FORENSIC SCIENCE EDUCATION PROGRAMS ACCREDITATION COMMISSION (FEPAC)
(Revised 02/20/2017)

GUIDANCE ON PREPARING THE FEPAC Self-Study

INTRODUCTION

A forensic science program seeking FEPAC accreditation or re-accreditation must submit a FEPAC Self-Study; if the self-study is approved, an on-site evaluation is scheduled. One of the purposes of the visit conducted by the FEPAC evaluation team is to verify the contents of the program's self-study. This document provides specific instructions on how to prepare the FEPAC Self-Study.

The applicant program must conduct an in-depth evaluation of its compliance with FEPAC's accreditation standards.   Discussion of the strengths and weaknesses of the program with respect to a standard should use both qualitative and quantitative assessments. All aspects of the educational program, including the curriculum and the program's success with respect to student achievement, faculty, academic and student support services, resources, facilities, and administration, must be reviewed and documented to support compliance with the standard. The FEPAC Self-Study should involve discussion with all the program's relevant constituencies, for example, administrators, faculty members, field supervisors, practicum coordinators, associated laboratories devoted to forensic science casework, students, and graduates. Other constituencies may also play a role, for example, program advisory committees, employers of graduates, and forensic science practitioners, among others.

GENERAL INSTRUCTIONS

The FEPAC Self-Study should be clear and concise. An individual unfamiliar with the program must be able to understand the program's operation, the learning experiences provided, and the program's assessment of its effectiveness in educating students. In addition, the Self-Study should convey any programmatic emphasis in a particular forensic discipline(s) so the expertise of the on-site evaluation team can be appropriately matched to the applicant.

Programs should minimize the burden of preparing a FEPAC Self-Study. Use *existing* institutional or departmental data, materials, reports, studies, and policies, as documentation; if the information is on-line, URL links are acceptable. Cite documentation once and then cross-reference.

The FEPAC Self-Study online will incorporate course information included in the program's initial application. The Self-Study is divided into two primary sections. They are:

- Standard 3.1 through Standard 3.10B are general standards for all programs.

- Standard 4.1 through Standard 4.2 are Standards for undergraduate programs. Programs will be directed to this section when the institution is seeking accreditation for a baccalaureate forensic science program.

- Standard 5.1 through Standard 5.3 are Standards for graduate programs. Programs will be directed to this section if the institution is seeking accreditation for a masters forensic science program.

In general, within the program response (narrative), a program is expected to describe how it meets each Standard. All supporting documentation should be uploaded where indicated within the Standard.

PROGRAM INFORMATION

SECTION 1 – GENERAL STANDARDS FOR ALL PROGRAMS

(Note: Section 1 is to be completed by both undergraduate and graduate programs.)

Standard 3.1 Eligibility

State the name of the institutional accrediting agency that accredits the institution.

List all the degrees (and certificates, if any) awarded upon successful completion of the forensic science program. The title of the degree should be the same as the degree printed on the diploma or certificate awarded.

Indicate the year the forensic science program was started. Note: the program must have graduated two classes; indicate when the second class graduated.

The following is intended to clarify paragraph 2 of Standard 3.1 pertaining to concentrations.

a.   Degree programs may have more than one pathway to completion, permitting students to focus on a sub-discipline within the degree. These pathways may be called concentrations, tracks, emphases, specializations, certificates, etc. FEPAC refers to any such sub-disciplinary pathway as a "concentration."
Concentrations must be structured in accordance with the institution's academic rules and regulations. FEPAC expects programs to cite (and show appropriate links to) such regulations as part of the description of any concentrations under Standards 41 or 5.2.

b.   FEPAC will treat degree programs having concentrations as a single entity for purposes of accreditation, unless the program *explicitly excludes* a concentration from consideration for accreditation. Under circumstances where one or more concentrations have been excluded and the program has received accreditation, the program must clearly distinguish in its publicity and advertising the concentrations within the degree are FEPAC accredited. If a program with concentrations submits an application for accreditation, and does not exclude any concentrations from consideration, all concentrations must meet the standards for accreditation to be successful.

c.   Only concentrations offered as part of accredited programs at an institution are eligible for FEPAC accreditation. Concentrations offered as independent certificate programs, where students with degrees from other institutions may earn the certificate by completing the prescribed courses, are not eligible for accreditation. Thus, a "certificate" program meeting the above definition of a concentration, and offered as part of an institution's accredited program, could be accredited. The "certificate" program offered as a stand-alone cannot be accredited. Institutions in which such a situation prevails are required to be clear in their advertisement and publicity about this distinction.

