss Prevention (3 credits)
CRIM 320 School and Campus Security (3 credits)
CRIM 322 Border and Coastal Security (3 credits)
CRIM 324 Transportation Systems Security (3 credits)
CRIM 425 Workplace Safety/OSHA (3 credits) or HRD 394 Occupational Liability
    and Safety (3 credits)
CRIM 426 Protective Services (3 credits)
CRIM 422 Fraud Investigation (3 credits)
CRIM 201 Institutional, Industrial, and Commercial Security (3 credits)
CRIM 203 Crime Prevention (3 credits)
CRIM 315 Techniques of Criminal Justice Interviewing (3 credits)
CRIM 416 Symposium on Criminology (3 credits)
CRIM 497 Individual Directed Studies (3 credits)
CRIM 498 Internship in Criminology (3 credits)

Private Security Concentration Electives (6 credit hours)
CRIM 335 Principles of Retail Investigations (3 credits)
CRIM 396 Introduction to Research Methods in Criminal Justice (3 credits)
CRIM 428 Retail Accounting and Inventory Control (3 credits)
CRIM 424 Loss Prevention Data Analysis (3 credits)
CRIM 202 Retail Security (3 credits)
CRIM 416 Symposium on Criminology (3 credits)
CRIM 419 White-Collar Crime (3 credits)
CRIM 497 Individual Directed Studies (3 credits)
CRIM 498 Internship in Criminology (3 credits)

COURSE DESCRIPTION

CRIM 150 Introduction to Criminal Justice (3 credits)
A study of the agencies and processes involved in the criminal justice system: the courts, the police, the prosecutor, the public defender, and corrections.

CRIM 220 Introduction to Law Enforcement (3 credits)
Philosophical and historical background of law enforcement at the federal, state, county, city, and village levels. An introduction to contemporary police organizations and methods of operation.

CRIM 200 Criminology (3 credits)
A consideration of criminality, its nature and extent, particularly in the United States; and an analysis of the etiology of criminal behavior, criminal law, and societal reactions to criminals.

CRIM 435 Criminal Investigation (3 credits)
This course examines the organization and functions of investigative agencies, basic considerations in the investigation of crime, collection and preservation of physical evidence, elements of legal proof in the submission of evidence, and investigation of specific types of offenses.

CRIM 420 Criminal Law and Procedure (3 credits)
An analysis of the history and development of the criminal law as a system of social control; the scope, purpose, and general principles of criminal law; and the essential characteristics of various crimes.

CRIM 440 Ethics in Criminal Justice (3 credits)
A study of ethics, crime, and the criminal justice system. This course explores a variety of theoretical perspectives relative to the study of ethical behavior and then applies this discussion to the practice of law enforcement and corrections.

Cybercrime Concentration: Course Descriptions

CS 101 Fundamentals of Computing (3 credits)
Covers the core competencies in three areas: information technology basics, hardware/software, and information retrieval and evaluation. Provides students with the basic information management skills necessary to function in an electronic academic environment.

CS 151 Introduction to Computer Science (3 credits)
History of computers and computer science, principles of process description and problem analysis. The basic structures of sequence, iteration, and selection. Programming style, artificial intelligence, current applications.

CSS 130 Computer Science I (3 credits)
This course covers computer hardware and peripherals and other digital media used in commission of cybercrimes. It examines devices, including building, configuring, upgrading, troubleshooting, and diagnosis computers.

CSS 131 Computer Science II (3 credits)
This course is a continuation of Computer Science I. It focuses on abstract data types and their implementations, binary files, introductory algorithm analysis, software engineering concepts, and the application and uses of dynamic data structures. Prerequisite: CSS 230

CSS 210 Introduction to Networking (3 credits)
Topic include network types and communication models, hardware components, applications, protocols, standards, internetworking and routing concepts, OSI Model, TCP/IP, LAN and WAN networking technologies.

CSS 235 Introduction to Computer Forensics I (3 credits)
This course focuses on the foundation of computer forensics. It prepares students how to obtain and analyze digital information for possible use as evidence in civil, criminal or administrative cases. Its primary focus is on digital information retrieval methods.

CSS 236 Introduction to Computer Forensics II (3 credits)
This course focuses on advanced concepts and techniques in cyber environment of computer forensic analysis. It introduces students to more applied concentrations of discovering, recovering, preserving, and analyzing volatile and nonvolatile information from digital devices. Prerequisite: CSS 235

CSS 310 Cyber Crime Investigation (3 credits)
An in-depth study of the theory and practice of digital forensics. Topics include computer forensics, network forensics, cell phone forensics, and other types of digital forensics. Discussion also covers identification, collection, acquisition, authentication, preservation, examination, analysis, and presentation of evidence for prosecution purposes.

CSS 312 Windows Internet Trace Evidence (3 credits)
This course is designed to teach the recovery of trace evidence left on a computer system as a result of using the Internet. It covers information about the use of Internet Explorer, FireFox, Chrome, Safari, Opera and several internet related tools such as Skype, and P2P clients.

CSS 330 Introduction to Security and Risk Analysis (3 credits)
This introductory course spans areas of security, risk, and analysis covering contexts in government agencies and business organizations.

CSS 331 Files and Database Systems (3 credits)
This course introduces the basic database concepts. The course stresses the implementation of databases in the real world. Students learn about basic database design and terminology, and learn how to create a variety of databases using MS Access.

CSS 332 Information Systems Security (3 credits)
Information Systems Security examines how to successfully defend and protect today's valuable resource (e.g., information and information systems). It covers a systematic and practical approach for establishing, managing and operating a comprehensive information assurance program.

CSS 410 Cyber Law and Privacy in a Digital Age (3 credits)
This course examines how laws have had to change to account for the expanded realm of crimes in the digital age. Additionally, this course will explore specific problems in applying law to cyberspace in areas such as intellectual property, privacy, content control, and the bounds of jurisdiction.

CSS 411 Cyber Threat Analysis (3 credits)

This course will introduce students to the methodology of investigation and analysis procedures associated in the application of real world cyber attacks. Students will gain knowledge of key terminology, online tools used by analysts, the development of legislation, key government agency roles, and the nature of cyber threats/attacks.

CSS 427 Cybercriminology (3 credits)
This course examines the application of traditional and new criminological theory to modern cybercrimes and cybercriminals.

CSS 430 Cyber security (3 credits)
An introduction to cyber security and the relationship to organizations and society. Topics include multiple cyber security environments, technologies, processes, and concepts. The analysis of threats and risks to/in these environments, and the development of appropriate strategies to mitigate potential security impacts in the modern information environment will be discussed.

CSS 431 Cyber Warfare (3 credits)
This course covers issues related to domestic and international threats to cybercrime and terror including causes and prevention.

CSS 432 Forensic Accounting (3 credits)
A study of the theoretical framework for accounting principles and procedures, the application of GAAP, and accounting for current assets, fixed assets, and revenue recognition.

