

## Program Description

### **B.S. in Intelligence Analysis To Be Offered by Indiana State University at Terre Haute**

#### **1. Characteristics of the Program**

- 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 (both offered)
- d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): Internships
- e. Academic Unit(s) Offering Program: Criminology and Criminal Justice

#### **2. Rationale for the Program**

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

*Why is the institution proposing this program?*

The Intelligence Analysis program will be the first and only of its kind in the state of Indiana. As noted by Louis F. Quijas (2016), the role of intelligence analysts has changed significantly over the past few years. What once was a regional or statewide issue, now has global significance as the need to control drugs, guns, and human trafficking permeates the entire criminal justice system. Federal analysts are now involved in much of the same training as Federal Bureau of Investigation (FBI) agents. These analysts are expected to have knowledge in very diverse areas including criminology/sociology, radicalization of citizens, crime mapping, understanding and interpreting research methods and data, interpreting mental health records, and unemployment statistics. Thus, the need for training and preparing those interested in seeking employment and a career as an intelligence analyst is vast.

There are currently an estimated 109,960 Intelligence Analysts in the United States. This market is expected to grow by 2% between 2012 and 2022. There are a number of military and law enforcement personnel either working in the intelligence sector without a degree or desire to work in this area but cannot because they do not have the appropriate credentials. Likewise, there are students coming directly from high school and those transferring from two year (community college) institutions that wish to obtain employment in this growing sector. ISU is positioned to meet the needs of this both traditional and non-traditional student body through on-campus and distance learning delivery methods.

The Bachelor of Science (B.S.) degree in Intelligence Analysis is designed specifically for students who seek a career as an intelligence analyst either in the U.S. government, military, law enforcement, or the private sector. In this program, students learn innovative ways to structure their thinking to solve complex real-world problems when there is both time pressure and a lack of reliable information. This program highlights the continually evolving nature of intelligence analysis, with an emphasis on employing new academic research into analytical methods. The academic knowledge and skills students gain from this program,

whether relating to national security, law enforcement, military, or business intelligence, involves the preparation of assessments based on the collection, correlation, and analysis of intelligence data.

Students select one of four possible concentrations: *counterintelligence* (for those who desire a career in military), *criminal intelligence* (for those who desire a career in law enforcement), *intelligence operations* or *intelligence collection* (for those who desire a career in the U.S. government).

**See Appendix 1 for a full copy of the article by Louis F. Quijas entitled *The Changing Role of Law Enforcement Analysts: Yesterday, Today and Tomorrow***

*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 intelligence analysts.

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

The B.S. in Intelligence Analysis 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 Intelligence Analysis Program will be the first and only program in the state of Indiana. The B.S. in Intelligence Analysis will serve a variety of clientele. It targets both traditional and non-traditional students. Two major client segments are targeted: those currently employed and students enrolled in two year programs. More specifically, we will target those serving in the military, those employed in the intelligence sector but do not have a degree in Intelligence Analysis, and those working in law enforcement. Another 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. We estimate that we will be able to bring in 50 new students in the first cohort with the maximum number of majors around 500.

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 intelligence analysis 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 intelligence analysis 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 2 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. The idea of a degree

granting program in intelligence analysis was originally brought to the department by an individual from one of our constituent agencies, who saw a great need in workforce development. 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 Reaching Higher, Achieving More?*

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. As noted in Appendix 3, each state in the United States has indicated a growing need for intelligence analysis. 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 target military 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 intelligence analysis, 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.*

**Job Opportunities for Graduates with a Degree in Intelligence Analysis**

The job outlook for Intelligence Analysis graduates is bright, with the number of intelligence jobs in the U.S. expected to grow significantly through 2020.

Potential options include:

- FBI Agent
- CIA Agent
- U.S. Secret Service
- Department of Defense
- Military Intelligence Analyst
- Homeland Security Agent
- Criminal Investigator
- Detective
- Border Patrol Agent
- Intelligence Analyst for other government agencies
- Information Analyst for the private sector (e.g., business/corporate)

**Intelligence Analyst Job Market**

There are currently an estimated 109,960 Intelligence Analysts in the United States. The Intelligence Analyst job market is expected to grow by 2% between 2012 and 2022. The majority of job opportunities exist in Texas, California, and New York, and as a percentage of the population District of Columbia and New Mexico have

the most Intelligence Analysts representing 3.946 in 1,000 and 2.416 in 1,000 of the total job market respectively.

More specifically for the state of Indiana there are currently 1,340 Intelligence Analysts in Indiana, representing 0.471 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.57 times as abundant as a percentage of the job market in Indiana compared to the rest of the United States.

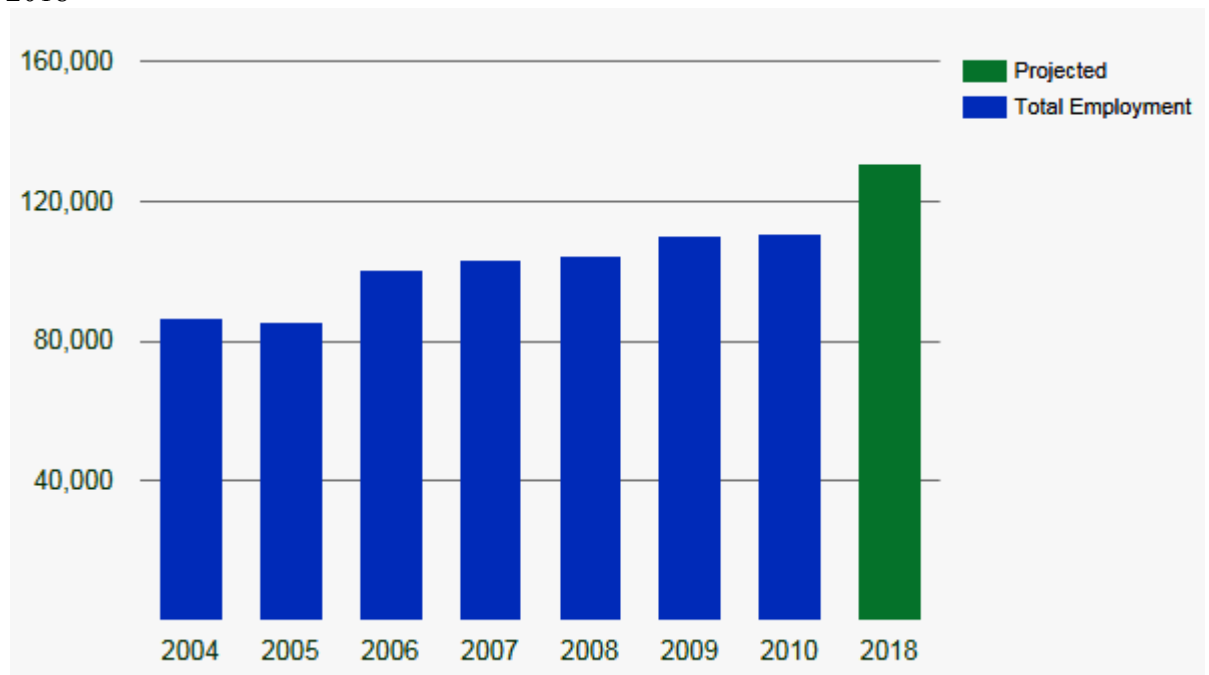
**See Appendix 3 for a breakdown of Analyst Jobs by State.**

*iv. National, State, or Regional Studies*

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

The most recent data from the Bureau of Labor Statistics show that the projected growth in job demands for intelligence analysts, operations research analysts, information security analysts, including the private sector (e.g., market research analysts) is much faster than any other occupations. Moreover, according to the BLS, the projected growth over the next ten years for all other occupations is about 7%, whereas for the analysts in the above mentioned fields ranges from 18% to 31% growth.

Figure 1: Job Outlook Analysis from 2004 to 2010 and Projected Growth until 2018



Source: recruiter.com, retrieved on October 4, 2016.