d.   If an accredited degree program starts a new concentration within its accredited degree program, a full description of that new concentration (and syllabi for new courses, if applicable), including how it fits together with the existing program and concentrations, must be submitted to FEPAC. This notification should be in the form of a "substantive change" notification, and should be included in the program's next annual report. Depending on the scope and complexity of the change, FEPAC may, at its discretion:

(1) notify the program the new concentration is approved (unconditionally or conditionally), and thus included within the existing accreditation; or

(2) give the program a choice between

(a) requiring a site visit as soon as practicably possible, and before approval of the new concentration is considered; or

(b) advise the program to include the new concentration in its next regularly scheduled re-accreditation self-study.

Until the new concentration has been reviewed and accredited by FEPAC, the program must clearly distinguish in its publicity and advertising that the new concentration is not FEPAC accredited.

Supporting Documentation for Standard 3.1:

- *Provide references to or copies of any institutional accreditation documentation.*

Standard 3.2 Mission, Goals, and Objectives

Describe the program's mission, goals, and objectives. These should be consistent with those of the institution and the administrative unit housing the program. Read the Standard language carefully. There are specific, delineated requirements. At least one measure of student achievement must be listed on the program's website. The measure(s) to be placed on the website are determined by the institution or program and should be updated annually. The measures of student performance listed on the program's website must also be listed on the annual report to FEPAC. Do not neglect to select a measure of student performance and publish it on your web site. This requirement is also relevant to Standard 3.6.

Supporting Documentation for Standard 3.2:
- *Copies of institutional and program mission statements*

Standard 3.3 Planning and Evaluation

Describe the process the program uses to evaluate and monitor its overall efforts to fulfill its mission, goals, and objectives. Also describe the specific processes the program uses to, (1) evaluate student performance in a capstone experience, (2) gather information from graduates, and (3) perform post-graduate assessment. Indicate how long the program has been using these different types of evaluation processes.

Describe how the program uses the results of these evaluation activities to modify the curriculum and to improve the quality of the program. Give an example of a recent change to the program that resulted directly from one of these evaluation activities. Describe the process the program uses for both long- and short-term planning. Describe who is involved in planning, how changes in the field of forensic science are taken into account in the program's planning activities, etc.

What do the results of the assessment show about the quality and thoroughness of the program's evaluation activities? What do they reveal about specific strengths and weaknesses of those activities? What do the results show about the extent to which the program complies with Standard 3.3?

Assess the effectiveness of the program's planning processes. Are all of the program's relevant constituencies (faculty, students, graduates, employers, others) involved in the planning process? What (if any) significant changes is the program considering as a result of its planning activities?

The Standard should not be construed to mean FEPAC requires the use of the Forensic Science Assessmdent Test (FSAT). Rather, FSAT is one example of an evaluation of involving the student's

capstone experience.

Summarize the program's plans to address any concerns identified in the analysis or plans for future changes and improvement.

Briefly describe the process the program uses to evaluate whether students who complete the program have developed a basic foundation in the forensic sciences necessary for success in a modern crime laboratory.

Describe and expound upon the capstone experience students are required to complete.

Describe the measures the program uses to document the record of student performance (e.g., degree completion rates, job placement rates, or other measures). Simply recounting degree completion rates is not considered an adequate response.

Provide the results of the program's various evaluation activities related to the assessment of student achievement. Use tables, graphs, or other means to display the data, as appropriate. Where data are available, show trends over the last 5 years. What do the results of the program's various evaluation activities show about the quality of the program? What do they reveal about specific strengths and weaknesses of the program? What do the results show about the program's compliance with Standard 3.3?

At least one measure of student achievement must be listed on the program's website. The measure(s) to be placed on the website are determined by the institution or program and should be updated annually.

If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

<u>*Supporting Documentation for Standard 3.3*</u>*:*
- *Data on completion rates, job placement rates, or other measures the program uses to document the record of student achievement*

- *Data on exit or other surveys of graduates, and any other measures the program uses to gather information from graduates*

- *An analysis of the results of students' performance in their capstone experience*

- *A link to the web page where the program has posted its measure(s) of student achievement.*

- *Copies of institutional and program mission statements*

- *Copies of all instruments or surveys used to collect the evaluation data*

- *A copy of any internal or external review conducted of the program in the last 5 years*

- *A copy of the program's evaluation plan*

- *Copies of any strategic plans or other planning documents the program uses*

NOTE: The Family Educational Rights and Privacy Act (FERPA) exempts accrediting organizations in order to carry out their accrediting functions. (*ref. Legislative History of Major FERPA Provisions*).
Standard 3.4 <u>Institutional Support</u>

Describe the financial resources the institution makes available to the program.