CSS 435 Social Engineering (3 credits)
This course provides an examination of modern human/behavioral tactics of deceit and/or persuasion, typically used to infiltrate businesses in order to gain network access. Specific focus will be given to prevention and employee training.

CRIM 419 White-Collar Crime (3 credits)
Course Description: This course provides an overview of the nature, extent, causes, costs, and control of corporate and white-collar crime.

CRIM 497 Individual Directed Study (3 credits)
An individual study of a particular area or problem in security studies as decided upon by the student and the instructor. An outline of the proposed study must be submitted to the instructor for approval prior to enrollment in the course.

CRIM 498 Internship (3-6 credits)
Students engage in a period of employment (minimum of 200 hours for 3 credits) as a security analyst with government, international agency, or corporation during which certain experience objectives in security studies must be met.

CRIM 499 Danger and Disorder: Critical Issues in Criminology (3 credits)
In this course, students complete a major research project to demonstrate their academic preparation of the research process, analytical skills, and ability to produce a well-written and

properly cited paper that contributes to the body of knowledge in their field of study. This course offers students the opportunity to apply their knowledge and analytic skills they have gained during their college career to a topic relevant to the security studies program.

HRD 394 Occupational Liability and Safety (3 credits)
The investigation of the safety environment. Safety terminology, hazards, and the need for safety training programs are included.

INAN 330 Cybercrime (3 credits)
This course covers a wide range of criminal activities in which computers or computer networks are uses as tools to target individuals, corporations, or government institutions. It covers topics such as electronic crime, information crime, virtual crime, and an overview of cyber weaponry, various offensive and defensive strategies.

INAN 350 Crime Analysis (3 credits)
This course is designed to enhance the analytical and research skills of those individuals intending careers within the criminal justice system and homeland defense areas. Course objectives include 1) turning police raw data into intelligence, 2) further enhancing critical thinking and communication skills, 3) to examine the offender, victim, and situational elements surrounding major forms of crime, and 4) to acquire spatial and temporal analysis skills necessary to conduct research and analytical projects once employed.

INAN 386 Criminal Profiling (3 credits)
This course examines the dynamics of individual criminal acts utilizing inductive and deductive methodology to profile criminal behavior, offender characteristics, crime scene investigation, evidence collection, and case linkage of specific categories of crimes. Topical areas in this course will include homicide, serial crime, stalking, and other criminal behaviors and acts.

INAN 410 Terrorism (3 credits)
This course fosters an understanding of the roots, development, and the impact of contemporary worldwide terrorism, especially in the United States, while using a simulated operational environment.

MIS 350 Information Security (3 credits)
An introduction to the field of information security with emphasis on security management. Coverage includes legal, ethical, and professional issues; methods of access; personnel and social engineering concerns; risk management; security technology; incident response; disaster recovery; and other issues.

MIS 420 Data and Knowledge Management (3 credits)
This course covers the role of information technology in capturing, storing, retrieving, analyzing, representing, and using data. Students learn appropriate theory and techniques associated with each of the steps in utilizing data, information, and knowledge to make good decisions. Emphasis is on data warehousing, data mining, and knowledge bases.

Private Security Concentration: Course Descriptions

CRIM 201 Institutional, Industrial, and Commercial Security (3 credits)
This course focuses on the overview of all-hazards approach to industrial security, site-specific vulnerability assessment, development of emergency action plans, loss prevention in industrial security, terrorist threats, and prevention of workplace violence.

CRIM 202 Retail Security (3 credits)
Emphasizes the identification and development of physical security objectives, policies, procedures, and methods necessary to achieve efficient and effective retail security measures.

CRIM 203 Crime Prevention (3 credits)
Provides an overview of types of crime prevention programs that can be implemented by police departments; retail, commercial, or individual firms; and community action groups and individual citizens.

CRIM 221 Introduction to Security Management (3 credits)
An introductory course designed to familiarize students with the security profession and measures. Emphasis is placed on security industry terminology. Topics include privatization of public safety, use of technology and physical security, contract and proprietary security, executive protection, special event security, access control, integrated security systems, and assessing organizational vulnerabilities.

CRIM 222 Introduction to Private Security (3 credits)
This course will cover the development, role, responsibility, limitations and liabilities of the private security industry in the contemporary society. It covers describing the relationship between private security professionals, law enforcement and representatives of the legal system.

CRIM 223 Introduction to Loss Prevention (3 credits)
This course covers issues related to internal and external theft that affect all private and public operations, with focus on retail businesses. Examines and evaluates major loss prevention programs used by security operations, with primary focus on retail security.

CRIM 315 Techniques of Interviewing and Interrogation (3 credits)
This course explores (a) the interviewing and interrogation techniques, (b) legal restrictions on interrogations, and (c) techniques and technology related to the detection of truth and deception. This course also examines the legal and ethical issues of the use of interview and interrogation techniques to acquire intelligence information from suspects and its concomitant impact on criminal prosecutions, veracity of information, and public policy.

CRIM 320 School and Campus Security (3 credits)
This course explores risk management and emergency management protocols, the threat assessment process, crisis and recovery measures in school settings. It explores preparedness for managing every day security issues in schools while planning for high impact scenarios such as terrorism and active shooter/ mass casualty incidents.

CRIM 322 Border and Coastal Security (3 credits)
A study of the federal, state and local organizations involved in border and coastal security, associated homeland security issues, the various policy and operational strategies used for border and coastal access and security. Contemporary border and coastal security concerns as well as immigration and non-U.S. approaches are addressed.

CRIM 324 Transportation Systems Security (3 credits)
Focus on organizational risks through an examination of air, sea and land transportation systems. Acquisition and analysis of information necessary to support decision-makers in the protection of assets and allocation of security resources is reviewed. Risk management process, asset identification, threat and vulnerability identification and assessment, and cost-benefit analysis are examined.

CRIM 396 Introduction to Research in Criminal Justice (3 credits)
This course focuses on the methods and techniques used to prevent and reduce losses due to theft and casualty. Consideration of the security survey; communication and surveillance systems; control of personnel and visitors; the use, supervision, and training of security forces; handling civil disturbances in public buildings; and other emergencies.

CRIM 422 Fraud Investigation (3 credits)
This course covers the principles and methodology of fraud detection and deterrence. The course includes topics such as skimming, cash larceny, check tampering, register disbursement schemes, billing schemes, corruption, accounting principles and fraud, fraudulent financial statements, and interviewing witnesses.

CRIM 424 Loss Prevention Data Analysis (3 credits)
This course focuses on the basic concepts and the practical application of analysis within the realm of retail loss prevention. Emphasis is placed on the fundamentals of analysis, giving the loss prevention professional insight into the validity of research encountered within the professional world.

CRIM 425 Workplace Safety/OSHA (3 credits)
This course covers the basics of occupational safety management in the manufacturing environment as they relate to hazard identification, and accident investigation and training. It covers the minimum requirements under Federal OSHA and State OSHA.

