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**Massachusetts Department of Higher Education  
Police Career Incentive Pay Program (PCIPP)**

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**New Program Application**

**Last updated: July 2025**

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## Instructions

The application to follow is for higher education institutions interested in participating in the Police Career Incentive Pay Program (PCIPP). Please complete the pages that follow with the requested information. The application sections include the Cover Sheet, Institutional Profile, the Program Profile and the Program Overview encompassing the nine program standards. Documenting information for the nine program standards will sometimes require the completion of additional forms which you will find attached at the end of this application. A separate Program Profile must be submitted for each criminal justice degree program for which approval is sought.

This application adheres to the quality assurance guidelines for criminal justice programs set forth by the Massachusetts Board of Higher Education, in consultation with criminal justice professionals and academicians, and published in the [Guidelines for Criminal Justice and Law Enforcement Programs](#). Follow the website instructions for submitting this application. The website submission instructions are posted here: <https://www.mass.edu/foradmin/academic/pcippoutline.asp>.

## Cover Sheet

<b>Institution</b>	[Institution]
<b>Street Address</b>	[Street Address]
<b>City, State, ZIP</b>	[City], [State] [ZIP]
<b>Institution's Website</b>	[Website]
<b>Name and Title of Primary Criminal Justice Contact</b>	[Name] [Title]
<b>Phone</b>	[Phone]
<b>Email</b>	[Email]
<b>*Baseline reporting year</b>	

\* **Note:** "Baseline reporting year" refers to the last completed academic year for purposes of reporting enrollments, headcounts, graduation rates, etc.

### **Name(s) of Program(s) Included in Application** (Add/delete rows as necessary):

<b>1. [Program Name]</b>
<b>2. [Program Name]</b>
<b>3. [Program Name]</b>

### **Institutional Leadership:**

	<b>Name</b>	<b>Exact Title</b>
President/Chancellor	[Name]	[Title]
Chief Academic Officer	[Name]	[Title]
Chair or Director of Criminal Justice Program/Department	[Name]	[Title]

Attach evidence of the institution's accreditation by the New England Commission of Higher Education (NECHE), OR by another United States Department of Higher Education-recognized accreditor.

<b>Contact Information of Person Submitting Application:</b>	
[Name and Title]	
<b>Phone Number:</b>	<b>Email:</b>
[Phone]	[Email]

<b>Date submitted:</b>
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# Institutional Profile

**Institution:**

## 1. Total Institutional Enrollment

	Full-time Headcount	Part-time Headcount	FTE
Undergraduate	[0]	[0]	[0]
Graduate	[0]	[0]	[0]
Total	[0]	[0]	[0]

## 2. Total Institutional Faculty

	Full-time Headcount	Part-time Headcount	FTE
Undergraduate	[0]	[0]	[0]
Graduate	[0]	[0]	[0]
Total	[0]	[0]	[0]

## 3. The primary calendar system at the institution is:

<input type="checkbox"/> Semester	<input type="checkbox"/> Quarter	<input type="checkbox"/> Trimester	<input type="checkbox"/> Other (explain)
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## 4. What constitutes a "normal" credit hour load for full-time students each semester/term?

a. Undergraduate	[0] credit hours
b. Graduate	[0] credit hours

5. List **all** criminal justice or law enforcement degree programs offered by the institution by degree level. Indicate the division in which the program is offered and whether or not you are submitting an application for the program. Insert/delete tables as necessary.

<b>a.</b>	<b>Name of program</b> (e.g., A.S. in Criminal Justice)	[Name of program]
<b>Division(s) program is offered</b> (Check all that are appropriate. If "Other," please explain.)		<input type="checkbox"/> Day <input type="checkbox"/> Continuing Education <input type="checkbox"/> Other
<b>Is the program offered on a calendar other than the primary calendar system of the institution?</b> If so, please explain.		<input type="checkbox"/> Yes <input type="checkbox"/> No [Explanation (if yes)]
<b>Applying for approval of this program</b>		<input type="checkbox"/> Yes <input type="checkbox"/> No

<b>b.</b>	<b>Name of program</b> (e.g., B.S. in Criminal Justice)	[Name of program]	
<b>Division(s) program is offered</b> (Check all that are appropriate. If "Other," please explain.)		<input type="checkbox"/> Day	<input type="checkbox"/> Continuing Education
		<input type="checkbox"/> Other	
<b>Is the program offered on a calendar other than the main calendar system of the institution?</b> If so, please explain.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
		[Explanation (if yes)]	
<b>Applying for approval of this program</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No

<b>c.</b>	<b>Name of program</b> (e.g., M.S. in Criminal Justice)	[Name of program]	
<b>Division(s) program is offered</b> (Check all that are appropriate. If "Other," please explain.)		<input type="checkbox"/> Day	<input type="checkbox"/> Continuing Education
		<input type="checkbox"/> Other	
<b>Is the program offered on a calendar other than the main calendar system of the institution?</b> If so, please explain.		<input type="checkbox"/> Yes	<input type="checkbox"/> No
		[Explanation (if yes)]	
<b>Applying for approval of this program</b>		<input type="checkbox"/> Yes	<input type="checkbox"/> No