Evaluate the financial resources available to the program in comparison to those available to other natural science programs at the institution.

Describe the physical facilities available to the program, including classrooms, laboratories, and any

other facilities the program routinely uses.

Describe the instructional and academic support services available to the program, including the library, learning center, computer center, and other major academic support services.

Evaluate the adequacy of the institution's support for the program, including the financial resources, the facilities, and the various instructional and academic support services available to the program.

What do the results of these evaluations reveal about the institution's support for the program? What do they reveal in terms of specific strengths and weaknesses of that support? What do the results show about the extent to which the program complies with Standard 3.3?

If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

Supporting Documentation for Standard 3.4:
- *A copy of the program's budget for the last two years*
- *A list of the major equipment available to the program*
- *A list of the principal library holdings/ resources that support the program*

Standard 3.5 Faculty

Describe the size and composition of the current faculty, how the faculty has changed in the last five years. Provide full-time or part-time status of faculty, academic rank, and tenure track status.

Describe the process the program uses to evaluate the effectiveness of the faculty in supporting the program's mission, goals, and objectives. Describe any changes made recently as a result of such an evaluation of faculty effectiveness.

Describe the process the program uses to ensure that part-time faculty are knowledgeable about the program's mission, goals, and objectives and work in concert with full-time faculty to accomplish the mission, goals, and objectives.

Describe the resources available for faculty development and the policies that govern faculty development. Give examples of recent faculty development activities that support the forensic science program.

Evaluate the effectiveness of the faculty in implementing the instructional program, taking into account their education and experience, their specific forensic science experience, and their number. What do the results of the evaluation reveal about specific strengths and weaknesses of the faculty? What do the results show about the extent to which the program complies with the Standard?

This standard requires that at least 50% of the full-time faculty (FTF) in forensic sciences have an appropriate doctoral degree, and that at least 50% of the forensic-science credit hours (4.1.1c and 4.1.1d; and 5.2.1) be taught by FTF. Note that these requirements apply separately to each degree program offered.

If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

Supporting Documentation for Standard 3.5:
- *The list of all faculty teaching in the forensic science program was provided by the program in the initial application process. The information will be incorporated into the self-study and will provide, for each faculty member on the list, the individual's rank, the highest degree that person has earned and his/her field of study, and whether the faculty member is full-time or part-time. In addition to this, please indicate when the faculty member joined the faculty, and the courses the faculty member is assigned to teach.*

- *The curriculum vitae for all full-time faculty members teaching in the forensic science program were provided during the application process.*

- *Provide copies (or a description) of the policies and procedures used to recruit, appoint, and promote qualified faculty, to evaluate the competence and performance of faculty, and to support their professional development and advancement.*

Standard 3.6 <u>Recruiting and Admissions Practices, Academic Calendars, Catalogs, Publications, Grading and Advertising</u>

Describe the policies, procedures, and criteria the program uses to recruit students. Also, describe the types of information the program routinely provides to prospective students, including information about possible background checks and discipline-specific employment guidelines. Describe how the program informs students about academic policies required coursework, degree requirements, grading policies, satisfactory academic progress, and the academic calendar.

Evaluate the effectiveness of the program's admissions policies and procedures, especially the program's effectiveness in locating and selecting qualified students who have the intellectual and educational prerequisites to complete the program. Do the results show the program's compliance with Standard 3.6?

If the program has plans for enhancement or remediation. Describe them. Summarize the program's plans to address any concerns identified in the analysis.

<u>*Supporting Documentation for Standard 3.6*</u>*:*
- *Copies of the current catalog, student handbook, and any other key documents the institution/program uses to convey information to students about academic policies and procedures*

- *Copies of any materials specific to forensic science that the program routinely provides to students (e.g., bulletin, prospectus)*

- *Note that the Standard* requires *that you notify potential applicants and newly matriculating students about the possibility of background investigations for forensic-science employment and the implications of this possibility*

Standard 3.7 <u>Student Support Services</u>

Describe the types of student support services available to the program (e.g., mentoring, academic advising, career advising, and placement services). Also describe any special support services the program provides to forensic science students (e.g., a special orientation program for forensic science students or special faculty advising).