CRIM 426 Protective Services (3 credits)
An overview of executive protection services. Topics include basic principles, threat assessment, risk analysis, training, employment, organization and management of a protective services detail, working the principal, home and office security, technological considerations, vehicle security, domestic and international travel, firearms selection and training, and self-defense fundamentals.

CRIM 428 Retail Accounting and Inventory Control (3 credits)
This course introduces the principles of retail accounting and inventory shrink for loss prevention professionals.

Form of Recognition

- Students who satisfactorily complete the requirements for this program will be awarded a Bachelor of Science in Security Studies.

Appendix 5

Assessment Plan and Intended Uses

Assessment Plan

The purpose of the B.S. degree in Cyber and Security Studies is to provide professional education for those interested in careers in: Law enforcement at the federal, state, and local level; Military, and the Private Sector.

Program Educational Objectives and Outcomes

Objective 1: Students will demonstrate knowledge about the Cyber and Security Studies.

Objective 1 Outcomes:
1. To demonstrate the ability to identify best data collection and analysis methods.
2. To demonstrate the ability to develop research based responses to specific security threats.

Measures:
Direct Measures = Senior Thesis

Target for Achievement:
Students will be assessed in each category in the following manner:
0 = does not meet expectation
1 = meets expectation
2 = exceeds expectation
Target: 65% of students will receive a 1 or higher on this objective

Objective 2: Students will demonstrate knowledge about the intelligence community.

Objective 2 Outcomes:
1. To identify and promote understanding of threats through Cyber and Security Studies.
2. To identify the best methods of collecting information and intelligence pertinent to homeland security.
3. To manage intelligence for the homeland security enterprise.
4. To understand the information sharing process and the importance of information necessary for action.

Measures:
Direct Measures = Senior Thesis

Target for Achievement:
Students will be assessed in each category in the following manner:
0 = does not meet expectation
1 = meets expectation
2 = exceeds expectation
Target: 65% of students will receive a 1 or higher on this objective

Objective 3: To demonstrate written and oral communication skills applicable to the field of Cyber and Security Studies.

Objective 3 Outcomes:
1. Interact with others.
2. Provide information orally.
3. Provide intelligence writing and presentation
4. Establish collaborative relationships.

Measures:
Direct Measures = Senior Thesis and/or Internship Supervisor Review

Target for Achievement:
Students will be assessed in each category in the following manner:
0 = does not meet expectation
1 = meets expectation
2 = exceeds expectation
Target: 65% of students will receive a 1 or higher on this objective

Objective 4: To demonstrate critical thinking skills.

Objective 4 Outcomes:
1. Identify and analyze current issues and practices facing the intelligence community.
2. Apply a scientifically supported theoretical premise to current intelligence related issues.
3. Develop a policy based on scientifically supported research.
4. Identify best practices in implementing and managing the intelligence processes.
5. Analyze current data gathering methodologies.

Measures:
Direct Measures = Senior Thesis and/or Internship Supervisor Review

Target for Achievement:

Students will be assessed in each category in the following manner:

      0 = does not meet expectation
      1 = meets expectation
      2 = exceeds expectation

Target: 80% of students will receive a 1 or higher on this objective

Objective 5: To demonstrate knowledge ethical challenges arising in the intelligence community.

Objective 5 Outcomes:
1. Demonstrate the ability to identify ethical situations based on discipline code of ethics.
2. Demonstrate ability to analyze ethical situations.

Measures:
Direct Measures = Senior Thesis and/or Internship Supervisor Review

Target for Achievement:
Students will be assessed in each category in the following manner:

      0 = does not meet expectation
      1 = meets expectation
      2 = exceeds expectation

Target: 65% of students will receive a 1 or higher on this objective

Objective 6: Engage in and meaningfully contribute to diverse and complex communities and professional environments.

Objective 6 Outcomes:
1. Demonstrate ability to complete professional documents.
2. Demonstrate ability to apply theories and best practices to real-world scenarios.
3. Demonstrate the ability to identify agency and community needs.
4. Demonstrate the ability to work with people from diverse backgrounds.
5. Demonstrate the ability to respond to identified agency and community needs.

Measures:
Direct Measures = When Applicable, Internship Supervisor Review
Indirect Measures = Alumni Survey

Target for Achievement:
Students will be assessed in each category in the following manner:

      0 = does not meet expectation

1 = meets expectation
2 = exceeds expectation
Target: 65% of students will receive a 1 or higher on this objective

Assessment Data Collection Plan

The Department of Criminology and Criminal Justice began collecting data assessing the program beginning its first year of implementation. Each student completing the Intelligence Writing & Presentation course will be required to complete a senior thesis. Students taking this course will be required to write a paper analyzing a current topic/problem area assigned by the faculty member. The results of this paper will be presented to the class. The faculty member responsible for this course will rate students using the targets for achievement in Objectives 1 thru 6. Data will be collected on an ongoing annual basis.

Communication of Outcomes

Assessment outcomes for the Department of Criminology and Criminal Justice will be communicated to the university community, current and prospective students, and other stakeholders in the following manner: First, the program goals and objectives are posted on the departmental web site. Second, as results of the assessment are gathered, they will be posted on the departmental web site and included in informational brochures on the department. Finally, results of the assessment will be provided in the departmental newsletter.

Intended Uses of Assessment Results
- Changes in course content
- Addition / deletion of courses or changes in course sequences
- Changes in degree requirements or degree concentration options
- Changes in emphasis for new or vacant faculty positions
- Facilitate curriculum discussions at faculty meetings, curriculum meetings
- Use of assessment information to guide changes in degree programs and development of degree program options
- Changes and to show program improvement resulting from those changes
- Changes in advising processes
- Development of academic services for students
- Development of new career exploration and career services for students
- Changes to student academic facilities such as computer labs, sciences labs, and study areas
- Development of program-based websites to provide students with academic and program information
- Sharing assessment information to alumni and industrial review boards

- Further refine the assessment methods or to implement new assessment methods

Assessment Data Collection Archive Files
- All capstone/committee evaluation sheets will be kept/archived
- A copy of the original assignment/project as given to students will be kept/archived
- A copy of the grading rubrics used for assignment/project will be kept/archived

Appendix 6

Academy of Criminal Justice Sciences Certification Standards

Academy of Criminal Justice Sciences
Certification Standards for College/University
Criminal Justice/Criminology Baccalaureate Degree Programs

Adopted by ACJS Executive Board: May 2, 2005
Amended: October 28, 2005
Amended: March 31, 2014
Amended August 18, 2016

ACJS Program Certification Review Process

1. A regionally accredited college or university interested in initiating the Certification Process must be an institutional member of ACJS for at least one year prior to the application. (The requirement regarding length of institutional membership may be waived at the discretion of the ARC Chair and the ACJS Executive Director until 2007.)