## Program Profile

<b>Program title</b>	[Program Title]
<b>Date program was first offered</b>	[Date]

### 1. Enrollment in the program

	Two years ago	One year ago	Current year
Full-time Headcount	[0]	[0]	[0]
Part-time Headcount	[0]	[0]	[0]
Total CJ Credits	[0]	[0]	[0]
FTE	[0]	[0]	[0]

### 2. Criminal Justice faculty teaching in this degree program

	Two years ago	One year ago	Current year
Full-time Headcount	[0]	[0]	[0]
Part-time Headcount	[0]	[0]	[0]
FTE	[0]	[0]	[0]
Ratio full-time/part-time	[0]	[0]	[0]

### 3. Criminal Justice degrees awarded (in this degree program)

	Two years ago	One year ago	Current year
# of Degrees	[0]	[0]	[0]

### 4. List any instructional locations other than the main campus at which criminal justice courses in this degree program are available. Indicate what percentage of the program is available at each site.

1) Additional location	[0]%
2) Additional location	[0]%
3) Additional location	[0]%

### 5. Online courses in this degree program

Are Criminal Justice courses available online?	[Yes/No]	[Yes/No]
If so, how long has the program been available online?	[Time]	[Time]
What percentage of the applicant program is available online?	[0]%	

## Program Overview

**Instructions:** The overview is a narrative which should place this program in an institutional and historical context; summarize the evidence to be provided regarding the nine *Quality Standards* (A-I), highlighting particular strengths and concerns; and future plans for the program(s). Other information may be included to enhance the evaluators' understanding of the program(s).

**Please limit the narrative to three single-spaced pages.** The Department reserves the right to return narratives exceeding the stated length for further revision.

[Written Overview]



## Quality Standards

In the space provided with each Indicator, the institution must provide evidence to demonstrate how it meets the criteria under the Quality Standard. If the institution concludes that it does not meet the Standard, indicate steps it is taking to address those areas of non-compliance, as well as provide an anticipated timetable for coming into compliance.

Certain indicators call for **completion of a numbered form**. In these cases please demonstrate compliance by completing the corresponding form found toward the end of this application.

Other indicators require the institution to provide **alternative types** of evidence of compliance. In the open indicator space, utilize evidence such as:

- **Link to institution's website:** If the evidence exists on your institution's website, please provide a link in the space provided to the information on your site.
- **Narrative:** If the evidence can best be summarized in the form of a narrative, please use the space provided for your explanation.
- **Separate electronic document:** If the evidence exists as a separate document (Word, PDF, etc.), please provide the file name of the document in the space provided and include a direct link to it.
- **Hard copy:** If the evidence exists only in hard copy form, or if it is an exceptionally large electronic document, please indicate that fact in the space provided and provide the hard copy to your reviewers at the time of the site visit.

### Example:

#### Evidence Indicating Compliance:

<b>Standard E   Indicator 32</b>
Budget for Criminal Justice Programs for past three years.
The budget for the program has increased 3% for each of the past three years despite fiscal constraints at the institution.
<a href="http://www.institution.edu/budget.html">www.institution.edu/budget.html</a>
<b>Standard E   Indicator 33</b>

The institution may add additional indicators if it is so desired.

## Standard A: Program Mission and Purposes

A.1 & 2 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.

### Evidence Indicating Compliance:

<b>Standard A   Indicator 1</b>
Program mission and purposes.
[Enter link, narrative, file name, etc.]
<b>Standard A   Indicator 2</b>
Description of how program mission and purposes reflect institution's mission and purposes. Note: May be included in the required Program Overview.
[Enter link, narrative, file name, etc.]

## Standard B: Program Structure and Curriculum

**Please provide Standard B responses for every degree program to which this application refers.**

B.1 The program clearly specifies and publishes program objectives and requirements. 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 to and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

<b>Standard B   Indicator 1</b>	
Statement of program goals and objectives, including those for concentrations.	
List or table of program level student learning outcomes or objectives. Objectives must indicate attention to “master of knowledge, methods of inquiry and intellectual skills pertinent to . . . the causes, consequences, and responses to crime.”	
[Enter links, narrative, file name, etc.]	
<b>Standard B   Indicator 2</b>	
May address in Program Overview.	
May address via overall program of study, program outcomes, course syllabi.	
[Enter link, narrative, file name, etc.]	
Evidence:	<b>Form 1A or 1B</b> (Complete and attach)
<b>Standard B   Indicator 3</b>	
Outline of curriculum, including required core courses in criminal justice, cognate areas, elective courses, and general education courses (as appropriate to degree level).	
Demonstration that all program modalities follow the same curriculum, meet the same student level outcomes, and have the same or similar assessments and demonstrations of student learning.	
[Enter link, narrative, file name, etc.]	
Evidence:	<b>Form 1A or 1B</b>
<b>Standard B   Indicator 4</b>	
Provide evidence of program level student evaluation and assessment, and that this evaluation and assessment is consistent with the institution’s overall evaluation and assessment system.	
.	
[Enter link, narrative, file name, etc.]	
Evidence:	<b>Form 2</b> (Complete and attach)
[Enter link, narrative, file name, etc.]	