Appendix summarizes the national state and regional needs for intelligence analysis positions by state. The resources used to collect these data were pulled from the following cites:

Employment projection from 2012 to 2022,  
<http://www.bls.gov/news.release/ecopro.t03.htm>

<https://www.sokanu.com/careers/intelligence-analyst/jobs/>

<http://www.criminaljusticeprograms.com/specialty/homeland-security-degrees/#listing-start>

<http://decisionintel.org/intelligence-degrees-courses-and-certificates/>

<http://www.onetonline.org/link/summary/33-3021.06>

[http://www.payscale.com/research/US/Job=Intelligence\\_Analyst/Salary](http://www.payscale.com/research/US/Job=Intelligence_Analyst/Salary)

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 Intelligence Analysis 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 Mr. Robert E. Casey, Jr., Chief Security Officer, Eli Lilly and Company  
Mr. Daniel S. McDevitt, Principal, REM Management Services, Inc.

All individuals writing support for the creation and implementation of the Intelligence Analysis 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 4 for complete letters 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: Displays Faculty Most Closely Associated with the Proposed Program

<b>Table 1: Current Criminology and Criminal Justice Faculty and Specializations Most Closely Related to Proposed Program</b>				
<b>Name</b>	<b>Degree</b>	<b>Rank</b>	<b>Specialization</b>	<b>Appt.</b>
DeVere D. Woods Jr.	Ph.D.	Professor, Dept. Chair	Policing, Crime Analysis, Interviewing and Interrogation	Full-time
Avdi Avdija	Ph.D.	Assist. Prof.	Policing, Crime Analysis, Interviewing and Interrogation	Full-time
Shannon M. Barton	Ph.D.	Professor	Research Methods	Full-time
Lisa Key Decker	J.D.	Assoc. Prof.	Legal, Criminal Procedures	Full-time
Jennifer N. Grimes	Ph.D.	Assoc. Prof.	Research Methods	Full-time

Mark S. Hamm	Ph.D.	Professor	Terrorism	Full-time
Jennifer L. Murray	Ph.D.	Assist. Prof.	Ethics, Serial Crimes, Research Methods	Full-time
David Polizzi	Ph.D.	Assoc. Prof.	Terrorism, Ethics	Full-time
Franklin T. Wilson	Ph.D.	Assoc. Prof.	Research Methods, Crime and Media	Full-time
Brian Schaefer	Ph.D.	Assist. Prof.	Policing, Research Methods	Full-time
William Mackey	ABD	Assist. Prof.	Research Methods	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 Intelligence Analysis**

There are currently no programs within Indiana that are similar to the proposed Intelligence Analysis Program. The following is a list of universities offering BS/BA in Intelligence Analysis

James Madison University – Intelligence Analysis  
Mercyhurst University – Intelligence Studies  
Northern Arizona University – Intelligence Studies  
Point Park University – Intelligence and national Security  
Fayetteville State University – Intelligence Studies  
University of Arizona – Intelligence Studies  
Embry-Riddle Aeronautic University – Cyber Intelligence and Security  
Bellevue University – International Security and Intelligence Studies  
American Military University – Intelligence Studies  
James Madison University – Intelligence Analysis  
Eastern Kentucky University – Homeland Security and Intelligence  
Saint Louis University – Security & Strategic Intelligence  
Ohio State University – Security and Intelligence  
Saint Joseph’s University – Intelligence and Crime Analysis  
University of Glasgow – International Security, Intelligence and Strategic Studies  
Marymount University – intelligence Studies (concentration)  
American Public University – Intelligence Studies  
Coastal Carolina University – Intelligence and National Security Studies  
National Intelligence University – Bachelor of Science in Intelligence  
National Intelligence University - Strategic Intelligence  
Henley-Putnam University - Intelligence, Counterterrorism, & Protection Management  
University of Mississippi - Intelligence and Security Studies

## **The following List of Universities offer BS/BA or Certificate in a Closely Related Field**

Keiser University - Homeland security  
Southern New Hampshire University - Justice Studies/ Terrorism & Homeland Security  
Northwestern State University - Homeland Security  
California University of Pennsylvania - Corporate and Homeland security  
Jacksonville State University - Emergency Management - Homeland Security  
Embry-Riddle Aeronautical University - Security and Intelligence Studies  
Georgian Court University - Homeland Security  
Notre Dame College - Security Policy Studies  
The Richard Stockton College of New Jersey - Homeland Security  
Herkimer College - Crime & Intelligence Analysis  
Kaplan University - Homeland Security and Emergency Management  
Regent University - Management and Homeland Security

Amridge University - Homeland Security  
 Herzing University - Homeland Security and Public Safety  
 Argosy University - Forensic Psychology - Homeland Security  
 National University - Homeland Security and Safety Engineering  
 Open University Malaysia - Competitive Intelligence  
 Robert Morris University - Competitive Intelligence Systems  
 University of Maryland - Intelligence Management  
 York College of Pennsylvania, History and Political Science - Intelligence Analysis:  
 Regional and Global Studies  
 Mitchell College - Homeland Security  
 University of Central Florida - Emergency Management and Homeland Security  
 Vincennes University - Homeland Security and Public Safety  
 Northwestern State University of Louisiana - Homeland Security  
 Western New England University - Terrorism and Homeland Security

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, the program will accept the existing TSAP to fulfill the first 60 hours of the programs.

**See Appendix 5 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.

**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 *Intelligence Analysis*. This includes 30 credit hours of program core course work, 15 credit hours concentration course work, and 6 credit hours directed electives course work. Each concentration has 15 credit hours of course work. Together with the University's Foundational Studies requirements, the entire B.S. in Intelligence Analysis program will have 120 credit hours.

**See Appendix 6 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.*

The mission of the Indiana State University Bachelor of Science degree in Intelligence Analysis 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. The following summarizes the stated **Learning Outcomes** for the proposed program. Upon completion of this program, the graduates will be able to:

- Analyze collected data/information using a variety of analytic techniques and methodologies.
- Analyze the planning, implementing, and evaluating of intelligence activities in any setting (military/government, business/corporate, law enforcement/security) from the local to the global stage.
- Gather, analyze, correlate, or evaluate information from a variety of resources, such as law enforcement databases, open-sources, human sources, etc.
- Validate known intelligence with data from other sources.
- Prepare comprehensive written reports, presentations, maps, or charts based on research, and collection and analysis of intelligence data.
- Implement and manage intelligence processes and practices.
- Execute extensive open-source research and collection management.
- Communicate analytic products in written, oral, visual, and/or multimedia formats.
- Describe the theory and history of the discipline of intelligence.
- 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 Intelligence Analysis 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 7 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 military personnel interested in Intelligence Analysis careers, law enforcement personnel interested in the Intelligence Analysis careers, and two-year transfer students 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 intelligence analysis, 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 8 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. Projected Headcount and FTE Enrollments and Degrees Conferred**

- *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 9 for 4 Year Curriculum Map/Plan**

6. Projected Headcount and FTE Enrollments and Degrees Conferred  
Fall, 2017

Institution/Location: Indiana State University, Terre Haute  
Program: Intelligence Analysis

	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	42
Total	63.3	94.8	142.2	189.6	237
Degrees Conferred Projections	0	0	35	39	50

CHE Code: 12-  
Campus Code: 01  
County: 84  
Degree Level: BS  
CIP Code: Federal – 29.0201 ; State – 29.0201

**Appendix 1:** Louis F. Quijas (2016) The Changing Role of Law Enforcement Analysts: Yesterday, Today and Tomorrow, *Forensic Magazine*.

# The Changing Role of Law Enforcement Analysts: Yesterday, Today and Tomorrow

Tue, 09/27/2016 - 11:25am by Louis F. Quijas



## Deeper Insights



## The Importance of Mobile Forensics for Law Enforcement

### Forensic

Over the past few years, the role of analysts in law enforcement has changed dramatically. Today, analysts have a high profile position at the head table. No longer relegated to the role of department statistician, cranking out regular data about increases in crime, today's analysts are critically important members of the crime fighting team. They are capable of rapidly moving from tactical analysis to the focal point of providing intelligence on the highest profile crimes.

That recognition, however, has brought with it another change. Expectations for analysts are higher than ever. At the FBI, for example, a great deal of money and effort has been put into strengthening

the analyst's functional role. When new classes of FBI agents are recruited and trained, the analysts are now in the same classroom as the agents for a significant portion of the training.

Those high expectations are, in large part, about the timing and level of analysts' situational awareness. Now, everything has a strong sense of urgency. The pace at which we as a society move, thanks in large part to the power of the internet and social media, and demands from both the public and elected officials for police to solve crimes quickly, are combining to place unparalleled pressure on law enforcement to respond immediately whenever a crime occurs.