2. The institution submits a letter of intent to pursue ACJS Program Certification (from the institutional president or chief academic officer), a completed application, and a three to five page statement describing the type of program, future program plans, and a timetable estimating completion dates of the self-study and anticipated on-site review. The self-study is an arduous year-long process of reflection about and examination of the criminal justice program and its outcomes. The self-study results in a document and all the associated evidence that demonstrates the extent to which the program meets or exceeds the certification standards.

   The application will include statements by the applicant that:
   a. the ACJS Program Certification Review is a voluntary review with no appeal
   b. the "certification" decision of the ACJS Executive Board is final
   c. the college or university is willing to pay the fees associated with the process
   d. fees are non-refundable
   e. fees will be paid upon receipt of bill from ACJS
   f. the institution has 12 months from application date to complete and submit the self-study
   g. by submitting an application, the institution agrees to the foregoing disclaimers

3. The fees for the process are based on the highest degree program to be reviewed, the number of days for the site visit, and the number of reviewers (see table below). For example, an institution that seeks certification for an associate, baccalaureate, and master's degree programs would use the graduate fee structure to determine its fee.

   The typical review requires two or three reviewers on-site for two or three days. Very large programs, departments with multiple programs, or programs with multiple sites may require four reviewers. In extremely unusual circumstances, more than four reviewers may be required. In unusual circumstances when more than four reviewers or more than three days are required, the fees will be adjusted accordingly.

Add $1000 to the fee for each satellite campus or location where a substantial portion of a degree or a certificate program is offered away from the main institution.

Institutions should be advised that additional fees may accrue for follow-up review of programs for which certification is deferred. Such fees will depend upon the nature of the deferral (see #9 below).

Fee structure (1 day equals approximately 8 hours devoted to the review):

	Two reviewers	Three reviewers	Four reviewers
Community College			
One day	$2,400	$2,800	$3,200
Two days	$3,300	$4,100	$4,900
Three days	$4,200	$5,400	$6,600
Four year			
One day	$2,900	$3,300	$3,700
Two days	$3,800	$4,600	$5,400
Three days	$4,700	$5,900	$7,100
Graduate			
One day	$3,400	$3,800	$4,200
Two days	$4,300	$5,100	$5,900
Three days	$5,200	$6,400	$7,600

4. Upon receipt of the application documents, the ACJS Executive Director will contact the Chair of ARC and ask him/her to begin working with the institution. The ARC Chair will communicate with the institution's contact to ensure that the institution understands the protocol.

5. ARC Chair will determine the number of reviewers and the number of days for the on-site review in consultation with the ACJS Executive Director and the applicant institution. ACJS will bill the institution for applicable fees. One Review Team member serves as the team chair and is the primary author of the report.

6. After the application and fees have been received:

    a. the ARC Chair will provide clarification and advice to the program on the self-study document. The institution will have 12 months to complete its self-study and provide any other relevant documentation
    b. the ARC Chair will contact potential certification team members with a tentative schedule to determine their availability.

7. The ARC Chair will provide a list of potential reviewers to the institution requesting certification. The list must include at least 3 more individuals than required for the Review Team. No reviewer will visit a program/institution in the

state where his/her academic institution is located. The ARC Chair will select reviewers who are appropriate for the kind of institution requesting the certification visit. For example, faculty with graduate-level experience will be selected to review graduate programs. The institution should communicate with the ARC chair if there is a significant conflict of interest or other significant problem with any individual on the potential reviewer list. Upon such notification, the ARC Chair will strike that individual from the list and determine whether additional potential reviewers must be sought. The ARC Chair selects the Review Team from the final potential reviewer list which must include at least 2 more individuals than required for the Review Team.

8. On completion of the self-study and other relevant documentation, the institution is responsible for providing a copy of these documents directly to:
    a. the ARC Chair
    b. the ACJS National Office
    c. the ACJS Executive Director
    d. each Review Team member
The institution assumes the cost of postage to mail these documents and any other documents the reviewers may request subsequently.

9. The institution will deal directly with the reviewers regarding travel arrangements. All costs associated with travel must be submitted by the Review Team members to the ACJS National Office on ACJS travel forms. The institution will be billed by ACJS for these costs. The institution is responsible for all travel expenses for all Review Team members.

10. The institution will develop an itinerary for the site visit which will include time for interviewing all members of the faculty, a sample of adjunct faculty, students, and administrators who are responsible for the day-to-day operations of the program or the program's plan. The program will make all arrangements for scheduled meetings. The itinerary will include time for the Review Team to meet privately at the beginning and end of the site visit and each day of the visit to coordinate, organize, and share information. The itinerary will also include two 15 minute rest breaks every half-day. When interviewing multiple people where one person is the supervisor of those individuals, the meetings should be conducted separately. A list should be provided of all individuals to be interviewed including the full name, title, relationship to the program, and short bio. A clock should be provided in the room where interviews are held to assist the team in staying on schedule.

11. Site visit occurs.

    The Review Team may make no comments regarding the likelihood of the program receiving certification in any formal or informal communication with members of the institution at any time in the process. The ACJS President will communicate the Board's decision regarding certification.

12. The Review Team will have 30 days to complete a draft of the certification review report which includes no recommendations regarding certification. The draft report will be submitted to the institution (one copy to the department and one copy to the Academic Dean). The institution will have fourteen (14) days to correct any inaccuracies in the report. Once the institution has submitted its corrections to the Review Team Chair, the Review Team Chair will share the corrections with team members and finalize the report.

13. The Review Team upon review of the final report will decide what to recommend regarding certification. The Program Certification Review process is an evidence-based review process. The issue does not concern the institution's good intentions to deliver quality academic programs. The review team must not recommend certification unless the institution has provided evidence demonstrating that the program is in compliance with all requirements of the certification standards and sub-standards.

14. Review Team Chair sends the final report and separate Review Team recommendation to the ARC Chair with a copy to the ACJS National Office and the ACJS Executive Director.

15. ARC Chair corresponds with the institution to provide a copy of the Review Team's final report without the recommendation section and to inform the institution of the date of next ACJS Executive Board meeting. No evaluation is included in this correspondence.

16. The ARC members vote on the recommendation of the Review Team. The ARC can only recommend certification if the institution has demonstrated evidence that the program is in compliance with all certification standards and sub-standards as stated in Number 17, below.

    The ARC Chair and members may make no comments regarding the likelihood of the program receiving certification in any formal or informal communication with members of the institution at any time in the process. The ACJS President will communicate the Board's decision regarding certification

17. The ARC Chair submits the ARC recommendation to the ACJS Executive Board for final approval. ACJS Executive Board will consider ARC recommendations regarding certification twice a year. Certification final decisions will be made at the Board's mid-year meeting which is generally held in August or September and at the ACJS Annual Meeting.

    The ACJS Executive Board has two options regarding the Certification Program Review:
    - **Compliance:** Ninety percent or more of the ACJS Standards are evident in practice and are met. C.4 and C.11 are required for certification. One or more

indicators are/may be missing or need augmentation; however, the practice is fundamentally sound and underdeveloped practices to not jeopardize the overall quality and effectiveness of the program.