**Respond to B5 – B10 indicators for undergraduate programs only:**

*All undergraduate programs in criminal justice are part of a broadly-based degree program with a balance of general education, required and elective courses in criminal justice and in related fields (cognates), and unrestricted electives wherever possible. While these criteria apply to all undergraduate programs, specific expectations for associate and bachelor's degree programs reflect program degree level. Distinctions made in such expectations may concern such matters as the level, scope, and dimension of degree requirements and expected outcomes.*

B.5 The purpose of undergraduate programs in criminal justice is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form, as well as to instill a comprehensive knowledge of the causes, consequences, and responses to crime

and its interrelatedness to other areas of inquiry. Programs should strive not only to familiarize students with facts and concepts but, more importantly, teach students to apply this knowledge to related problems and changing situations. Primary objectives of all criminal justice programs include the development of critical thinking; communication, technology and computing skills; quantitative reasoning; ethical decision-making; and an understanding of diversity.

B.6 The undergraduate criminal justice program affords students the opportunity to develop knowledge and skills above the introductory level through a logically sequenced, coherent, rigorous body of course work. An Associate degree program in criminal justice requires no fewer than 18 semester hours or the equivalent in criminal justice and related cognates. A bachelor-level major in criminal justice requires a minimum of 30 semester hours or the equivalent in criminal justice and related cognates.

B.7 The broad scope of the field of criminal justice is reflected in the undergraduate curriculum, as is a balanced presentation of the issues of the field. All bachelor programs can demonstrate that the content areas below are substantively addressed in the core curriculum. Most baccalaureate programs have multiple courses to represent these and other areas, but these substantive areas provide minimum coverage of the field. Associate degree programs will offer courses in some of these areas.

<b>Course/Content Area</b>	<i>Related Content Topics include but are not limited to:</i>
<b>Administration of Justice</b>	(Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice)
<b>Corrections</b>	(History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders)
<b>Criminology</b>	(The nature and causes of crime, typologies, offenders, and victims)
<b>Criminal Law</b>	(Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making)
<b>Ethics</b>	(Issues of ethics in criminal justice)
<b>Policing</b>	(History, theory, practice and legal environment, police organization, discretion, and subculture)
<b>Research and Analytic Methods</b>	(Quantitative -including statistics- and qualitative, methods for conducting and analyzing criminal justice research)

B.8 In addition to the content areas above, an undergraduate program in criminal justice includes a systematic examination of the issues of diversity in criminal justice through either specific required courses and/or the integration of these issues within the program's curriculum.

B.9 A variety of criminal justice electives are available and consistent with faculty, resources, and program objectives. Some bachelor degree programs will offer concentrations in specific areas, depending upon the composition of the student body and faculty expertise.

B.10 All programs have elective internship opportunities available to upper-level students. Measures are taken to ensure that internships are integrated into the academic component of the program and related to educational objectives.

**Standard B | Indicator 5**

Provide evidence that the overall program of study, including general education, major, and elective coursework, internships, etc., teaches and assesses competencies in oral and written communication, critical thinking, communication, technology and computing, quantitative reasoning, ethical decision-making, and understanding of diversity, as well as "comprehensive knowledge of the causes, consequences, and responses to crime,"

Types of evidence may include: Program Overview; links to institutional and program learning outcomes; citation to course level outcomes and assessments.

[Enter link, narrative, file name, etc.]

**Standard B | Indicator 6**

Provide a rational and evidence that the program curriculum is sequenced and requires opportunities and assessments of knowledge and skills development above the introductory level.

Demonstrate that associate's level programs require at least 18 semester hours or the equivalent in criminal justice or cognate area content. Demonstrate that bachelor's level programs require at least 30 semester hours of the equivalent in criminal justice and related cognate areas content.

[Enter link, narrative, file name, etc.]

**Standard B | Indicator 7**

Provide evidence via syllabi and required assessments that the program curriculum reflects the broad scope of criminal justice as a field of study.

A bachelor's program will provide coursework, usually in multiple courses, in each of; administration of justice; corrections; criminology; criminal law; ethics; policing; and research and analytic methods. Associate's programs will be provided in some of these areas.

[Enter link, narrative, file name, etc.]

Evidence:	<b>Forms 1, 2, 3</b>

**Standard B | Indicator 8**

Provide evidence that the program systematically examines issues of diversity in criminal justice either in specific courses or through integration of these issues throughout the curriculum. May be discussed in the Program Overview.

[Enter link, narrative, file name, etc.]

Evidence:	<b>Form 1</b>

**Standard B | Indicator 9**

Provide evidence that elective coursework is offered “consistent with faculty resources and program objectives.” May be discussed in the Program Overview.

[Enter link, narrative, file name, etc.]