At the same time, the rapid growth of drug, gun, and human trafficking, with gangs operating chapters nationally and, in many cases, internationally, has meant that analysts can no longer be content to simply have a local or regional awareness. They are expected to be aware of crime trends and occurrences on an international level, whether they are located in a major metropolis or Small Town, USA.

As noted, these expectations are fueled in large part by the overwhelming volume of data now available. As a result, today's analyst must be able to mine data hidden in the world of social media files, public records, phone records, license plate reader data, ballistics data, RMS system data, counter-terrorism intelligence, text messages, emails, and computer files of all types.

But that's just the tip of the iceberg. Analysts also have to be sociologists, expected to review and analyze data from schools and social service agencies, as well as census data, mental health records, and unemployment statistics.

The good news is that the analytic tools now available are not only faster than ever before, but also better able to cope with the large volumes of data. They offer more visualization, mapping, and link analysis capabilities. Some even boast facial and voice recognition features.

As a result, analysts can now dig deeper into the meaning behind an increase or decrease in crime and, in doing so, assist in providing both strategic and tactical information to the rest of the law enforcement team. They can also take on a predictive role, anticipating future crime patterns and probable locations of occurrence. That alone can represent a tremendous asset when used in deploying manpower, establishing undercover plans, or providing a show of visibility during peak crime times.

All of that is making the need for analysts and the use of analytics hotter than ever. FBI Director James Comey recently called on U.S. police departments to architect "21<sup>st</sup> Century analytics teams" that can deal with data challenges faster and better, enabling them to get both insight and intelligence which subsequently can be shared quickly with field officers.

I have worked for the past two years as a Strategic Site Liaison with the Department of Justice's Violence Reduction Network Initiative. Many of the cities involved in this initiative have said that using crime analytics is critical to addressing violent crime in their communities. More and more law enforcement agencies are recognizing that good intelligence coupled with good analytics can help to ensure that the police are identifying and arresting the right people for the right crimes. We need that, particularly now as police nationwide are placing increased emphasis on community relations.

While the tools may be more technologically advanced than ever before, what hasn't changed is the fact that analysts continue to be the best people to answer the basic questions inherent in most police investigations: Who is it? How do we know them? Who do they know? Do the people they know pose a threat? So what's the problem? Why aren't law enforcement agencies rushing to more fully integrate analysts and analytics into their everyday operations?

As usual, there is no easy answer. Part of the reason lies in misconceptions about analytics. Analytics in law enforcement should never be treated primarily as a technology play, to be run by the IT department. While input from IT, particularly in managing the databases and networks that underpin it, is important, analytics need to be regarded as a way to dig deeply into the details of crime incidents and suspects, develop strategies for cracking the case, and support decision-making. As a result, all members of the crime fighting team need to be involved – this in itself can be met with resistance as it's not uncommon for analytics to be perceived as undermining the long-established and collective wisdom of the organization.

Data represents another part of the problem. According to a 2014 research report, more than half of all corporate analytics projects fail to deliver the expected results, due in large part to bad data. In no uncertain terms, bad data produces bad results. Departments can also be impacted by a reluctance to share data. While there may be technical barriers to data sharing, turf battles can translate into an unwillingness to share data that needs to be integrated in order to be effective.

Far and away, the biggest problem agencies are confronting is money. A survey conducted by Wynyard Group in the fall of 2015 showed that 92 percent of the more than 400 senior law enforcement professionals interviewed believed intelligence-led policing and using analytics technology could help them to be more effective. In spite of that overwhelming endorsement, only 32 percent are using analytics software now. The main reason they are not: lack of funding.

It's clearly no secret that U.S. law enforcement agencies are overburdened, under-resourced, and, in some cases, reluctant to embrace innovation and new initiatives. Looking five years down the road, however, there are many reasons to be optimistic. Based on what is already occurring in police departments nationwide, it is clear that analysts will continue to have a larger say in the investigative process. Their positions as full partners undoubtedly will be advanced by continued improvements in analytic resources, which will come to be regarded as a critical area for investment. Analysts, in fact, will help drive development of the tools they need and rely on.

Analysts will become “the teachers” and “the briefers” in law enforcement. They will connect all police functions together, and serve as a collective brain for investigative police work.

None of this, however, will happen overnight. Analysts themselves must constantly be thinking ahead. As leaders in this field, it is their responsibility to always question what role they should be playing and how their work can have maximum impact on specific investigations and on law enforcement broadly.

Analysts must also seek to work in partnership with companies that develop the tools they use. They must be willing to share what they need and clearly articulate the challenges they face. Finally, analysts must be able to show how they are adding value to the investigative process, and make sure that their work is being recognized. Only then will their place as vitally important members of the crime fighting team be assured.



**Louis F. Quijas** is a former Assistant Director of the FBI and Assistant Secretary for the Office of State and Local Law Enforcement at the Department of Homeland Security. He is the retired Police Chief of High Point, NC. He currently serves as Senior Executive, Law Enforcement and Homeland Security, with the Wynyard Group.

Citation: Quijas, L.F. (2016). The Changing Role of Law Enforcement Analysts: Yesterday, Today and Tomorrow, *Forensic Magazine*. [http://www.forensicmag.com/article/2016/09/changing-role-law-enforcement-analysts-yesterday-today-and-tomorrow?et\\_cid=5591550&et\\_rid=454859885&location=top&et\\_cid=5591550&et\\_rid=454859885&linkid=http%3a%2f%2fwww.forensicmag.com%2farticle%2f2016%2f09%2fchanging-role-law-enforcement-analysts-yesterday-today-and-tomorrow%3fet\\_cid%3d5591550%26et\\_rid%3d%25%25subscriberid%25%25%26location%3dtop](http://www.forensicmag.com/article/2016/09/changing-role-law-enforcement-analysts-yesterday-today-and-tomorrow?et_cid=5591550&et_rid=454859885&location=top&et_cid=5591550&et_rid=454859885&linkid=http%3a%2f%2fwww.forensicmag.com%2farticle%2f2016%2f09%2fchanging-role-law-enforcement-analysts-yesterday-today-and-tomorrow%3fet_cid%3d5591550%26et_rid%3d%25%25subscriberid%25%25%26location%3dtop)

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## **Appendix 2: 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 3**

### **Intelligence Analyst Jobs by State**

#### 1. Minnesota

There are currently 1,090 Intelligence Analysts in Minnesota, representing 0.405 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.49 times as abundant as a percentage of the job market in Minnesota compared to the rest of the United States.

#### 2. Mississippi

There are currently 960 Intelligence Analysts in Mississippi, representing 0.889 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.07 times as abundant as a percentage of the job market in Mississippi compared to the rest of the United States.

#### 3. North Carolina

There are currently 3,390 Intelligence Analysts in North Carolina, representing 0.859 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.04 times as abundant as a percentage of the job market in North Carolina compared to the rest of the United States.

#### 4. Montana

There are currently 540 Intelligence Analysts in Montana, representing 1.223 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.47 times as abundant as a percentage of the job market in Montana compared to the rest of the United States.

#### 5. Utah

There are currently 360 Intelligence Analysts in Utah, representing 0.293 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.35 times as abundant as a percentage of the job market in Utah compared to the rest of the United States.

#### 6. Nevada

There are currently 620 Intelligence Analysts in Nevada, representing 0.537 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.65 times as abundant as a percentage of the job market in Nevada compared to the rest of the United States.

#### 7. New Hampshire

There are currently 340 Intelligence Analysts in New Hampshire, representing 0.555 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.67 times as abundant as a percentage of the job market in New Hampshire compared to the rest of the United States.

#### 8. Rhode Island

There are currently 310 Intelligence Analysts in Rhode Island, representing 0.67 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.81 times as abundant as a percentage of the job market in Rhode Island compared to the rest of the United States.

#### 9. New Mexico

There are currently 1,890 Intelligence Analysts in New Mexico, representing 2.416 in every 1,000 jobs in the state. Intelligence Analyst jobs are 2.91 times as abundant as a percentage of the job market in New Mexico compared to the rest of the United States.

#### 10. Alabama

There are currently 1,250 Intelligence Analysts in Alabama, representing 0.675 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.81 times as abundant as a percentage of the job market in Alabama compared to the rest of the United States.

#### 11. Vermont

There are currently 240 Intelligence Analysts in Vermont, representing 0.802 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.97 times as abundant as a percentage of the job market in Vermont compared to the rest of the United States.