- **Partial Compliance:** Less than ninety percent of the program's operations **conform to** the ACJS Standards. Omissions or exceptions to the standard occur with regularity. Practice, as is, may jeopardize the overall quality and effectiveness of the program. Program is allowed one year to show evidence of compliance with standards not met **OR** may withdraw application for certification. If review of the evidence provided by the program does not indicate compliance with the standards, the program will be required to re-enter the application process with a new self-study after a 12-month lapse in time.

18. The ACJS President will notify the institution of the ACJS Executive Board's decision regarding certification.

19. ACJS will acknowledge the certified programs on its website and in any annual published reports. Certified programs will also be listed in the Annual Meeting Program book, and participants at the Annual Meeting whose programs have been successfully certified will have a special certification notation on their identification badge.

20. The length of ACJS certification for each program is ten (10) years from the date of Board approval.

**Certification Standards for College/University
Criminal Justice/Criminology Baccalaureate Degree Programs**

Introduction

These standards acknowledge the accreditation process conducted by each of the regional associations of colleges and schools. These regional agencies accredit the total institution and evaluate the work of criminal justice/criminology programs within those institutions. It is the intent of ACJS through the standards[1] set forth in this document to supplement the regional accreditation process by providing guidance for the internal and external evaluation of criminal justice/criminology programs.

Throughout the standards, 'program' refers to criminal justice/criminology degree programs. Following each section of standards is a list of *selected indicators* that should be used by an institution to demonstrate that it meets the standard. The bracket at the end of each indicator denotes the standard(s) it addresses. Institutions may provide evidence of compliance through appropriate indicators not listed in this document.

The ACJS Program Certification Review process is evidence-based. To be certified the institution must provide evidence demonstrating that the program is in compliance with all requirements of the certification standards. The ACJS Certification Process document provides procedural details.

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[1] These standards are a modification of the standards created and adopted by the Massachusetts Board of Higher Education (MBHE) in 2003. The ACJS thanks Dr. Lynette Robinson-Weening, Associate Vice Chancellor of the MBHE for her assistance and generosity in providing materials for use in the ACJS certification and training process and to MBHE for authorizing ACJS to use and modify the MBHE standards.

Quality Standards for the Baccalaureate Degree in Criminal Justice/Criminology

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Section A: Program Mission and History

<u>**Standards:**</u>

A.1   The program has a stated mission and set of purposes derived from and consistent with the overall mission and purposes of the institution of higher education.

Selected Indicators:

      I-A.a. Statement of program mission and purposes [A.1]
      I-A.b. Statement of institutional mission and purposes [A.1]
      I-A.c. Statement demonstrating how program mission and purpose derived from and is consistent with institution's mission and purpose [A.1]

Section B: Program Structure and Curriculum

<u>**Standards:**</u>

B.1   The program clearly specifies and publishes program goals, objectives, and requirements. The institution's mission and purposes are reflected in the specific educational objectives of the program. Requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to crime and its interrelatedness to other areas of inquiry.

B.2   The program design is characterized by sufficient content, breadth, depth, coherence, and rigor appropriate to its higher education level. Individual courses and programs are dynamic and responsive to new developments in the field and modes of inquiry.

B.3   The program and courses provide an opportunity for reflection and for analysis of the subject matter. Programs and courses offered on other than the usual semester/quarter hour basis or through distance learning modalities (internet, television, video-conferencing, or other means) or through different divisions of the institution (e.g., day division, evening division, continuing education division) demonstrate that students completing these programs or courses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities.

B.4   The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

B.5   The broad scope of the field of criminal justice/criminology is reflected in the undergraduate curriculum and is a balanced presentation of the issues of the field. All baccalaureate degree programs must demonstrate that the content areas below are substantively addressed in the curriculum. Individual courses may address multiple content areas.

Table 1: Required Content Areas and Related Topics

Content Area	Related content topics include but are not limited to:
Administration of Justice	Contemporary criminal justice/criminology system, major systems of social control and their policies and practices; victimology; juvenile justice; comparative criminal justice
Corrections	History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders
Criminological Theory	The nature and causes of crime, typologies, offenders, and victims
Law Adjudication	Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making
Law Enforcement	History, theory, practice and legal environment, police organization, discretion, and subculture
Research and Analytic Methods	Quantitative-including statistics-and qualitative, methods for conducting and analyzing criminal justice/criminology research in a manner appropriate for undergraduate students

B.6   In addition to the content areas above, an undergraduate program in criminal justice/criminology includes a systematic examination of the issues of diversity in criminal justice/criminology through either specific required courses and/or the integration of these issues within the program's curriculum. Further, programs should provide evidence that students are taught to employ ethical perspectives and judgments in applying this knowledge to related problems and changing fact situations.

B.7   A variety of criminal justice/criminology electives are available consistent with faculty, resources, and program objectives. Some degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.

B.8   The purpose of undergraduate programs in criminal justice/criminology is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form. Programs should familiarize students with facts and concepts and teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice/criminology programs include the development of critical thinking; communication, technology, and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.

B.9   The undergraduate criminal justice/criminology program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, and rigorous body of coursework. Baccalaureate and associate degree programs should coordinate their curriculum efforts in order to facilitate transfer of students. No more than 50% of required criminal justice/criminology courses at the baccalaureate level can come from an associate degree program. A baccalaureate major in criminal justice/criminology should require one-third of its semester hours in criminal justice/criminology and related cognates.

B.10   All undergraduate programs in criminal justice/criminology are part of a broadly based degree program with a balance of general education, required and elective courses in criminal justice/criminology and in related fields (cognates), and unrestricted electives wherever possible.

Selected Indicators:

I-B.a.   Statement of program goals and objectives, including those for concentrations and options [B.1]

I-B.b.   Statement of all places where program goals and objectives are published including page numbers, if applicable, and copies of relevant pages of these publications [B.1]

I-B.c.   Indication that the institution's mission and purposes are reflected in the specific educational objectives of the program [B.1]

I-B.d.   Expected learning outcomes for each course [B.1]

I-B.e.   Demonstration that students' mastery of the program's stated learning objectives and outcomes are formally and systematically assessed prior to completion of the program with documentation of methods and measures utilized [B.1]

I-B.f.   Indication of where objectives of all criminal justice/criminology programs are taught in curriculum and how measured, including the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity [B.1; B.3; B.6]

I-B.g.   Comparison of the mean grade point average of criminal justice/criminology students with the mean grade point average institution-wide [B.2; B.4]

I-B.h.   Statement regarding method used to ensure programs and courses are dynamic and responsive to new developments in the field and new modes of inquiry [B.2]

I-B.i.   Outline of curriculum, including required courses and number of semester/quarter hours in criminal justice/criminology, cognate areas, and elective courses [B.2; B.7; B.8; B.9]

I-B.j.   Course syllabi and copies of final exams for each criminal justice/criminology course [B.2; B.3; B.4]