Evidence:

**Forms I, II, III**

**Standard B | Indicator 10**

Provide evidence that there are elective internship opportunities available to upper-level students, and that these internships are integrated into the program as a whole, including connections to educational objectives (learning outcomes). May be discussed in the Program Overview.

[Enter link, narrative, file name, etc.]

**Respond to B11 – B13 indicators for Master’s programs only****Standard B | Indicator 11**

Provide evidence that the Master’s program contains a high level of complexity, specialization, and generalization, and evidence that activities will advance student knowledge and competence beyond the baccalaureate level.

The program of study must include graduate level courses in criminology, research methods, and statistics.

[Enter link, narrative, file name, etc.]

Evidence:

**Form 1**

**Standard B | Indicator 12**

Provide evidence that the Master’s program requires at least 30 semester hours or the equivalent in graduate level criminal justice and related cognate coursework.

Evidence:

**Form 1**

**Standard B | Indicator 13**

Evidence that resources and expectations for the Master’s program exceed those required for an undergraduate degree program. May be addressed in the Program Overview.

[Enter link, narrative, file name, etc.]

**Standard C: Faculty**

C.1 Criminal Justice 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 are considered in recruitment and hiring decisions.

C.2 Faculty holding terminal degrees in the field of criminal justice or fields appropriate to criminal justice 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 faculty participate in the search process for new members of the program faculty.

C.4 Faculty hold a minimum of a graduate degree in criminal justice or a closely related discipline.

C.5 Two-thirds of the faculty in Bachelor's and Master's degree programs hold an earned doctorate (Ph.D.) in criminal justice or a closely related discipline.

C.6 Programs rely on full-time faculty to teach core courses and to deliver at least two-thirds of the teaching in each degree program. There should be no more than 30 FTE student majors for each full-time faculty member.

C.7 Faculty assignments and workloads allow adequate time to provide effective instruction, to advise and evaluate students, to continue professional growth, and to 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 and are usually engaged in teaching only at the undergraduate level. 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. Faculty take advantage of these opportunities and take the initiative in ensuring their continued competence and growth as teachers and scholars.

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

**Standard C | Indicator 1** Provide evidence that faculty credentials, number of faculty, diversity of faculty educational and professional experience, documented performance, and distribution of full-time and part-time faculty are sufficient to achieve the degree program's outcomes. Note: This evidence may be included in the Program Overview.

Provide evidence that recruitment and hiring processes consider faculty specialization. Note: This evidence may be included in Program Overview.	
[Enter link, narrative, file name, etc.]	
Evidence:	<b>Form 5</b> (Complete and attach)
<b>Standard C   Indicator 2</b>	
Provide evidence that recruitment and hiring processes actively identify persons holding terminal degrees in criminal justice or fields appropriate to criminal justice.	
[Enter link, narrative, file name, etc.]	
Evidence:	Forms 5 and 7
<b>Standard C   Indicator 3</b>	
Provide evidence that recruitment processes are “open and orderly” and that criminal justice faculty participate in the search process for new faculty.	
[Enter link, narrative, file name, etc.]	
<b>Standard C   Indicator 4</b>	
Evidence that each faculty member teaching in the program has at least one graduate degree in criminal justice or a closely related field.	
Evidence:	Forms 5 and 7
<b>Standard C   Indicator 5</b>	
For Bachelors and Masters programs: Evidence that two-thirds of the faculty members hold an earned doctorate in criminal justice or a closely related discipline.	
Evidence:	Forms 5 and 7
<b>Standard C   Indicator 6</b>	
Evidence that full-time faculty teach core courses and at least two-thirds of all courses in the program. The FTE student:faculty ratio should be no higher than 30:1.	
Evidence:	Forms 5 and 7
<b>Standard C   Indicator 7</b>	
Evidence that faculty workload allows adequate time for instruction, advising, and evaluation of students; continue professional growth; participate in scholarship, research, and service. May be addressed in the Program Overview.	



Evidence:	Forms 5 and 7
<b>Standard C   Indicator 8</b> <p>Evidence that graduate teaching assistants are qualified by experience, education, and training AND that they are usually only engaged at the undergraduate level. Evidence of a system and policies for selection, induction, supervision and evaluation of teaching assistants.</p> <p>NOTE: If the program does not employ graduate assistants and has no plans to do so, please write "Not applicable."</p> <p>[Enter link, narrative, file name, etc.]</p>	
<b>Standard C   Indicator 9</b> <p>Evidence that faculty category types (i.e. full-time, part-time, tenured, tenure-track, adjunct, etc.) and responsibilities by type are clearly defined.. Evidence that the program or institution or both provide orientation, oversight, evaluation, and professional development for all faculty regardless of status (full-time, part-time, adjunct, etc.). Evidence that faculty take advantage of these opportunities and demonstrate continued competence and growth as instructors and practitioners or scholars.</p> <p>NOTE: Provide a link to any and all policies, handbooks, or publications that constitute evidence towards this indicator.</p> <p>[Enter link, narrative, file name, etc.]</p>	
<b>Standard C   Indicator 10</b> <p>Evidence that faculty are effective and are regularly evaluated, including at the time of appointment and with regard to retention.</p> <p>NOTE: Provide a link to any and all policies, handbooks, or publications that constitute evidence towards this indicator.</p> <p>[Enter link, narrative, file name, etc.]</p>	