Evaluate the adequacy of the student support services available to the program. Are the services adequate for the size and scope of the program?

Evaluate the success of the program in providing an environment and culture congruent with professional standards and behaviors.

What do the results of these evaluations reveal in terms of strengths or weaknesses of the student support services? Do the results show compliance with Standard 3.6?

If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

Supporting Documentation for Standard 3.7:

- *A copy of any brochures, pamphlets, or other material (e.g., links to appropriate web pages) the program provides students as part of its academic advising, career advising, or other student support activity*

- *Be cognizant of the Family Education Righyd and Privacy Act (FERPA) requirements when providing supporting documentation.*

Standard 3.8 Record of Student Complaints

Describe the institution's or program's procedure for handling student complaints. Also, describe the process the program uses to keep a record of student complaints.

How many complaints have there been against the forensic science program in the last five years? Include all complaints about the curriculum, a faculty member, or some other aspect of the program. How were the complaints handled? What does the record of student complaints reveal about the quality of the program? Does the record reveal any systemic weaknesses or other matters that the program needs to address?

If program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

Supporting Documentation for Standard 3.8:

- *The record of all student complaints within the last five years. (Note: This documentation does not need to be submitted with the self-study, but it does need to be made available to the on-site evaluation team during site visit. The documents may be anonymous to shield the complainants' identities*

- *A copy of the institution's or program's policy on handling student complaints*

NOTE: FERPA exempts accrediting organizations in order to carry out their accrediting functions. (*ref. Legislative History of Major FERPA Provisions*).

Standard 3.9 Distance Learning and Other Alternative Delivery Mechanisms

Describe which (if any) components of the forensic science program a student may complete via distance learning or an alternative delivery mechanism.

If there is a distance-learning component to the forensic science program, describe how the program provides appropriate laboratory experience for distance learners.

How does the curriculum differ from that used in a traditional setting (i.e., professor and students in the same place [classroom/lab] at the same time?

What is the nature of the content delivery?

How does the program ensure that students taking forensic science courses via distance learning or an alternative delivery mechanism acquire the same (or equivalent) education in forensic science that students enrolled in a campus-based program acquire? How satisfied are students with the program's approach to distance learning and alternative methods for educational delivery? Include explanation and/or clarification on faculty-student interaction, advising, and tests/exams/evaluation. Summarize the program's efforts to address the equivalence of education and student satisfaction for distance education or other alternative methods of delivery.

Supporting Documentation for Standard 3.9:

- *A list of all courses offered through distance learning, together with enrollment figures and syllabi*

for each course for the past five years

Standard 3.10 <u>Professional Involvement</u>

Describe any services the program provides to the forensic science profession and community. List any means the program may have for sharing the program's professional knowledge. Describe the nature of the relationship. Describe how any services provided contribute to program success.

Describe and evaluate the effectiveness of the program's working relationship with the forensic science community in providing opportunities for faculty and students both to contribute to the advancement of the field of forensic science, and also to maintain program currency and credibility with practitioners and forensic science laboratory administrators. What contributions, if any, do the faculty make to peer review journals, to the organization of regional or national meetings, or to activities such as grant application reviewing, authoring/reviewing forensic science texts, etc.

Emphasis here should be on services provided (if any), and involvement with non-forensic professional scientific organizations and entities (such as the American Chemical Society) or with the community.   What are the strengths and weaknesses of the program's professional involvement with the forensic science community? Do the results of the program's evaluation of these efforts show the program's compliance with Standard <u>3.10</u>?

If the program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

<u>Supporting Documentation for Standard 3.10</u>:
- *Provide copies of documentation demonstrating the program's professional involvement*

Standard 3.10a <u>Interaction with Forensic Science Laboratories</u>
Describe the relationship(s) the program maintains with operational laboratories. List all operational forensic science laboratories with which the program has a formal relationship. Is there a formal MOU?

Evaluate the effectiveness of the program's working relationship with the forensic science laboratory(-ies) and its (their) administrators. What are the strengths and weaknesses of the program's relationship(s)? What do the results of the program's evaluation of these efforts reveal about compliance with Standard 3.10a?