I-B.k.   Comprehensive evaluation or capstone experience [B.3]

I-B.l.   Evidence, when applicable, that students taught on other than the usual semester/quarter hour basis, through distance learning modalities, or through different divisions of the institution acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods and modalities [B.3]

I-B.m. Statement of methods used to evaluate student performance. Evidence that methods of evaluating student performance are comparable to other programs throughout the institution and that the methods are appropriate and consistent with institutional and academic standards [B.4]

I-B.n.   Indication of course(s) in which specific content areas are found in the core curriculum [B.5; B.8]

I-B.o.   Evidence that available criminal justice/criminology electives are consistent with faculty, resources, and program objectives [B.7]

I-B.p.   When degree programs offer concentrations, evidence that these concentrations are supported by student body composition and faculty expertise [B.7]

I-B.q.   Evidence that graduates are critical thinkers with effective oral and written communication skills [B.8]

I-B.r.   Evidence that graduates are familiar with criminal justice/criminology facts and concepts and can apply the knowledge to problems and changing situations [B.8]

I-B.s.   Explanation of rationale behind sequencing of courses [B.8]

I-B.t.   Evidence that the program coordinates curriculum to facilitate student transfer from associate degree programs [B.9]

I-B.u.   Undergraduate catalog [B.10]

Section C: Faculty for Baccalaureate Degree Programs

Standards:
C.1   Criminal Justice/criminology faculty credentials, number, diversity of educational and professional experience, time commitment and performance are sufficient to accomplish the program's mission and objectives. Faculty specializations and status (full-time, part-time, emeritus, or other faculty holding a terminal degree in her or his discipline) are considered in recruitment and hiring decisions.

C.2 Faculty holding terminal degrees in the field of criminal justice/criminology or fields appropriate to criminal justice/criminology are actively sought. Institutions do not have undue dependence on faculty who are graduates of their own programs.

C.3 The institution employs an open and orderly process for recruiting and appointing faculty. Criminal justice/criminology program faculty members direct the search process for new program faculty members.

C.4 Two-thirds of all full-time faculty in baccalaureate degree programs must hold an earned doctorate (Ph.D.) in criminal justice/criminology or a closely related discipline. When a faculty member holds a Ph.D. degree in a closely related discipline, there should be evidence of experience, scholarship, and professional involvement, demonstrating a clear commitment to and identification with the field of criminal justice/criminology.

C.5 All baccalaureate degree programs should strive to have all faculty members with terminal degrees.

C.6 A program's faculty FTE to student ratio must comply with the standards of that region's institutional accrediting body (e.g. Middle States Association).

C.7 Faculty assignments and workloads allow adequate time to provide effective instruction, advise and evaluate students, continue professional growth, and participate in scholarship, research, and service compatible with the mission and purposes of the institution and program.

C.8 Graduate teaching assistants are qualified in terms of education, experience, and training in the field of criminal justice/criminology and are usually engaged in teaching only lower-level undergraduate courses. Where graduate teaching assistants are employed, the program carefully selects, trains, supervises and evaluates them.

C.9 Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined, as is the role of each category in fulfilling both the program's and the institution's mission and purposes. Orientation, oversight, evaluation, and professional development opportunities are provided for all faculty, including part-time and adjunct faculty. Criminal justice/criminology faculty members take advantage of these opportunities and take initiative in ensuring their continued competence and growth as teachers and scholars.

C.10 Faculty members are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective procedures for the regular evaluation of faculty appointments, performance, and retention.

C.11 At least two-thirds of the core required courses for the degree are taught by full-time faculty.

Selected Indicators:
  I-C.a. Faculty vitae or Faculty Profile Form, including recent professional contributions [C.1; C.2; C.4; C.5; C.7; C.9]
  I-C.b. Documentation of faculty recruitment efforts (newspaper advertisements, professional journal announcements, etc.) [C.1; C.2; C.5]
  I-C.c. Description of process for recruiting and appointing criminal justice/criminology faculty including all personnel involved at each step [C.3]
  I-C.d. Table of all faculty currently teaching in the program by full- and part-time status. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, location and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day, evening, or off-campus program requirements, if applicable [C.4; C.7; C.8; C.11]
  I-C.e. Indication that the number of FTE students and majors complies with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [C.6]
  I-C.f. Teaching load for all faculty [C.7]
  I-C.g. Vitae of graduate teaching assistants, if applicable [C.8]
  I-C.h. Description of selection, training, supervision and evaluation of graduate teaching assistants, if applicable [C.8]
  I-C.i. Evidence that the role of each faculty category is clearly defined in fulfilling the program and institution's mission and purposes [C.9]
  I-C.j. Description of orientation program for new faculty [C.9]
  I-C.k. Institution funds spent on professional development [C.9]
  I-C.l. Evidence of faculty effectiveness [C.10]
  I-C.m. Samples of performance evaluation forms [C.10]
  I-C.n. Faculty awards, recognitions [C.10]
  I-C.o. Indication of full-time and part-time, and FTE instructional faculty, by program [C.11]
  I-C.p. Full-time/part-time faculty ratio [C.11]

Other Supporting Materials:
  I-C.q. Institutional policy on hiring of faculty [C.3]
  I-C.r. Faculty handbook [C.9]
  I-C.s. Institution's faculty development policy [C.9]
  I-C.t. Faculty evaluation policy and process [C.10]
  I-C.u. Collective bargaining agreements, where appropriate [C.10]

Section D: Admission and Articulation

<u>**Standards:**</u>
D.1   The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its criminal justice/criminology program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.

D.2   No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

D.3   Only credit from institutions that are accredited by their regional higher education accrediting body is accepted for transfer into an undergraduate criminal justice/criminology program. No academic credit for criminal justice courses counting in the degree program is awarded by the criminal justice/criminology program for life experience or for military, police academy, or other professional training, except for internship and service learning courses that originated from accredited academic institutions rather than a training academy, the military, or continuing education credits.

D.4   Two-year and four-year colleges and universities enter into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.

D.5   No more that 10 percent of the criminal justice/criminology major credits are completed through knowledge-based examinations (e.g., CLEP). All credit earned through examination is clearly documented on the student's official transcript by specific course designations and numbers, including the source of the credit. Awarding blanket credit for criminal justice/criminology courses in a "block" is not allowed (e.g., "12 hours criminal justice credit").

D.6   The institution awards degrees only to those students who have earned at least 50 percent of the credit hours in the criminal justice/criminology program through instruction offered by that institution.

Selected Indicators:
  I-D.a. Undergraduate Catalog [D.1; D.2; D.3; D.5; D.6]
  I-D.b. Admission requirements and policies for the program and for the institution as a whole [D.1]

I-D.c. Statement of all places where program admission requirements and policies are published and copies of relevant pages of such publication(s) [D.1]

I-D.d. Enrollment and retention reports [D.1]

I-D.e. Transcripts of current students and recent graduates [D.1; D.2; D.3; D.5; D.6]

I-D.f. Transfer policy including policy on credit for non-academic learning [D.3]

I-D.g. Agreements leading to the award or waiver of credit or payments for credits earned outside of the institution [D.3]

I-D.h. Signed articulation agreements [D.4]

I.D.i. Report of credits awarded through knowledge-based examinations [D.5]

Section E: Resources

Standards:

E.1   The program has sufficient facilities, equipment (including classrooms, laboratories, information and computer technology), and budgetary resources to meet program objectives and the needs of faculty and students.