## Standard D: Admission and Articulation

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

<b>Standard D   Indicator 1</b> <p>Evidence of admission, satisfactory performance, and graduation requirements and policies for the program(s). If there are additional requirements for Criminal Justice students, specify and provide evidence.</p> <p>[Enter link, narrative, file name, etc.]</p>
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### **Criteria Specific to Undergraduate Programs**

D.2 Two-year and four-year colleges and universities enter into articulation and joint admission agreements whenever possible to clarify curricular requirements and academic expectations for both parties. Agreements should be based on a process of identifying and aligning equivalencies in course-level outcomes and competencies. Institutions will provide clear guidelines regarding the awarding and acceptance of credits for prior learning. These agreements should reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.

D.3 No credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

D.4 Only credit from regionally accredited institutions of higher education is accepted for transfer into an undergraduate criminal justice program. Academic credit for prior learning including military and police training, can be awarded after a review and assessment of student competency of specific learning outcomes. Prior learning credit may be awarded as course-equivalent credit or as elective credit. Once posted, these credits cannot be removed from the student's transcript.

D.5 No more than 10 percent of an Associate and/or Bachelor's degree is completed through knowledge-based examinations (e.g., CLEP, Dantes). All credit earned through examination is clearly documented on a student's official transcript by specific course designations and numbers, including the source of the credit. Block credits for criminal justice courses are not awarded.

D.6 The institution awards degrees only to those students who have earned at least 25 percent of the credit hours toward the degree through instruction offered by that institution. The institution endorses only those candidates for PCIPP benefits at the *60 plus level* who are enrolled in a baccalaureate degree criminal justice program at the institution; and who have earned at least 25 percent of the *60 plus credit hours* through instruction offered by that institution.

<b>Standard D   Indicator 2</b>
Provide copies of existing, active articulation and joint admission agreements. Provide evidence of how new agreements are prepared and existing agreements are modified. Provide links to policies and/or agreements leading to the award or waiver of credit or payments for credits earned outside of the institution, including credit for prior learning.
[Enter link, narrative, file name, etc.]
<b>Standard D   Indicator 3</b>
Provide a warrant or affirmation that no credit is given for academic work designed to prepare students for college-level work.
[Enter link, narrative, file name, etc.]

<b>Standard D   Indicator 4</b> <p>Evidence that institutional and program policies limit transfer credit to that earned at institutions accredited by US DOE recognized organizations.</p> <p>Evidence of policies and practices related to the evaluation and transcribing of prior learning including military and police training. Evidence or warrant that once such credit is awarded, it is not removed from a student's transcript.</p> <p>[Enter link, narrative, file name, etc.]</p>
<b>Standard D   Indicator 5</b> <p>Evidence or warrant that 1) not more than 10 (ten) percent of the credit for an undergraduate degree is completed via examination such as DANTES or CLEP; 2) all credit earned through examination is clearly labeled with specific course designations and numbers, including the source of the credit; and 3) that block credits for criminal justice courses are not awarded.</p> <p>[Enter link, narrative, file name, etc.]</p>
<b>Standard D   Indicator 6</b> <p>Evidence that the institution requires at least 25% of the degree program to be completed at the institution; and that at the 60-plus level, the institution endorses for PCIPP benefits only those who are enrolled in a bachelor's degree program AND who have earned at least 25% of the 60 plus credit hours through instruction at the institution.</p> <p>[Enter link, narrative, file name, etc.]</p>

***Criterion specific to Graduate programs***

D.7 Only credit from regionally accredited institutions of higher education is accepted for transfer into a graduate criminal justice program and only on a strictly limited basis. No more than six hours of acceptable transfer credit are awarded at the Master's level. There are no waivers of credit.

<b>Standard D   Indicator 7</b> <p>Evidence of graduate transfer policies that conform to the requirements of this criterion.</p> <p>[Enter link, narrative, file name, etc.]</p>
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## Standard E: Resources

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. Facilities are adequate to house the collection and equipment to foster an atmosphere conducive to inquiry, study, and learning among program students, faculty and staff.

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 program's offerings.

<b>Standard E   Indicator 1</b>
Provide the budget for the program and, if applicable, all other criminal justice programs for the current fiscal or budget year and for the most recently completed two fiscal or budget years.
Provide a narrative description of the facilities and equipment available for the program. May be addressed in the Program Overview.
[Enter link, narrative, file name, etc.]
<b>Standard E   Indicator 2</b>
Describe library and information resources available to support the study of Criminal Justice and related fields appropriate to the degree level(s) offered. May be addressed in the Program Overview.
Provide evidence of a Student Use and Technology Policy.
[Enter link, narrative, file name, etc.]

## Standard F: Student Services

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 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 student population and makes provision for responding to them.