#### 12. Arkansas

There are currently 530 Intelligence Analysts in Arkansas, representing 0.463 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.56 times as abundant as a percentage of the job market in Arkansas compared to the rest of the United States.

#### 13. California

There are currently 12,020 Intelligence Analysts in California, representing 0.817 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.98 times as abundant as a percentage of the job market in California compared to the rest of the United States.

#### 14. Ohio

There are currently 1,970 Intelligence Analysts in Ohio, representing 0.384 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.46 times as abundant as a percentage of the job market in Ohio compared to the rest of the United States.

#### 15. Delaware

There are currently 80 Intelligence Analysts in Delaware, representing 0.199 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.24 times as abundant as a percentage of the job market in Delaware compared to the rest of the United States.

#### 16. Georgia

There are currently 3,720 Intelligence Analysts in Georgia, representing 0.959 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.16 times as abundant as a percentage of the job market in Georgia compared to the rest of the United States.

#### 17. Colorado

There are currently 1,590 Intelligence Analysts in Colorado, representing 0.693 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.84 times as abundant as a percentage of the job market in Colorado compared to the rest of the United States.

#### 18. Florida

There are currently 7,050 Intelligence Analysts in Florida, representing 0.946 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.14 times as abundant as a percentage of the job market in Florida compared to the rest of the United States.

#### 19. Hawaii

There are currently 480 Intelligence Analysts in Hawaii, representing 0.802 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.97 times as abundant as a percentage of the job market in Hawaii compared to the rest of the United States.

#### 20. West Virginia

There are currently 350 Intelligence Analysts in West Virginia, representing 0.493 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.59 times as abundant as a percentage of the job market in West Virginia compared to the rest of the United States.

#### 21. North Dakota

There are currently 240 Intelligence Analysts in North Dakota, representing 0.575 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.69 times as abundant as a percentage of the job market in North Dakota compared to the rest of the United States.

#### 22. Connecticut

There are currently 920 Intelligence Analysts in Connecticut, representing 0.563 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.68 times as abundant as a percentage of the job market in Connecticut compared to the rest of the United States.

#### 23. South Dakota

There are currently 210 Intelligence Analysts in South Dakota, representing 0.522 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.63 times as abundant as a percentage of the job market in South Dakota compared to the rest of the United States.

#### 24. Oklahoma

There are currently 1,610 Intelligence Analysts in Oklahoma, representing 1.03 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.24 times as abundant as a percentage of the job market in Oklahoma compared to the rest of the United States.

#### 25. Indiana

There are currently 1,340 Intelligence Analysts in Indiana, representing 0.471 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.57 times as abundant as a percentage of the job market in Indiana compared to the rest of the United States.

#### 26. Idaho

There are currently 400 Intelligence Analysts in Idaho, representing 0.649 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.78 times as abundant as a percentage of the job market in Idaho compared to the rest of the United States.

#### 27. Illinois

There are currently 2,760 Intelligence Analysts in Illinois, representing 0.483 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.58 times as abundant as a percentage of the job market in Illinois compared to the rest of the United States.

#### 28. South Carolina

There are currently 1,160 Intelligence Analysts in South Carolina, representing 0.637 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.77 times as abundant as a percentage of the job market in South Carolina compared to the rest of the United States.

#### 29. Iowa

There are currently 360 Intelligence Analysts in Iowa, representing 0.24 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.29 times as abundant as a percentage of the job market in Iowa compared to the rest of the United States.

#### 30. Virginia

There are currently 3,680 Intelligence Analysts in Virginia, representing 1.012 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.22 times as abundant as a percentage of the job market in Virginia compared to the rest of the United States.

#### 31. Oregon

There are currently 840 Intelligence Analysts in Oregon, representing 0.514 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.62 times as abundant as a percentage of the job market in Oregon compared to the rest of the United States.

#### 32. Tennessee

There are currently 1,580 Intelligence Analysts in Tennessee, representing 0.586 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.71 times as abundant as a percentage of the job market in Tennessee compared to the rest of the United States.

#### 33. Louisiana

There are currently 2,060 Intelligence Analysts in Louisiana, representing 1.094 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.32 times as abundant as a percentage of the job market in Louisiana compared to the rest of the United States.

#### 34. Maine

There are currently 590 Intelligence Analysts in Maine, representing 1.014 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.22 times as abundant as a percentage of the job market in Maine compared to the rest of the United States.

#### 35. New York

There are currently 10,250 Intelligence Analysts in New York, representing 1.187 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.43 times as abundant as a percentage of the job market in New York compared to the rest of the United States.

#### 36. Michigan

There are currently 1,840 Intelligence Analysts in Michigan, representing 0.461 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.56 times as abundant as a percentage of the job market in Michigan compared to the rest of the United States.

#### 37. Arizona

There are currently 5,900 Intelligence Analysts in Arizona, representing 2.384 in every 1,000 jobs in the state. Intelligence Analyst jobs are 2.88 times as abundant as a percentage of the job market in Arizona compared to the rest of the United States.

#### 38. New Jersey

There are currently 2,990 Intelligence Analysts in New Jersey, representing 0.782 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.94 times as abundant as a percentage of the job market in New Jersey compared to the rest of the United States.

#### 39. Texas

There are currently 16,550 Intelligence Analysts in Texas, representing 1.517 in every 1,000 jobs in the state. Intelligence Analyst jobs are 1.83 times as abundant as a percentage of the job market in Texas compared to the rest of the United States.

#### 40. Massachusetts

There are currently 2,030 Intelligence Analysts in Massachusetts, representing 0.623 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.75 times as abundant as a percentage of the job market in Massachusetts compared to the rest of the United States.

#### 41. Maryland

There are currently 1,030 Intelligence Analysts in Maryland, representing 0.406 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.49 times as abundant as a percentage of the job market in Maryland compared to the rest of the United States.

#### 42. Pennsylvania

There are currently 2,660 Intelligence Analysts in Pennsylvania, representing 0.473 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.57 times as abundant as a percentage of the job market in Pennsylvania compared to the rest of the United States.

#### 43. Kansas

There are currently 1,050 Intelligence Analysts in Kansas, representing 0.785 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.95 times as abundant as a percentage of the job market in Kansas compared to the rest of the United States.

#### 44. Kentucky

There are currently 690 Intelligence Analysts in Kentucky, representing 0.385 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.46 times as abundant as a percentage of the job market in Kentucky compared to the rest of the United States.