E.2   Students have access to library and information resources, collections and services that are sufficient in quality level, diversity, quantity, and currency to support and enrich the criminal justice/criminology program's offerings.

E.3   Library facilities are adequate to house the collection and equipment so as to foster an atmosphere conducive to inquiry, study, and learning among program students, faculty, and staff.

E.4   A program's resources must be in compliance with the standards of that region's institutional accrediting body (e.g., Middle States Association).

Selected Indicators:

I-E.a. Budget for criminal justice/criminology program(s) for past three years [E.1]

I-E.b. List and location of facilities and equipment available to students [E.1]

I-E.c. List and location of facilities and equipment available to faculty [E.1]

I-E.d. Vitae of librarians and support personnel [E.2]

I-E.e. Library collection in criminal justice/criminology and related fields (number of books, monographs, journals and electronic resources) [E.2]

I-E.f. Student use and technology policy, on and off-campus [E.2]

I-E.g. Materials for locating and obtaining electronic information [E.2]

I-E.h. Bibliographic instruction and library orientation for criminal justice/criminology students [E.2]

I-E.i. Assessment results of use of library and information resources and facilities by criminal justice/criminology students and faculty [E.2; E.3]

I-E.j.   Indication that the program's resources comply with the standards of that region's institutional accrediting body (e.g., Middle States Association); provide the standards and formula [E.4]

Section F: Student Services

Standards:

F.1   The program provides an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes.

F.2   All students in the criminal justice/criminology program have access to appropriate and effective orientation, academic advisement, career development, and placement counseling.

F.3   The institution systematically identifies the characteristics and learning needs of its criminal justice/criminology student population and makes provision for responding to them.

Selected Indicators:
I-F.a.   Student handbook [F.1]
I-F.b.   Satisfaction survey results of students, graduates, alumni, and employers [F.1]
I-F.c.   Summary of academic support services provided [F.2]
I-F.d.   American Disabilities Act (ADA) requirements [F.2; F.3]
I-F.e.   Demographic profile of admitted students [F.3]
I-F.f.   Evidence of method to assess student learning needs and provision for responding to them [F.3]

Section G: Integrity

Standards:

G.1   The criminal justice/criminology program exemplifies high ethical standards in the management of its affairs and in all of its dealings with students, faculty, staff, external agencies and organizations, and the general public. The program must be in compliance and in congruence with the *ACJS Code of Ethics*.

G.2   The program presents itself to students and other members of the interested public by providing information that is clear, complete, and accurate.

G.3   Appropriate publications, print or electronic, contain the criminal justice/criminology program's mission, objectives, and expected educational outcomes; requirements and procedures and policies related to admissions and the transfer of credit; student fees, charges and refund policies; rules and regulations for student conduct; other items related to attending or withdrawing from the program; courses currently offered; academic policies, procedures and

requirements for the criminal justice/criminology degree or other relevant forms of academic recognition.

G.4   Relevant publications, print or electronic, also include a list of all current faculty, indicating departmental or program affiliation/status (for example, full or part-time, graduate faculty, emeritus), and showing degrees held and the institutions granting them.

G.5   The criminal justice/criminology program clearly indicates whether any offerings, courses, services, or personnel are not available during a given academic year. It does not list as current any courses not taught for two consecutive years, which will not be taught during the third consecutive year.

G.6   The criminal justice/criminology program has readily available valid documentation for any statements and promises regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

Selected Indicators:
I-G.a.   Evidence of high ethical standards in management of the program and in dealings with students, faculty, staff, external agencies and organizations, and the general public [G.1]
I-G.b.   Grievance/complaints and appeals procedures [G.1]
I-G.c.   Program copy of the *ACJS Code of Ethics* [G.1]
I-G.d.   Evidence of compliance and congruence with *ACJS Code of Ethics* [G.1]
I-G.e.   Undergraduate catalog [G.2; G.3; G.4; G.5; G.6]
I-G.f.   Program publications, including brochures, posters, web pages [G.2; G.3; G.4; G.5; G.6]
I-G.g.   List of courses taught for previous three years [G.5]
I-G.h.   Documentation for statements regarding program excellence, learning outcomes, success in placement, etc. [G.6]

Section H: Program Quality and Effectiveness

Standards:
H.1   The program undergoes systematic evaluation of all program components and uses the results for program improvement.

H.2   The program demonstrates that its graduates have acquired the knowledge and developed the skills that are identified as the program's objectives and student learning outcomes.

H.3   The program demonstrates that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies

comparable to those expected in similar programs offered in more traditional time periods, modalities and locations.

H.4   The institution periodically reviews the program under established, clearly defined institutional policies and uses the results to improve student learning and program effectiveness. The review includes an assessment of effectiveness, currency, and continued need.

Selected Indicators:
I-H.a. Written program assessment plan [H.1]
I-H.b. Indication of where program objectives are taught in curriculum, how learning outcomes are measured prior to graduation, and the results of such assessment [H.2]
I-H.c. Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes [H.2]
I-H.d. Results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates [H.2]
I-H.e. Analysis of student evaluations of teaching [H.3]
I-H.f. Evidence that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations [H.3]
I-H.g. Reports from institution's program reviews, indicating cycle of reviews, findings, and related program improvements [H.4]

Other Supporting Material:
I-H.h. Institution's policy on academic program review [H.4]
I-H.i. Institution's program assessment policy [H.4]

Section I: Branch Campuses, Additional Locations, and Other Instructional Sites
In addition to Standards A-H above, Standards I.1-I.4 are applicable to courses and programs offered off-campus.

Standards:
I.1   Criminal justice/criminology courses and programs offered at branch campuses, additional locations, and other instructional sites must meet the standards and educational objectives of the home institution. Such activities are integral parts of the institution and maintain the same academic standards as courses and programs offered on-campus or in more traditional formats.

I.2   Students have ready access to appropriate learning resources. Sufficient library and information resources and services are readily accessible to students wherever the program is located or however it is delivered, and sufficient and appropriate

orientation and training are provided for their use. The facilities foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.

I.3   The institution maintains direct and sole responsibility for the academic quality of all aspects of the program. On-campus faculty has a substantive role in the design and implementation of off-campus programs.

I.4   If there are programs available to students via distance technology or other means, off-site instruction is conducted in a manner that maximizes student-faculty interactions and ensures quality. Standards for all programs (residential, non-residential, face-to-face, and distance education) should be comparable.