<b>Standard F   Indicator 1</b> Narrative response; see also indicators for F.2 and F.3. May be addressed in the Program Overview. [Enter link, narrative, file name, etc.]
<b>Standard F   Indicator 2</b> Please link to the most recent program and/or institutional Student Handbook(s). Provide pointers or a narrative that demonstrates where and how students in the program may access orientation, academic advising, career development and placement, and related services. [Enter link, narrative, file name, etc.]
<b>Standard F   Indicator 3</b> Evidence that the program conducts systematic evaluation of its students in relation to identified "characteristics and learning needs" of all students enrolled. [Enter link, narrative, file name, etc.]

## Standard G: Integrity

- G.1 The criminal justice 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.
- G.2 The program presents itself to students and other members of the interested public by providing information that is complete, accurate, and clear.
- G.3 Appropriate publications, print or electronic, contain:
- Criminal Justice program's mission, objectives, and articulated learning outcomes;
  - Requirements, procedures and policies related to admissions;
  - Requirements and procedures for the awarding of all forms of credit, including credit for prior learning, the transfer of credit earned at other institutions, and other approved methods;
  - Current student fees, charges and refund policies;
  - Rules and regulations for student conduct;
  - Requirements related to attending or withdrawing from the program;
  - Courses currently offered;
  - Policies, procedures, and requirements for the criminal justice degree or other relevant forms of academic recognition.
- G.4 Relevant publications, print or electronic, also include a list of current criminal justice faculty and others teaching in criminal justice, indicating departmental or program affiliation, distinguishing between those who have full- and part-time status, showing degrees held and the institutions granting them.
- G.5 The criminal justice 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 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.

<p><b>Standard G   Indicator 1</b></p> <p>Please provide copies or pointers to all current Criminal Justice program publications, including brochures, posters, web pages, etc. In addition, please provide pointers to all substantial mentions of the program in institutional digital and print publications to demonstrate that there is consistent and updated presentation of the program.</p> <p>Please provide a brief narrative or warrant that confirms the program follows all policies and procedures that ensure its ethical operation. Statements or examples of how and where this happens should be provided or linked as available.</p>
[Enter link, narrative, file name, etc.]
<p><b>Standard G   Indicator 2</b></p> <p>See G.1 indicator.</p>
[Enter link, narrative, file name, etc.]
<p><b>Standard G   Indicator 3</b></p> <p>Provide a document of links or pointers that show where the following are published:</p> <ol style="list-style-type: none"> <li>1) The program's mission, objectives, and learning outcomes.</li> <li>2) Admissions requirements and procedures</li> <li>3) Procedure for the awarding of academic credit.</li> <li>4) Current academic year tuition and required fees, and policy regarding refunds.</li> <li>5) Standards for student conduct, academic progress, and procedures for leave, withdrawal, academic probation, academic suspension, etc.</li> <li>6) The current active course list for the program.</li> </ol>
[Enter link, narrative, file name, etc.]
<p><b>Standard G   Indicator 4</b></p> <p>Provide a link or pointer that shows where the program publishes the current list of all faculty teaching in the program, including departmental or program affiliation, full-time or part-time status, academic title and rank (if relevant), and their earned academic degrees and institution where awarded. If any of the current faculty are on leave, such as sabbatical leave, provide that information as part of the faculty member's information.</p>
[Enter link, narrative, file name, etc.]

**Standard G | Indicator 5**

Ensure the list provided under G.3, No. 6, indicates any active course not available for the current year and when it will be taught again.

**Standard G | Indicator 6**

Provide documentation or pointers to repositories of data and information that address how student learning outcomes are assessed and how assessment information is used for program improvement; how achievements, including employment of both program graduates and program faculty are documented; and placement data for program graduates.

To the extent that program or marketing materials make claims about the program's value, utility to students, ranking relative to other like programs, etc., validated data should be available to substantiate any such claims or representations.

[Enter link, narrative, file name, etc.]

## **Standard H: Branch Campuses, Additional Locations and Other Instructional Sites**

H.1 Criminal justice courses and programs offered at branch campuses, additional locations, and other instructional sites are consistent with the educational objectives of the institution and maintain the same academic standards as courses and programs offered on campus or in more traditional formats.

H.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.

H.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.

H.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.

**Standard H | Indicator 1**

Provide a list or link to documentations or digital listing of current approved instructional sites at which the program is or will be taught.

Describe any variation in how the program is offered, how support and learning resources are provided to students, etc. with an explanation as to how the program and institution ensure these variations are aligned with the program's mission, standards, learning objectives, and quality parameters.

[Enter link, narrative, file name, etc.]

### **Standard H | Indicator 2**

See H.1 Provide evidence from/pointers to student handbooks, websites, etc. that indicate sufficient library and information resources and services are accessible to all students, and that sufficient and appropriate orientation and training are provided for their use.

[Enter link, narrative, file name, etc.]

### **Standard H | Indicator 3**

Evidence of program governance including oversight within the institutional structure, and the roles and responsibilities of program faculty for curriculum, assessment of students, and academic advising and support of students.