If program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

<u>Supporting Documentation for Standard 3.10a</u>:
- *Provide copies of any documentation demonstrating the agreement relationship between the program and laboratories.*

Standard 3.10b <u>Interaction with Forensic Science Organizations</u>

Describe any services the program provides to forensic science professional organizations and/or the forensic-science community. List all forensic science organizations with which the program or its faculty or students is involved. Describe the nature of the involvement and relationship. Do faculty and/or students attend national and/or regional meetings? Do faculty and/or students participate in the meetings?

Evaluate the effectiveness of the program's relationship with the forensic science organizations in providing opportunities for both faculty and students to contribute to the advancement of the field of forensic science. What are the strengths and weaknesses of the program's professional involvement with the forensic science organizations?   What do the results of the program's evaluation of these

efforts reveal about the program's compliance with Standard 3.10b?

If program has plans for enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

<u>*Supporting Documentation for Standard 3.10b*</u>*:*
- *Provide documentation demonstrating the relationship between the program and forensic science organizations.*

- *Provide copies of or links to presentations given at forensic science professional meetings, and include any meeting materials that indicate participation by individuals associated with the program.*

SECTION 2 – STANDARDS FOR UNDERGRADUATE PROGRAM

4.0 UNDERGRADUATE PROGRAM STANDARDS

Standard 4.1 – Curriculum

Note for Standard 4.1 – No course may be used to satisfy more than one of the standards in 4.1.1a-d or standards 4.1.2a-e. Refer to the initial application submitted for course and topic information. This information will be incorporated into the self-study at submission and a PDF will be generated containing the tables and program narrative.

Standard 4.1.1 - General Curriculum Requirements for Forensic Science Programs

The concise description of the undergraduate forensic science curriculum, outlining the courses students take in each of their four years. If there are different majors, concentrations, or forensic discipline tracks within a major, be sure to provide a description of each major, concentration, and/or track. Note that you have the option of submitting all or some of your majors, concentrations, or discipline tracks for accreditation consideration. Clearly indicate if any of these are NOT being submitted for accreditation consideration. A program submitted for accreditation consideration must meet the eligibility requirements specified in Standard 3.1.

The curriculum must cover the topics shown listed in the Standard. These topics were identified during the application process and will be imported into the self-study.

Discuss how the curriculum is designed to allow students to obtain the knowledge, skills, and abilities listed in the Standard 4.1.1 topics.

Evaluate the effectiveness of the curriculum in providing students with the knowledge, skills, and abilities listed in the Standard 4.1.1 topics. If the program has plans for changes, enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified in the analysis.

Supporting Documentation Recommended for Standard 4.1.1:
- *The program provided the table showing the required courses for each undergraduate major, and concentrations (if any), reported in credit hours during the application process. The table will be imported into the self-study upon submission of the self-study.*

Standard 4.1.1a-d Specific Curriculum Requirements

4.1.1a Natural Science Core Courses

For each undergraduate major, and/or concentration, the list the natural science core courses students are required to take (both course number and course title) and the number of semester credit hours for each course was provided through the application process. The list will be incorporated into the self-study upon submission of the self-study. The list should demonstrate that the curriculum contains the minimum number of semester hours of each subject specified by the standard, and laboratory component as required. In the narrative, provide a description of the courses and at what level students are required to complete the courses. Separate concentrations, if any, should be presented separately for clarity.

If the program has plans for changes, enhancement or remediation, describe them.

Supporting Documentation for Standard 4.1.1a:
- *Links to or copies of course syllabi for all courses the program lists for this standard*

4.1.1b <u>Specialized Science Courses</u>

Note for Standard 4.1.1b – More advanced course work is customarily taken after the sophomore year; however, if any specialized science courses noted below, or presented in the Self-Study, have University/College numbering sequences unique to the institution, please note and provide adequate explanation and documentation. Any course number at a 100 level or lower may be perceived to be an introductory course, and thus not qualified as a specialized science course.

The list the additional specialized science courses students are required to take (both course number and course title) the number of semester credit hours for each course, and whether the course has a laboratory component was provided in the initial application. The list will be incorporated into the self-study upon submission of the Self-Study.

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns related to compliance.

Supporting Documentation Recommended for Standard 4.1.1b:
- *Links for or course syllabi for all courses the program lists for this standard*

4.1.1c <u>Forensic Science Courses</u>

The list for each undergraduate major, or concentration (if any), and the list the forensic science coursework students are required to take (both course number and course title) that cover each of the requirements cited in this standard was provided in the initial application. The list will be incorporated into the Self-Study upon submission of the Self-Study.