Selected Indicators:

I-I.a.   Description of all instructional sites where undergraduate courses are taught [I.1]

I-I.b.   Table of all faculty currently teaching in the program by full and part-time status and by site where courses are taught. Indicate the course number, and name of courses taught by semester or quarter for the past two years. For each course, indicate the time, day, credit hour, and whether the course is graduate or undergraduate level. Also indicate whether the course fulfills day or evening program requirements, if applicable, and whether distance technology is used [I.1; I.4]

I-I.c.   Evidence that courses and programs at off-campus sites meet the standards and educational objectives of the home institution [I.1]

I-I.d.   Program enrollment data by instructional site [I.1]

I-I.e.   Summary of academic support services and learning resources available at each location [I.2]

I-I.f.   Description of facilities available at each location [I.2]

I-I.g.   Description of who designs, maintains, and directs each off-campus program [I.3]

I-I.h.   Organizational charts [I.3]

I-I.i.   Access to programs via distance technology [I.4]

I-I.j.   Evidence that off-site instruction maximizes student-faculty interactions and is high quality [I.4]

Appendix 7
Cyber and Security Studies
4 Year, 3 Year, and TSAP Course Sequencing Plan/Maps

The Bachelor of Science (B.S.) degree in Security Studies with a concentration in cybercrime and a concentration in physical security is designed to equip students with a strong baseline understanding of a growing category of 21st century crime. The purpose of the B.S. degree in Security Studies is to provide students with a comprehensive understanding of national, corporate, and cyber security theories and practices, and to prepare them to operate on a supervisory level within security, law enforcement, and business environments.

The events of 9/11 changed the way Americans look at all aspects of public safety. The need for resilient security professionals who are prepared to deal with every facet of national, homeland, corporate, and cyber security has never been greater than ever before. Students earning a B.S. degree in Security Studies will be prepared to take leadership roles in diverse areas of security. B.S. degree holders will have the ability to pursue terminal degrees in private security leadership, cybercrime and security, and other related fields.

Cybercrime: Under this concentration, students will develop the ability to analyze, investigate, and respond to digital threats (virtual crimes).

Physical Security: Under this concentration, students will develop the ability to analyze the global complexities and implications of corporate security, retail security, loss prevention, overall procedures, and operations.

Job Opportunities for Graduates with a Degree in Cyber & Security Studies

The job outlook for Security Studies graduates is bright, with the number of jobs in the security industry in the U.S. expected to grow significantly through 2020. In the private security industry, the potential options include:

- Private Security Firms
- Retail Loss Prevention
- Hospitals
- Corporations
- Private Investigator
- Law Enforcement
- Border Patrol Agent
- FBI Agent
- CIA Agent
- U.S. Secret Service

- Department of Defense
- Military Cyber Security
- Homeland Security Agent
- Criminal Investigator
- Detective
- Border Patrol Agent
- Security personnel for other government agencies
- Security personnel for the private sector (e.g., business/corporate)

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Cyber & Security Studies 4 Year Course Sequencing

Fall 1	Credits	Success Marker
CRIM 150	3	
ENG 101	3	
FS HLTH	3	
FS NNL	3	
FS SBS	3	
Total Hours	15	

Spring 1	Credits	Success Marker
ENG 105	3	
CRIM 200	3	
CRIM 220	3	
FS COMM	3	
FS NNL	3	
Total Hours	15	

Fall 2	Credits	Success Marker
FS QLM	3	
FS GPCD	3	
FS LSC	4	
MAJR ELECM	3	
MAJR ELECG	3	
Total Hours	16	

Spring 2	Credits	Success Marker
MAJR ELECM	3	
FS HIST	3	
FS ESR	3	
MAJR ELECM	3	
MAJR ELECG	3	
Total Hours	15	

Fall 3	Credits	Success Marker
CRIM 420	3	
FS LS	3	
MAJR ELECM	3	
MAJR ELECM	3	
MAJR ELEC	3	
Total Hours	15	

Spring 3	Credits	Success Marker
CRIM 435	3	
FS JRCMP	3	
FS UDIE	3	
MAJR ELECM	3	
MAJR ELECM	3	
Total Hours	15	

Fall 4	Credits	Success Marker
CRIM 440	3	
FS FPA	3	
MAJR ELECM	3	
MAJR ELECM	3	
MAJR ELEC	3	
Total Hours	15	

Spring 4	Credits	Success Marker
CRIM 499	3	
MAJR ELECG	3	
FS UDIE	3	
MAJR ELECM	3	
MAJR ELECM	3	
Total Hours	15	

Cyber & Security Studies 3 Year Course Sequencing
(for major declared after first year)

Fall 1	Credits	Success Marker
FS COMM	3	
ENG 101	3	
FS HLTH	3	
FS NNL	3	
FS SBS	3	
Total Hours	15	

Spring 1	Credits	Success Marker
ENG 105	3	
FS HIST	3	
FS ESR	3	
FS QLM	3	
FS NNL	3	
Total Hours	15	

Fall 2	Credits	Success Marker
FS LS	3	
CRIM 150	3	
FS LSC	4	
FS GPCD	3	
MAJR ELECG	3	
Total Hours	16	

Spring 2	Credits	Success Marker
MAJR ELECM	3	
CRIM 200	3	
CRIM 220	3	
FS FPA	3	
MAJR ELECG	3	
Total Hours	15	

Fall 3	Credits	Success Marker
CRIM 420	3	
FS LS	3	
MAJR ELECM	3	
MAJR ELECM	3	
MAJR ELECM	3	
Total Hours	15	

Spring 3	Credits	Success Marker
CRIM 435	3	
FS JRCMP	3	
FS UDIE	3	
MAJR ELECM	3	
MAJR ELECM	3	
Total Hours	15	

Fall 4	Credits	Success Marker
CRIM 440	3	
MAJR ELECM	3	
MAJR ELECM	3	
MAJR ELECM	3	
MAJR ELEC	3	
Total Hours	15	

Spring 4	Credits	Success Marker
CRIM 499	3	
MAJR ELECG	3	
FS UDIE	3	
MAJR ELECM	3	
MAJR ELECM	3	
Total Hours	15	

Cyber & Security Studies TSAP Course Sequencing

Fall 1	Credits	Success Marker
MAJR EMTR	3	
CRIM 420	3	
MAJR EMTR	3	
MAJR EMTR	3	
MAJR ELECG	3	
Total Hours	15	

Spring 1	Credits	Success Marker
CRIM 435	3	
MAJR EMTR	3	
FS JRCMP	3	
FS UDIE	3	
MAJR EMTR	3	
Total Hours	15	

Fall 2	Credits	Success Marker
MAJR EMTR	3	
CRIM 440	3	
MAJR EMTR	3	
MAJR EMTR	3	
MAJR ELECG	3	
Total Hours	15	

Spring 2	Credits	Success Marker
CRIM 499	3	
MAJR EMTR	3	
MAJR EMTR	3	
MAJR ELECG	3	
MAJR ELECG	3	
Total Hours	15	