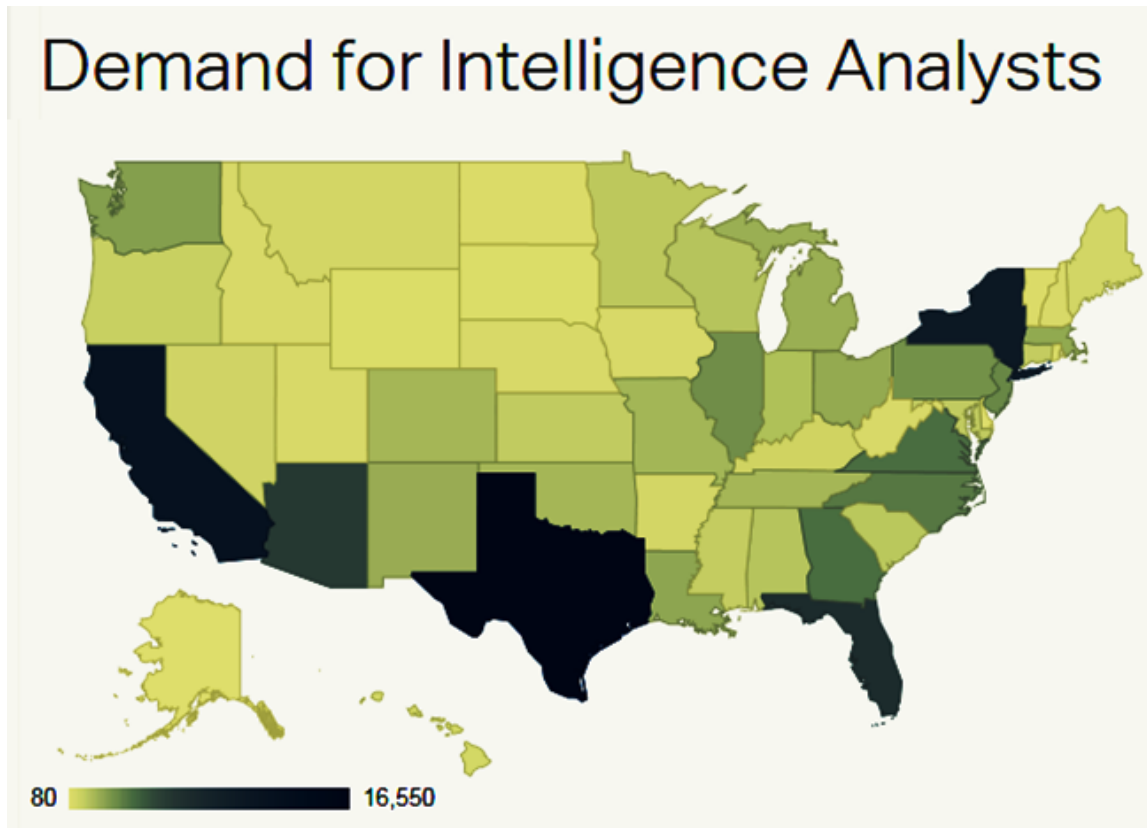
#### 45. Washington

There are currently 2,320 Intelligence Analysts in Washington, representing 0.821 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.99 times as abundant as a percentage of the job market in Washington compared to the rest of the United States.

#### 46. Wyoming

There are currently 190 Intelligence Analysts in Wyoming, representing 0.665 in every 1,000 jobs in the state. Intelligence Analyst jobs are 0.80 times as abundant as a percentage of the job market in Wyoming compared to the rest of the United States.

Figure 1: Shows the Demand for Intelligence Analysts, by state, November 2015



**Appendix 4**  
**Letters of Support**

**Robert E. Casey, Jr.**  
**Westfield, Indiana**

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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,

A handwritten signature in blue ink that reads "Robert E. Casey, Jr." in a cursive style.

Robert E. Casey, Jr.



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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,

A handwritten signature in black ink, appearing to read "Daniel S. McDevitt". The signature is fluid and cursive, with a horizontal line extending to the right from the end of the name.

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 employ 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 5**  
**Articulation Agreements**



### 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](mailto:ISU-ORR@mail.indstate.edu)

Last updated August 4, 2014

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## 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

<http://www2.indstate.edu/transfer/danville/da-plans.htm>

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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

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**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

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**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

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Last updated November 18, 2015

Indiana State University

BS Completion Program Articulation Curriculum Agreement  
April 2010

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

ISU Degree Requirements		Transfer Courses		Courses to take at ISU	
<b>Major Degree Programs</b>					
<b>At least 21 of the 39 hours of criminology courses must be taken at Indiana State University.</b>					
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		
<b>Total</b>	<b>39</b>		<b>21</b>		<b>21</b>
<b>Electives</b>					
		SOCY 205	3		
		CRIM 180	3		
		CRIM 170	3		
		PSYC 230	3		
		PSYC 120	3		
		SOCY 100	3		
		<b>Total</b>	<b>18</b>		
<b>Foundational Studies</b>					
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

Indiana State University  
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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
<b>Total</b>	<b>55</b>		<b>28</b>	<b>Total</b>	<b>24-28</b>

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
	<b>at least 124</b>	

FINAL 3/26/2010

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

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

ISU Degree Requirements	Transfer Courses	Courses to take at ISU
<b>Major Degree Programs</b>		
<b>At least 21 of the 39 hours of criminology courses must be taken at Indiana State University.</b>		
CRIM 200	3 CRIM 204	
CRIM 220	3 CRIM 100	
CRIM 396		CRIM 396 3
CRIM 420		CRIM 420 3
CRIM 423		CRIM 423 3
CRIM 427		CRIM 427 3
CRIM 430		CRIM 430 3
CRIM 431		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	
	CRIM 200	4
	CRIM 202	4
<b>Total</b>	<b>39</b>	<b>22</b>
	<b>Electives</b>	
	SOCY 100	3
	CBUS 150	3
	CRIM 201	4
	CRIM 103	3
	SOCY 205	3
	<b>Total</b>	<b>16</b>
<b>Foundational Studies</b>		
Freshmen Composition	6 ENGL 101 and 102	6
Junior Composition		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



Indiana State University  
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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
<b>Total</b>	<b>55</b>		<b>28</b>	<b>Total</b>	<b>24-28</b>

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
	<b>at least 124</b>	

FINAL 3/26/2010





## 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

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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 Requirements		Transfer Courses		Courses to take at ISU	
<b>Major Degree Programs</b>					
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		
<b>Total</b>	<b>39</b>		<b>15</b>		<b>21</b>
		<b>Electives</b>			
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		<b>Total</b>	<b>6</b>		
		<b>No Credit:</b>			
		GEN 1103 (1 hour)			
<b>General Education - Basic Studies</b>					
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
<b>TOTAL</b>	<b>26</b>		<b>20</b>		<b>8</b>

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
<b>TOTAL</b>	<b>31</b>		<b>26</b>		<b>6</b>

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

\*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



## 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](#)

<http://www2.indstate.edu/transfer/ivytech/it-plans.htm>

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

<http://www2.indstate.edu/transfer/ivytech/it-plans.htm>



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

10/2/2016

Ivy Tech-ISU Transfer Plans | Transfer Central | Indiana State University

[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		
<b>General Education Credits</b>		<b>12</b>		<b>3</b>

\*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		
<b>Credits for Major</b>		<b>30</b>		<b>12</b>

\*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**

<b>ISU &amp; CCJ Graduation Requirements</b>	<b>GPA/Credit Hours</b>
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



## 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

<http://www2.indstate.edu/transfer/lakeland/ll-plans.htm>

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

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

ISU Degree Requirements	Transfer Courses	Courses to take at ISU
<b>Major Degree Programs</b>		
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	
<b>Total</b>	<b>39</b>	<b>Total 30</b>
<b>All other courses in which a passing grade of C was earned count toward graduation hours.</b>		
<b>Foundational Studies - General Education</b>		
<b>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.</b>		
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
<b>TOTAL</b>	<b>15</b>	<b>15</b>
<b>Overall University Graduation Requirements</b>		
	<b>Total earned hours (minimum)</b>	<b>Hours @ 300-400 level (minimum)</b>
Transfer Hours	64	
To be completed at ISU	60	50
	<b>at least 124</b>	

Final August 2010



## 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

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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	
<b>Major Degree Programs</b>					
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		
<b>Total</b>	<b>39</b>		<b>15</b>		<b>21</b>
<b>Electives</b>					
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		<b>Total</b>	<b>6</b>		
<b>No Credit:</b>					
		GEN 1103 (1 hour)			
<b>General Education - Basic Studies</b>					
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
<b>TOTAL</b>	<b>26</b>		<b>20</b>		<b>8</b>



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
<b>TOTAL</b>	<b>31</b>		<b>26</b>		<b>6</b>

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

\*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



## Transfer Plans

### Olney Central College - Indiana State University

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

Each plan details the Olney Central 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 Olney Central.

Browse these plans **IF** you are entering Olney Central and planning to transfer an associate degree to an ISU bachelor degree. If you are (or soon will be) finished with your studies at Olney Central, 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-Olney Central Partnership Page](#)
- [Olney Central 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

#### Nursing

[A.A.S. nursing to B.S. nursing for registered nurses](#)

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

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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 Requirements		Transfer Courses		Courses to take at ISU	
<b>Major Degree Programs</b>					
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		
<b>Total</b>	<b>39</b>		<b>15</b>		<b>21</b>
		<b>Electives</b>			
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		<b>Total</b>	<b>6</b>		
		<b>No Credit:</b>			
		GEN 1103 (1 hour)			
<b>General Education - Basic Studies</b>					
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
<b>TOTAL</b>	<b>26</b>		<b>20</b>		<b>8</b>

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 www.indstate.edu/transfer  
 1-800-468-6478

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
<b>TOTAL</b>	<b>31</b>		<b>26</b>		<b>6</b>

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

\*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



## 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

<http://www2.indstate.edu/transfer/vincennes/vu-plans.htm>



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

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#### 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

<http://www2.indstate.edu/transfer/vincennes/vu-plans.htm>

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

<b>College of Arts and Sciences Degree Program: BS Criminology</b>
<b>Vincennes University Degree Program: AAS Corrections</b>

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		
<b>Total</b>	<b>39</b>		<b>16</b>		<b>24</b>
		<b>Electives</b>			
		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		
			<b>26</b>		