Use the table template in Self Study Form 5.2 to present this information. Use the "A and/or B" column to indicate that the course is counted toward the 15 semester hour total and/or toward the 9 semester hours total within the 15. Do not include in the list any courses that are listed under 4.1.1b or 4.1.1d.

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns relative to compliance with this standard.

Supporting Documentation Recommended for Standard 4.1.1c:
- *Links for course syllabi for all courses the program lists for this standard*

4.1.1d <u>Additional Courses</u>

Note for standard 4.1.1d – The 19 additional semester hours will include courses that provide greater depth in forensic science or areas closely related to the program's principal focus, generally at an advanced, upper level.

*The list of additional courses students are **required** to take, involving forensic chemistry, forensic biology, physical methods, or microscopy, semester hours, if the course has a laboratory component, and the applicable concentration was provide in the initial application. The list will be incorporated into the self-study upon submission of the Self-Study.*

As stated explicitly in the Self-Study document, this group of courses is intended to provide depth to the program with upper division courses that students would not otherwise be required to take.

Generally, 100-level courses should not be listed here. For example, think in terms of advanced molecular biology courses for a forensic biology concentration or advanced chemistry / instrumental analysis courses for a forensic chemistry concentration. Courses that purport to add breadth but no depth (such as forensic anthropology, forensic pathology, criminal justice, law) will generally not meet the requirements of this standard.

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>Supporting Documentation for Standard 4.1.1d</u>:
- *Links for or course syllabi for all courses the program lists for this standard*

Standard 4.1.2a-d Computer and Information Technology Forensic Science

4.1.2 <u>General Baccalaureate Curriculum Requirements for Digital Evidence Programs</u>

For each undergraduate major, concentration, and/or track within a major, the list the computer science and information technology core courses students are required to take (both course number and course title) and the number of semester credit hours for each course was provided in the initial application process. The list will be incorporated into the self-study upon submission of the Self-Study.

Note that you have the option of submitting all or some of your majors, concentrations, or discipline tracks for accreditation consideration. Clearly indicate if any of these are NOT being submitted for accreditation consideration. A program submitted for accreditation consideration must lead to an appropriate bachelor's degree, and the program shall ensure that its curriculum is adequate to prepare students for specialization in sub-disciplines of digital forensic science such as network forensics, audio and video forensics, mobile device forensics, anti-forensics, or malware analysis. The list should demonstrate that the curriculum contains the minimum number of semester hours of each subject specified by the standard, and laboratory component as required.

Discuss how the curriculum is designed to allow students to obtain the knowledge, skills, and abilities listed in the Standard 4.1.2 topics.

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>Supporting Documentation Recommended for Standard 4.1.2a</u>:
- *Links for course syllabi for all courses the program lists for this standard*

4.1.2a <u>Natural Science Core Courses</u>

The list for each undergraduate major, concentration, and/or track within a major, and list the computing and information science and technology core courses students are required to take (both course number and course title) and the number of semester credit hours for each course was provided through the application process. The list will be incorporated into the self-study upon submission of the Self-Study. Demonstrate that the program meets the credit hour coursework minimum.

Note: If the program's curriculum does not meet all of the requirements in 4.1.2a, but the program believes it has a reasonable rationale for the variance, the program should provide that rationale.

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>Supporting Documentation for Standard 4.1.2a</u>:
- *Links for course syllabi for all courses the program lists for this standard*

4.1.2b Computer Science Courses

The list for each undergraduate major, concentration, and/or track within a major, th list of computer programing coursework (at least 3 semester hours), and the list of courses involving the required topics (at least 6 semester hours) students are required to take (both course number and course title) and the number of semester credit hours for each course was provided in the initial application process. The list will be incorporated into the self-study upon submission of the Self-Study. Do not include in the list any courses that are listed under 4.1.2a or 4.1.2c.

*This standard requires that the following **topics** are covered: computer organization and architecture, file systems and operating systems, computer networking, information assurance/network security, data structure/database design, web or mobile application design and development, and microelectronic circuits. It further requires **courses** in computer programming.*

Note: If the program's curriculum does not meet all of the requirements in 4.1.2b but the program believes it has a reasonable rationale for the variance, the program should provide that rationale.

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 4.1.2b:
- *Links for course syllabi for all courses the program lists for this standard*

4.1.2c Specialized Digital Forensic Science Courses

The list of required digital forensic science coursework (a minimum of 6 semester hours) students are required to take was provided during the application process. The list will be incorporated into the self-study upon submission of the Self-Study. Topics covered are acquisition of data, network/live forensic analysis, and exploitation of mobile devices. Briefly describe how the program meets the standard and discuss its strengths and weaknesses.