[Enter link, narrative, file name, etc.]

### **Standard H | Indicator 4**

For online and hybrid programs or program options only: Evidence that instruction, advising, etc., are conducted under quality standards and best professional practices that are regularly assessed for efficacy and are updated so as to best meet program objectives.

[Enter link, narrative, file name, etc.]



## Standard I: Program Quality and Effectiveness

- I.1 The program undergoes systematic evaluation of all program components and uses the results for program improvement.
- I.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.
- I.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.
- I.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.

<b>Standard I   Indicator 1</b>
Please provide a copy of the program assessment plan or plans for the Criminal Justice program(s) for which the institution is applying.
[Enter link, narrative, file name, etc.]
<b>Standard I   Indicator 2</b>
Indication of where program objectives are taught, how learning outcomes are measured prior to graduation, and the results of such assessment.
[Enter link, narrative, file name, etc.]
<b>Standard I   Indicator 3</b>
Evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes.
[Enter link, narrative, file name, etc.]
<b>Standard I   Indicator 4</b>
Evidence of ongoing program evaluation, including but not limited to, graduate satisfaction with program; employer satisfaction with graduates; retention and graduation rates; and placement rates. Report information from the baseline academic year.
[Enter link, narrative, file name, etc.]

## Form 1A

Undergraduate Program Curriculum  
Insert additional rows as necessary.

Degree Name: \_\_\_\_\_

Criminal Justice Required (Core) Courses (Total courses required = 0)		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
Required Courses in Related Subject Areas (Total courses required = [0])		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
Criminal Justice Elective Courses (Total courses required = [0])		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
No. of General Education Courses and Credit Hours Required = [0]		
Total number of courses required for the major	[0]	
Total number of credit hours required for the major	[0]	
Total credit hours required for degree	[0]	

Prerequisites:

## Form 1B

### Graduate Program Curriculum

Insert additional rows as necessary.

Degree Name: \_\_\_\_\_

Criminal Justice Required (Core) Courses (Total courses required = 0)		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
Required Courses in Related Subject Areas (Total courses required = [0])		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
Criminal Justice Elective Courses (Total courses required = [0])		
Course Number	Course Title	Credit Hours
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
[Course Number]	[Course Title]	[0]
Total number of courses required		[0]
Total number of credit hours required		[0]

Prerequisites:

## Form 2

### Student and Program Learning Outcomes: Criminal Justice Courses

**Instructions:** For *each* core or required criminal justice course in the program, please indicate the **major expected educational outcomes** and **how the attainment of each is assessed**. If this information is covered in course syllabi or program planning documents, you may substitute those documents. (Add additional rows and tables as necessary.)

Number and name of course:	[Course #]	[Course Name]
<b>Expected Educational Outcomes</b>		<b>Assessment Criteria and Method</b> <i>How do the student and instructor know when the competency has been achieved? How is the student's performance evaluated?</i>
[Outcome]		[Criteria]
[Outcome]		[Criteria]
[Outcome]		[Criteria]
[Outcome]		[Criteria]

Name and number of course:	[Course #]	[Course Name]
<b>Expected Educational Outcomes</b>		<b>Assessment Criteria and Method</b> <i>How do the student and instructor know when the competency has been achieved? How is the student's performance evaluated?</i>
[Outcome]		[Criteria]
[Outcome]		[Criteria]
[Outcome]		[Criteria]
[Outcome]		[Criteria]

Name and number of course:	[Course #]	[Course Name]
<b>Expected Educational Outcomes</b>		<b>Assessment Criteria and Method</b> <i>How do the student and instructor know when the competency has been achieved? How is the student's performance evaluated?</i>
[Outcome]		[Criteria]
[Outcome]		[Criteria]
[Outcome]		[Criteria]
[Outcome]		[Criteria]

## Form 3

### Course and Program Content Crosswalk

<b>Course/Content Area</b>	<b>Content Topics (included but not limited to):</b>	<b>Course Numbers and Names</b>	
<b>Administration of Justice</b>	(Contemporary criminal justice system, major systems of social control and their policies and practices; victimology; juvenile justice)	[Course #]	[Course Name]
		[Course #]	[Course Name]
<b>Corrections</b>	<i>(History, theory, practice and legal environment, development of correctional philosophy, incarceration, diversions, community-based corrections, treatment of offenders)</i>	[Course #]	[Course Name]
		[Course #]	[Course Name]
<b>Criminology</b>	<i>(The nature and causes of crime, typologies, offenders, and victims)</i>	[Course #]	[Course Name]
		[Course #]	[Course Name]
<b>Criminal Law</b>	(Criminal law, criminal procedures, prosecution, defense, and court procedures and decision-making)	[Course #]	[Course Name]
		[Course #]	[Course Name]
<b>Ethics</b>	(Issues of ethics in criminal justice)	[Course #]	[Course Name]
		[Course #]	[Course Name]
<b>Policing</b>	(History, theory, practice and legal environment, police organization, discretion, and subculture)	[Course #]	[Course Name]
		[Course #]	[Course Name]
<b>Research and Analytic Methods</b>	(Quantitative - including statistics - and qualitative methods for conducting and analyzing criminal justice research)	[Course #]	[Course Name]
		[Course #]	[Course Name]