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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		
<b>TOTAL</b>	<b>26</b>		<b>11</b>		<b>15</b>

General Education - Liberal Studies					
SMS: Foundation	4			SMS: Foundation	4
SMS: Elective	3	PHYS 105, PHYS 105L or PHYS 106, PHYS 106L or	3-4		
		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
<b>TOTAL</b>	<b>31</b>		<b>9-10</b>		<b>22</b>

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
	<b>124-132</b>	

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

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

<b>College of Arts and Sciences Degree Program: BS Criminology</b>
<b>Vincennes University Degree Program: AAS Law Enforcement</b>

Jan-07

ISU Degree Requirements	Transfer Courses	Courses to take at ISU
<b>Major Degree Programs</b>		
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
	LAW 200 (CRIM 285)*	3
	LAW 250 (CRIM 001)	3
<b>Total</b>	<b>39</b>	<b>19</b> <b>21</b>
	<b>Electives</b>	
	LAW 100 (CRIM 150)	3
	LAW 106 (CRIM 001)	3
	LAW 160 (CRIM001)	3
	LAW 205 (CRIM 001)	3
	LAW 260 (CRIM 001)	3
	LAW electives	2
	MATH 101 (MATH 111)	3
		<b>20</b>

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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		
<b>TOTAL</b>	<b>26</b>		<b>11</b>		<b>15</b>

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
<b>TOTAL</b>	<b>31</b>		<b>12-13</b>		<b>19</b>

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

\* Waived if completed in high school.  
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**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	
<b>Major Degree Programs</b>					
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		
<b>Total</b>	<b>39</b>		<b>12</b>		<b>27</b>
		<b>Electives</b>			
		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		
			<b>24</b>		

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		
<b>TOTAL</b>	<b>26</b>		<b>11</b>		<b>15</b>

General Education - Liberal Studies					
SMS: Foundation	4	CHEM 104 (CHEM 100/L) or ERTH 100 (GEOL 160/L) or LFSC 100 (BIOL 112/L) or PHYS 100 (PHYS 101/L)	3		
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 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)	3		
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
<b>TOTAL</b>	<b>31</b>		<b>15</b>		<b>15</b>

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

\*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.

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

<b>College of Arts and Sciences Degree Program: BS Criminology</b>
<b>Vincennes University Degree Program: AS Law Enforcement</b>

Jan-07

ISU Degree Requirements		Transfer Courses		Courses to take at ISU
<b>Major Degree Programs</b>				
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	
<b>Total</b>	<b>39</b>		<b>19</b>	<b>21</b>
		<b>Electives</b>		
		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	
			<b>20</b>	

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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		
<b>TOTAL</b>	<b>26</b>		<b>11</b>		<b>15</b>
General Education - Liberal Studies					
SMS: Foundation	4	CHEM 104 or EARTH 100 or LFSC 100 or PHYS 100	3		
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 PHIL 111 or THEA 100 or 245 or 250	3		
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
<b>TOTAL</b>	<b>31</b>		<b>15</b>		<b>15</b>
Overall University Graduation Requirements					
		Total earned hours (min.)		Hours @ 300-400 level (min.)	
Transfer Hours		65			
To be completed at ISU		62		50	
		<b>124</b>			

\* Waived if completed in high school

\*\* An additional Science course could be taken instead of EARTH 207, i.e., EARTH/ERTL 214, PHYS/PHYL 105, PHYS/PHYL 106, EARTH 204, EARTH 210 to meet the SMS: Elective requirement.

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## 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

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

<b>College of Arts and Sciences Degree Program: BS Criminology</b>					
<b>Illinois Eastern Community Colleges Degree Program: Associate in Science and Arts Degree: Administration of Justice D111</b>					
<b>ISU Degree Requirements</b>		<b>Transfer Courses</b>		<b>Courses to take at ISU</b>	
<b>Major Degree Programs</b>					
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		
<b>Total</b>	<b>39</b>		<b>15</b>		<b>21</b>
<b>Electives</b>					
		JUS 2201 (CRIM 001)	3		
		JUS 2202 (CRIM 001)	3		
		<b>Total</b>	<b>6</b>		
<b>No Credit:</b>					
		GEN 1103 (1 hour)			
<b>General Education - Basic Studies</b>					
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
<b>TOTAL</b>	<b>26</b>		<b>20</b>		<b>8</b>

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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
<b>TOTAL</b>	<b>31</b>		<b>26</b>		<b>6</b>

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

\*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 6

### Proposed Curriculum

#### Credit Hours Required

The proposed program will require all students to complete 51 credit hours of undergraduate coursework for the major in the *Intelligence Analysis*. This includes 30 credit hours of program core course work, 15 credit hours concentration course work, and 6 credit hours directed electives course work. Each concentration has 15 credit hours of course work. Together with the University's Foundational Studies requirements, the entire B.S. in Intelligence Analysis program will have 120 credit hours.

**30 credits Core + 15 credits Concentration + 6 credits Directed Electives**

#### Core Courses (30 credits):

- INAN 200 - Introduction to Intelligence Analysis 3 credit hours
- INAN 210 - Intelligence and National Security 3 credit hours
- INAN 310 - Law Enforcement Intelligence (or Military Intelligence) 3 credit hours
- INAN 320 - Strategic Intelligence 3 credit hours
- CRIM 315 - Techniques of Criminal Justice Interviewing 3 credit hours
- CRIM 396 - Research Methods for Intelligence Analysis 3 credit hours
- INAN 400 - Intelligence Applications and Issues 3 credit hours
- INAN CRIM 440 - Ethics in Criminal Justice 3 credit hours
- INAN 450 - Intelligence Methods and Analysis 3 credit hours
- INAN 460 - Intelligence Writing & Presentation 3 credit hours

Choose one concentration (15 credits); all courses are 3 credit hours

1. ***Counterintelligence*** Concentration
2. ***Criminal Intelligence*** Concentration
3. ***Intelligence Operations*** Concentration
4. ***Intelligence Collection*** Concentration

#### ***Counterintelligence Concentration (15 credits)***

- INAN 240 Counterintelligence 3 credit hours
- INAN 321 Foreign Intelligence Organizations 3 credit hours
- INAN 322 Military Intelligence 3 credit hours
- INAN 323 Signal Intelligence 3 credit hours
- INAN 324 Open-Source Intelligence 3 credit hours
- INAN 325 Human Intelligence 3 credit hours
- INAN 330 Cybercrime 3 credit hours
- INAN 331 Cyber security 3 credit hours

INAN 340 Counterintelligence Operations 3 credit hours  
INAN 386 Criminal Profiling 3 credit hours  
INAN 419 Threats and Risk Assessment 3 credit hours  
INAN 451 Geographic Information System I 3 credit hours  
INAN 452 Geographic Information System II 3 credit hours  
CRIM 416 Symposium on Criminology 3 credit hours  
CRIM 498 Internship 3 credit hours

***Criminal Intelligence Concentration (15 credits)***

INAN 244 Tactical Intelligence 3 credit hours  
INAN 324 Open-Source Intelligence 3 credit hours  
INAN 323 Signal Intelligence 3 credit hours  
INAN 325 Human Intelligence 3 credit hours  
INAN 330 Cybercrime 3 credit hours  
INAN 350 Crime Analysis 3 credit hours  
INAN 386 Criminal Profiling 3 credit hours  
INAN 451 Geographic Information System I 3 credit hours  
INAN 452 Geographic Information System II 3 credit hours  
INAN 470 Intelligence and Narcotics 3 credit hours  
CRIM 416 Symposium on Criminology 3 credit hours  
CRIM 435 Criminal Investigation 3 credit hours  
CRIM 498 Internship 3 credit hours

***Intelligence Operations Concentration (15 credits)***

INAN 240 Counterintelligence 3 credit hours  
INAN 244 Tactical Intelligence 3 credit hours  
INAN 321 Foreign Intelligence Organizations 3 credit hours  
INAN 324 Open-Source Intelligence 3 credit hours  
INAN 323 Signal Intelligence 3 credit hours  
INAN 325 Human Intelligence 3 credit hours  
INAN 326 Geospatial Intelligence 3 credit hours  
INAN 340 Counterintelligence Operations 3 credit hours  
INAN 386 Criminal Profiling 3 credit hours  
INAN 470 Intelligence and Narcotics 3 credit hours  
CRIM 416 Symposium on Criminology 3 credit hours  
CRIM 498 Internship 3 credit hours