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 4.1.2c:
- *Links for course syllabi for all courses the program lists for this standard*

4.1.2d Capstone Event

The list of required cousework (a minimum of 6 semester hours) students are required to take leading to the capstone experience was provided during the application process. The list will be incorporated into the self-study upon submission of the Self-Study. Briefly describe the capstone presentation, publication, or similar scholarly event and how that experience meets the standard.

If the program has plans for change, enhancement, or remediation, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 4.1.2d:
- *Links for course syllabi for all courses the program lists for this standard*

Standard 4.2 Program Director

Note: This standard applies to both the Forensic Science and Computer Forensic programs.

Describe the program director's qualifications for the position, including his/her educational background, teaching and professional experience, and research and scholarly activities. Also describe the program director's time commitment to the program. Insure that the Program Director meets the criteria stated in the standard, including holding a degree appropriate for forensic science, either practitioner or academic experience for the specified amount of time, and management experience adequate to the program director's duties.

Supporting Documentation for Standard 4.2:
- *An up-to-date copy of the curriculum vitae or résumé of the program director*
- *A copy of the job description for the program director*

SECTION 3 – STANDARDS FOR GRADUATE PROGRAM

5.0 GRADUATE PROGRAM STANDARDS

Standard 5.1 Graduate Admission Requirements

Describe the requirements for admission to a graduate program at the institution. Describe any special requirements for admission to the graduate forensic science program. Also describe the system the program uses to make sure that students have the requisite science and mathematics for success in the graduate program. Does the program control admissions?

Evaluate the effectiveness of the admissions requirements in attracting qualified students to the program, and admitting students who are a good fit with the program. Are there any indications that the requirements are inadequate (e.g., excessive drop-out rate, a high rate of academic failures, etc.)?

How are prospective students informed about potential background investigations, drug tests, polygraph, and other pre-employment strategies sometimes used by law enforcement agencies?

If the program has plans for change, enhancement or remediation, describe them. Summarize the program's plans to address any concerns identified relevant to compliance with this standard.

Supporting Documentation for Standard 5.1:
* *Institution and program admission policies*

Standard 5.2 Curriculum

Standard 5.2.1 General Curricular Requirements for Forensic Science Programs

Provide a general description of the graduate forensic science curriculum, outlining the courses students take in each year of the program. If there are different majors or concentrations within a major, be sure to provide a description of each major, concentration. In addition, if the program overall emphasizes a particular forensic discipline, please indicate that fact. If there are multiple concentrations, etc., you can select which ones are being submitted for accreditation consideration. Clearly indicate any such concentrations that are NOT being submitted for consideration.

Describe how the program ensures that the graduate forensic science curriculum is coherent, develops an understanding of forensic science, teaches basic forensic science concepts and problem solving, and is oriented to professional values, concepts and ethics.

Discuss how the curriculum is designed to allow students to obtain the knowledge, skills, and abilities listed in Standard 5.2.1

If the program has plans for change, describe them.

Supporting Documentation for Standard 5.2.1:
* *The table showing the required courses for each graduate degree program, and for each concentration(if any),in forensic science degree programs was provided during the application process. The list will be incorporated into the self-study upon submission of the Self-Study.*

Note for Standard 5.2.1 – The curriculum may offer elective courses but students must be required to take courses covering all the required topics in this standard and it subsections. The specified courses are to be at an advanced level. Where specific courses are addressed in this standard and

Standard 5.2.1a-d <u>Specific Topic Requirements within the Curriculum</u>

5.2.1a <u>Core Forensic Science Topics</u>

The listof courses covering the enumerated forensic scienc topics for each graduate degree program, and concentration (if applicable), was provided through the application process. The list will be incorporated into the self-study upon submission of the Self-Study. NOTE that the standard refers to *instructional* hours or coverage. Thus, show how many instructional hours within any listed course are devoted to each topic. It is understood that the topics listed in the standard may be taught in more than one course. Typically, a "one semester hour" course presented over 15 weeks has 15 instructional hours. For laboratory or laboratory/discussion courses, the ratio may deviate from one-to-one. A "one semester hour" lab-discussion course presented over 15 weeks might have 30 instructional hours, for example. If the ratio is anything other than one-to-one, please explain your system.