## Form 4

### Undergraduate Student Learning and Performance Outcomes: General Education Course

<b>Criminal Justice Program Objectives</b>	<b>Outcome</b> (Performance/knowledge expectations for program graduates)	<b>Number and name of course(s)</b> where content is covered	
<b>Development of Critical Thinking</b>	[Outcome]	[Course #]	[Course Name]
<b>Communication Skills</b>	[Outcome]:	[Course #]	[Course Name]
<b>Technology and Computing Skills</b>	[Outcome]	[Course #]	[Course Name]
<b>Quantitative Reasoning</b>	[Outcome]	[Course #]	[Course Name]
<b>Ethical Decision-Making</b>	[Outcome]	[Course #]	[Course Name]
<b>Understanding of Diversity</b>	[Outcome]	[Course #]	[Course Name]
<b>[Other]</b>	[Outcome]	[Course #]	[Course Name]

## Form 5

Summary of Faculty Teaching in Criminal Justice Program							
Please list full-time faculty first, alphabetically by last name. Add additional rows as necessary. This information pertains to the Baseline Year							
Name of faculty member (Name, Degree, Field, Title)	Check if Tenured	Courses Taught Put (C) to indicate core course. Put (OL) next to any course currently taught online.	Number of sections	Division of College of Employment	Full- or Part-time in Program	Full- or part-time in other department or program (Please specify)	Sites where individual teaches CJ courses
<b>Example:</b>							
Apple, Thomas Ph.D. in Criminal Justice Assistant Professor	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <li>• Intro to CJ (C,OL)</li> <li>• Criminology (C)</li> <li>• Research Methods (C)</li> </ul>	(2) (3) (3)	Evening	Full-time	No	<ul style="list-style-type: none"> <li>• Main Campus</li> <li>• Quincy campus</li> </ul>
[Last Name, First Name] [Title] [Degree and Field] [Institution]	<input type="checkbox"/>	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes, specification.]	• [Site]
[Last Name, First Name] [Degree and Field] [Title]	<input type="checkbox"/>	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes, specification.]	• [Site]
[Last Name, First Name] [Degree and Field] [Title]	<input type="checkbox"/>	• [Course]	[0]	[Division]	[Full/Part-Time]	[Yes/No] [If yes, specification.]	• [Site]

For each faculty member: Please attach a professional curriculum vitae. If necessary, the form below may be used (one per faculty member).

**Application to Participate in the Police Career Incentive Pay Program (PCIPP)**  
**Faculty Professional Qualifications and Experience**

Name:	[Name]
Title:	[Title]

**Educational Background:**

Degree and Year	Institution	Field of Study
[Degree] [Year]	[Institution]	[Field]
[Degree] [Year]	[Institution]	[Field]
[Degree] [Year]	[Institution]	[Field]

**Professional Background:**

Years of Employment	Place of Employment	Title
[Years]	[Place]	[Title]
[Years]	[Place]	[Title]
[Years]	[Place]	[Title]
[Years]	[Place]	[Title]

Describe area of specialized competence as indicated by research, professional experience and teaching assignments.

[Description]
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*Optional:* Describe any related additional experiences outside academia and professional development activities in which you have been engaged in the past five years.

[Description]
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## Form 6

### Standard C Calculating Full-Time Faculty/FTE Criminal Justice Majors

- Identify the declared undergraduate criminal justice majors (full and part-time) enrolled for the past two years.
- Determine the total number of credits all CJ majors have taken in Criminal Justice courses during each of the past two years.
- Total the credits and divide the number of total credits by 60 (assuming 15 credits per semester = 1 FTE). This will give you the average number of FTE majors you have had over the past two years.
- Divide the average number of FTE majors by 30 to determine the number of full-time Criminal Justice faculty needed to meet the *Standard*. Round up to the next whole number.

	AY ____	AY ____	Total
Number of CJ majors	0	0	0
Number of CJ credits	0	0	0
Credits / 60 = X			X = 0
X / 30 =			X/30 = 0

## Form 7

### Criminal Justice Program Enrollment by Instructional Site

**Instructions:** Begin with the fall semester or first term of the most recently completed academic year, fill in enrollment information by semester/term through the current and projected into the next academic year (three years total). Enrollment is by instructional location. Add additional sites and pages as needed.

Name of Site: (Enter Site Name Here)				
Semester or Term	Full-time Headcount	Part-time Headcount	Total CJ Credits	FTE
	0	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]

Name of Site: (Enter Site Name Here)				
Semester	Full-time Headcount	Part-time Headcount	Total CJ Credits	FTE
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]

Name of Site: (Enter Site Name Here)				
Semester	Full-time Headcount	Part-time Headcount	Total CJ Credits	FTE
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]
	[0]	[0]	[0]	[0]