***Intelligence Collection Concentration (15 credits)***

INAN 244 Tactical Intelligence 3 credit hours  
INAN 324 Open-Source Intelligence 3 credit hours  
INAN 323 Signal Intelligence 3 credit hours  
INAN 325 Human Intelligence 3 credit hours

INAN 326 Geospatial Intelligence 3 credit hours  
INAN 330 Cybercrime 3 credit hours  
INAN 331 Cyber security 3 credit hours  
INAN 335 Introduction to Computer Forensics 3 credit hours  
INAN 340 Counterintelligence Operations 3 credit hours  
INAN 350 Crime Analysis 3 credit hours  
INAN 386 Criminal Profiling 3 credit hours  
INAN 410 Terrorism 3 credit hours  
INAN 419 Threats and Risk Assessment 3 credit hours  
INAN 451 Geographic Information System I 3 credit hours  
INAN 470 Intelligence and Narcotics 3 credit hours  
CRIM 416 Symposium on Criminology 3 credit hours  
CRIM 435 Criminal Investigation 3 credit hours  
CRIM 498 Internship 3 credit hours

**Intelligence Directed Electives (6 credits)**

INAN 244 Tactical Intelligence 3 credit hours  
INAN 321 Foreign Intelligence Organizations 3 credit hours  
INAN 322 Military Intelligence 3 credit hours  
INAN 326 Geospatial Intelligence 3 credit hours  
INAN 330 Cybercrime 3 credit hours  
INAN 331 Cyber Security 3 credit hours  
INAN 335 Introduction to Computer Forensics 3 credit hours  
INAN 340 Counterintelligence Operations 3 credit hours  
INAN 350 Crime Analysis 3 credit hours  
INAN 386 Criminal Profiling 3 credit hours  
INAN 410 Terrorism 3 credit hours  
INAN 417 Cyber Threat Analysis 3 credit hours  
INAN 418 National Security Policy 3 credit hours  
INAN 419 Threats and Risk Assessment 3 credit hours  
INAN 451 Geographic Information System I 3 credit hours  
INAN 452 Geographic Information System II 3 credit hours  
INAN 470 Intelligence and Narcotics 3 credit hours  
CRIM 416 Symposium on Criminology 3 credit hours  
CRIM 435 Criminal Investigation 3 credit hours  
CRIM 498 Internship 3 credit hours

## COURSE DESCRIPTIONS

### **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 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 440 Ethics in Criminal Justice (3 credits)**

This course focuses on the ethical responsibilities of different U.S. intelligence community members, the relationship between intelligence and policy-making processes, and legal foundations with particular emphasis on the intersection of national security and civil liberties. Additionally, it covers ethical theories, the role of ethics, protection of individual civil rights, ethical dilemmas posed by several current challenges and ways to make ethics a larger part of the national security dialogue.

### **CRIM 498 Internship (3-6 credits)**

Students engage in a period of employment (minimum of 96 hours for 3 credits) as an intelligence analyst with a government, international agency, or corporation during which certain experience objectives must be met.

### **INAN 200 Introduction to Intelligence Analysis (3 credits)**

This survey course introduces the student to the discipline of intelligence and provides the student with an understanding of how intelligence systems function, how they fit within the policymaking systems of free societies, and how they are managed and controlled. The course will provide a theoretical overview of the intelligence, including psychology of intelligence, types of intelligence methods, tools and techniques, basic writing and briefing skills, basic data management strategies and tools, and various types of intelligence used throughout the public and private sectors.

### **INAN 210 Intelligence and National Security (3 credits)**

This course is an introduction to national security decision-making in the United States with a special emphasis on the role of intelligence in formulating policy. Students will engage in a historical overview of national security politics and strategy since WWII and describe major institutions and processes involved in national security policy-making. The course is designed to survey significant national security problems and their changing nature in the 21st century (e.g., examine relationships and tensions between agencies, government leaders and policymakers). Additionally, this course explores issues of maintaining the balance between the need for intelligence and the civil rights and liberties of the people.

**INAN 240 Counterintelligence (3 credits)**

Developing a comprehensive knowledge of the use and practices of counterintelligence, especially in protecting homeland security and national security interests against foreign adversaries, is the primary focus of this course. Issues, strategies, and the legal framework that govern counterintelligence activities, as practiced by the U.S. and foreign governments around the globe, are highlighted.

**INAN 244 Tactical Intelligence (3 credits)**

This course examines the impact of terrain and weather on tactics, employment of multi-discipline intelligence collections, and principles of tactical intelligence analysis form the core of the course. Students develop an appreciation for the limits of process in applying the art of intelligence to deal with tactical problems and how tactical intelligence theory and practice are utilized in support of ground operations.

**INAN 310 Law Enforcement Intelligence (3 credits)**

This course is an introduction to law enforcement intelligence definitions, agencies, and methodologies of analysis. It reviews the mission and roles of the crime analyst at the local, state and federal levels.

**INAN 320 Strategic Intelligence (3 credits)**

This course is divided into three parallel tracks covering strategic theory, the practice of strategic intelligence, and the application of those principles to “real life” problems. Analysts will participate throughout the course as a member of a group in a large-scale estimative project.

**INAN 321 Foreign Intelligence Organizations (3 credits)**

This course introduces students to several foreign intelligence organizations that continue to play a significant role in U.S. strategic intelligence, foreign policy, and national security strategy planning. Each country’s organizational structure, their collection methods, operational strengths and weaknesses will be assessed with the objective of evaluating their overall relative effectiveness.

**INAN 322 Military Intelligence (3 credits)**

This course explores the role of intelligence in the conduct and prosecution of armed conflict. The course traces the evolution of modern military organizations and the use of intelligence in the success or failure of these organizations. Current intelligence practices and methods employed by the US military are also discussed. Additionally, this course covers the principles of Intelligence support for military operations including definitions and problems of strategic, operational and tactical intelligence; various aspects of military operations; and significant past, present and future events, operations and implications involving intelligence and military operations.

**INAN 323 Signals Intelligence (3 credits)**

This course focuses on teaching students the process of gathering intelligence through assessment of the communications of individuals from electronic signal transmitting devices (e.g. cell phones, radio waves, satellites, etc.). It also focuses on the types of signal interception and the disruption of those signals.



**INAN 324 Open-Source Intelligence (3 credits)**

This course focuses on the intelligence that can be gathered from publically available sources of information. This includes information that can be gathered and analyzed from the web-based communities, public data (e.g., government reports, demographics, etc.), the media (e.g., newspapers, magazines, radio, television, etc.), professional and academic records (e.g., papers, conferences, professional associations, published reports, etc.).

**INAN 325 Human Intelligence (3 credits)**

This course focuses on the intelligence gathered by means of interpersonal contacts (e.g., the collection of information from human sources). It focuses on the intelligence gathered through interviewing witnesses or suspects, and through clandestine or covert means (e.g., espionage).

**INAN 326 Geospatial Intelligence (3 credits)**

This course focuses on the ability to describe, understand, and interpret geospatial data so as to anticipate the human impact of an event or action within a spatio and temporal environment. Also, it focuses on the ability to identify, collect, store, and manipulate data to create geospatial knowledge through critical thinking, geospatial reasoning, and analytical techniques.

**INAN 330 Cybercrime (3 credits)**

This course covers a wide range of criminal activities in which computers or computer networks are used 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 331 Cyber security (3 credits)**

This course introduces students to the interdisciplinary field of cyber security, discusses the evaluation of information security into cyber security, and explores the relationship of cyber security to organizations and society. Students will be exposed to multiple cyber security environments, technologies, processes, and concepts, analyze the threats and risks to/in these environments, and understand how to develop appropriate strategies to mitigate potential security impacts in the modern information environment.

**INAN 335 Introduction to Computer Forensics (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.

**INAN 340 Counterintelligence Operations (3 credits)**

This course provides students with an introduction to counterintelligence operations and techniques. Students will study passive and active counterintelligence measures, principles and processes of counterintelligence operations, its relationship to covert action, and the legal and ethical issues involved.

**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) examining 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 400 Intelligence Applications and Issues (3 credits)**

This course focuses on the intelligence applications and issues that surround the contemporary intelligence community. Students will learn a number of information collection and analysis approaches that help decision makers, and issues surrounding those approaches. A significant portion of this course focuses on the applications and issues of assessment of an adversary's capabilities and vulnerabilities.