If the program has plans for changes, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>Supporting Documentation for Standard 5.2.1a</u>:
* *Links for course syllabi for all courses the program lists for this standard*

5.2.1b <u>Courses in Specialized Areas</u>

The list of the specialized science courses students are required to take *(both course number and course title) was provided during the application process. The list will be incorporated into the self-study upon submission of the Self-Study. If the program does not have any concentrations, so indicate. The specialized courses should conform with any program concentrations. If the program has no concentrations, list specialized courses available to students as electives.*

If the program has plans for changes, describe them.. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>Supporting Documentation for Standard 5.2.1b</u>:
* *Links for or course syllabi for all courses the program lists for this standard*

5.2.1c <u>Graduate Seminar</u>

Describe the required graduate seminar course or program. (The seminar program could be part of another course, but it must be a credit course). How often does it meet? What types of people are invited to speak at these seminars? What topics are typically discussed in these seminars?

If the program has plans for changes, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>Supporting Documentation for Standard 5.2.1c</u>:
* *A list of seminar topics and seminar speakers or syllabi for the seminar course for the last two years*

5.2.1d <u>Research</u>

Describe the nature of the independent research project required of each student. Indicate if the project is a thesis or other written report. Indicate the type of public forum used to present and evaluate the project with the research committee present.

If the program has plans for change, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation for Standard 5.2.1d:

- *A list of research projects completed by students in the past two years, showing students' names, names of committee members and their status (full-time, part-time, external member, etc.), and date of public presentation.*
- *Any materials used to communicate program policies to the students regarding committee composition, presentation requirements, evaluation, deadlines, etc., thesis guidelines if a thesis is required*
- *Select copies of these or written project reports should be available for inspection by the on-site evaluation team*

5.2.2a-d Specific Topic Requirements Within the Curriculum for Digital Evidence Programs

5.2.2.a Core Forensic Science Topics

List the courses (course number, title and semester/quarter hours) that cover the enumerated forensic-science topics. Complete this information for each graduate specialization, concentration, and/or track, if applicable. NOTE that the standard refers to *instructional* hours of coverage. Follow the guidance above for Standard 5.2.1.a, and the table template in Self Study Form 5.2. If the program has plans for changes, describe them Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 5.2.2a:

- *Links for course syllabi for all courses the program lists for this standard*

5.2.2b Courses in Specialized Areas

For each graduate concentration (if applicable), list the specialized science courses students are required to take (both course number and course title) and the number of semester credit hours for each course. If the program does not have any specializations, concentrations, or tracks, so indicate. The specialized courses should conform with any program specializations, tracks, or emphasis. Note the specific advanced computer and network forensics course that requires a graduate course prerequisite requirement, and describe how it is met. If the program has plans for changes, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 5.2.2b:

- *Links for course syllabi for all courses the program lists for this standard*

5.2.2c Graduate Seminar

Describe the required graduate seminar course or program. (The seminar program could be part of another course, but it must be a credit course). How often does it meet? What types of people are invited to speak at these seminars? What topics are typically discussed in these seminars?

If the program has plans for changes, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

Supporting Documentation Recommended for Standard 5.2.2c:

- *A list of seminar topics and seminar speakers for the last two years*

5.2.2d Research

Describe the nature of the independent research project required of each student. Indicate if the project is a thesis or other written report. Indicate the type of public forum used to present and evaluate the project with the research committee present.

If the program has plans for change, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>*Supporting Documentation Recommended for Standard 5.2.2d*</u>:
- *A list of research projects completed by students in the past two years, showing student's names, names of committee members and their status (full-time, part-time, external member, etc.), and date of public presentation.*

- *Any materials used to communicate program policies to the students regarding committee composition, presentation requirements, evaluation, deadlines, etc., thesis guidelines if a thesis is required*

- *Select copies of these or written project reports should be available for inspection by the on-site evaluation team*

Standard 5.3 <u>Program Director</u>

Describe the program director's qualifications for the position, including his/her educational background, teaching and professional experience, and research and scholarly activities. Insure that the program director meets the qualifications stated in the standard, with respect to appropriate degree, required academic or practitioner experience, research experience, and managerial qualifications.

If the program has plans for change, describe them. Summarize the program's plans to address any concerns relevant to compliance with this standard.

<u>*Supporting Documentation for Standard 5.3*</u>:
- *An up-to-date copy of the curriculum vitae or résumé of the program director*

- *A copy of the job description for the program director*