### **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. Issues related to the radicalization of citizens, which includes the personal and sociopolitical factors causing radicalization, will be discussed.

### **INAN 417 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.

### **INAN 418 National Security Policy (3 credits)**

This course will focus on U.S. national security and related-policy and the domestic and global factors affecting implementation.

### **INAN 419 Threats and Risk Assessment (3 credits)**

This course examines their political, economic, and social condition which allows an understanding of threats to the state and their vulnerabilities. This course provides students with analytic procedures to assess a state's military capabilities, strengths and weaknesses of their political and economic systems, and challenges presented by their social systems.

### **INAN 450 Intelligence Methods and Analysis (3 credits)**

This course introduces students to the collection and analysis techniques used by entry level analysts. Students work on a term-long project that incorporates data basing, collection planning, organizational and link analysis, and structured analysis techniques. Computer software programs are used to enhance that analytical product. A threaded discussion of the psychology of intelligence analysis is integrated into course material.

**INAN 451 Geographic Information Systems I (3 credits)**

This course explores tools for data acquisition, management, query and display. This course will provide students first with a substantial foundation in the history of cartography and mapmaking. The second major emphasis of this course will merge both theoretical and historical information with hands-on practical training utilizing the basic tools provided with the GIS software. Students will become familiar with the importance of metadata, editing and updating metadata and how this is important to the success or failure of the dataset as a whole.

**INAN 452 Geographic Information Systems II (3 credits)**

Using the ArcGIS software, students will be taught how to manipulate datasets based on complex queries in several advanced platforms within the GIS environment including geospatial analyses, creating basic models, interpolation among multiple data points, and advanced data table editing and creation. Students will learn methodologies for determining the presence or absence of patterns and identify associations among different data layers.

**INAN 460 Intelligence Writing & Presentation (3 credits)**

This course introduces students to the fundamentals of effective intelligence writing and presentation. Emphasis is placed on the variety of forms of intelligence writing, briefing styles, and evaluations of intelligence products for form and substance, and application of numerous advanced analytical techniques.

**INAN 470 Intelligence and Narcotics (3 credits)**

This course surveys the role of narcotics and the illicit drug trade as risks to national security, international development, and progress. The purpose is to assess both domestic and foreign intelligence gathering and analysis, with an emphasis on counter-narcotics policies and strategies. Students will be able to critically analyze, strategically assess effective intelligence collection, and evaluate the impact of current drug interdiction efforts by federal domestic and international agencies.

**Form of Recognition**

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

## Appendix 7

### Assessment Plan and Intended Uses

#### Assessment Plan

The purpose of the B.S. degree in Intelligence Analysis 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 intelligence analysis.

##### 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 intelligence analysis.
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 intelligence analysis.

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 8**

### **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 National Office  
7339 Hanover Parkway  
Suite A  
Greenbelt, Maryland 20770  
Phone: (301) 446-6300  
Toll-Free: (800) 757-ACJS  
Fax: (301) 446-2919  
Web: [www.acjs.org](http://www.acjs.org)

### 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<sup>1</sup> 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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<sup>1</sup> 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

#### **Standards:**

- 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

#### **Standards:**

- 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

<b>Content Area</b>	<b>Related content topics include but are not limited to:</b>
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**

### **Standards:**

- 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 than 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 9

### Intelligence Analysis 4 Year, 3 Year, and TSAP Course Sequencing Plan/Maps

The Bachelor of Science (B.S.) degree in Intelligence Analysis is designed specifically for students who seek a career as an intelligence analyst either in the U.S. government, military, law enforcement, or the private sector. In this program, students learn innovative ways to structure their thinking to solve complex real-world problems when there is both time pressure and a lack of reliable information. This program highlights the continually evolving nature of intelligence analysis, with an emphasis on employing new academic research into analytical methods. The academic knowledge and skills students gain from this program, whether relating to national security, law enforcement, military, or business intelligence, involves the preparation of assessments based on the collection, correlation, and analysis of intelligence data.

Students select one of four possible concentrations: *counterintelligence* (for those who desire a career in military), *criminal intelligence* (for those who desire a career in law enforcement, *intelligence operations* or *intelligence collection* (for those who desire a career in the U.S. government).

#### Job Opportunities for Graduates with a Degree in Intelligence Analysis

The job outlook for Intelligence Analysis graduates is bright, with the number of intelligence jobs in the U.S. expected to grow significantly through 2020. Potential options include:

- FBI Agent
- CIA Agent
- U.S. Secret Service
- Department of Defense
- Military Intelligence Analyst
- Homeland Security Agent
- Criminal Investigator
- Detective
- Border Patrol Agent
- Intelligence Analyst for other government agencies
- Information Analyst for the private sector (e.g., business/corporate)

## Intelligence Analysis 4 Year Course Sequencing

Fall 1	Credits	Success Marker
INAN 200	3	
ENG 101	3	
FS HLTH	3	
FS NNL	3	
FS SBS	3	
<b>Total Hours</b>	<b>15</b>	

Spring 1	Credits	Success Marker
ENG 105	3	
INAN 210	3	
INAN 310	3	
FS COMM	3	
FS NNL	3	
<b>Total Hours</b>	<b>15</b>	

Fall 2	Credits	Success Marker
FS QLM	3	
FS GPCD	3	
FS LSC	4	
INAN 320	3	
CRIM 315	3	
<b>Total Hours</b>	<b>16</b>	

Spring 2	Credits	Success Marker
INAN 400	3	
FS HIST	3	
FS ESR	3	
MAJR ELECM	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Fall 3	Credits	Success Marker
CRIM 396	3	
FS LS	3	
MAJR EMTR	3	
CRIM 440	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Spring 3	Credits	Success Marker
INAN 450	3	
FS JRCMP	3	
FS UDIE	3	
MAJR EMTR	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Fall 4	Credits	Success Marker
INAN 460	3	
FS FPA	3	
MAJR EMTR	3	
MAJR EMTR	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Spring 4	Credits	Success Marker
MAJR EMTR	3	
MAJR ELECM	3	
FS UDIE	3	
MAJR ELECG	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

**Intelligence Analysis 3 Year Course Sequencing  
(for students who declare after 1<sup>st</sup> year)**

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

Spring 1	Credits	Success Marker
ENG 105	3	
FS HIST	3	
FS LS	3	
FS LSC	3	
FS>NNL	3	
<b>Total Hours</b>	<b>16</b>	

Fall 2	Credits	Success Marker
FS QLM	3	
FS GPCD	3	
INAN 200	4	
INAN 320	3	
FS ESR	3	
<b>Total Hours</b>	<b>16</b>	

Spring 2	Credits	Success Marker
MAJR ELECG	3	
INAN 200	3	
INAN 310	3	
MAJR ELECM	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Fall 3	Credits	Success Marker
CRIM 396	3	
MAJR ELECM	3	
CRIM 315	3	
CRIM 440	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Spring 3	Credits	Success Marker
INAN 450	3	
FS JRCMP	3	
FS UDIE	3	
MAJR EMTR	3	
INAN 400	3	
<b>Total Hours</b>	<b>15</b>	

Fall 4	Credits	Success Marker
INAN 460	3	
FS FPA	3	
MAJR EMTR	3	
MAJR EMTR	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Spring 4	Credits	Success Marker
MAJR EMTR	3	
MAJR EMTR	3	
FS UDIE	3	
MAJR ELECG	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

## Intelligence Analysis TSAP Course Sequencing

Fall 1	Credits	Success Marker
MAJR EMTR	3	
CRIM 315	3	
INAN 320	3	
MAJR ELECG	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	

Fall 2	Credits	Success Marker
MAJR ELECG	3	
CRIM 396	3	
INAN 460	3	
MAJR EMTR	3	
MAJR EMTR	3	
<b>Total Hours</b>	<b>15</b>	

Spring 1	Credits	Success Marker
INAN 310	3	
MAJR EMTR	3	
FS JRCMP	3	
FS UDIE	3	
INAN 400	3	
<b>Total Hours</b>	<b>15</b>	

Spring 2	Credits	Success Marker
CRIM 440	3	
INAN 450	3	
FS UDIE	3	
MAJR EMTR	3	
MAJR ELECG	3	
<b>Total Hours</b>	<b>15</b>	