REQUEST FOR PROPOSALS

Introduction to GIS for Crime Analysts

ArcGIS Pro Desktop and ArcGIS Online

Issued by the National Association of Crime Analysts (NACA)

SUBMISSION EMAIL	training@naca-usa.org
DEADLINE	Submissions accepted on a rolling basis
DELIVERY FORMAT	Online and asynchronous
SELECTION	NACA may select multiple instructors, teams, or course proposals

> NACA welcomes practical GIS course ideas that help crime analysts work with maps and real CAD/RMS data.

1. Opportunity

The National Association of Crime Analysts invites instructors, analysts, educators, training organizations, and other subject-matter experts to propose an online introductory GIS course for current and aspiring crime analysts.

This course should introduce the use of Geographic Information Systems in crime analysis, with a specific focus on ArcGIS Pro Desktop and ArcGIS Online. NACA is seeking a course concept that helps analysts build foundational mapping and spatial-analysis skills using workflows that reflect real-world crime-analysis work.

NACA is intentionally keeping the initial application brief so that qualified applicants can share strong ideas without first developing a complete curriculum or production plan.

2. General Course Focus

The proposed course should make GIS useful and understandable in the context of crime analysis, law enforcement, and public safety. It should be designed as an introductory-level offering for crime analysts and should focus specifically on ArcGIS Pro Desktop, ArcGIS Online, real-world CAD and RMS data, and common crime-analysis mapping workflows.

Strong concepts may include one or more of the following, but these examples are not requirements:

- GIS fundamentals for crime analysts, including layers, projections, coordinate systems, and common public-safety data types.

- Importing, cleaning, geocoding, and mapping CAD, RMS, calls-for-service, incident, arrest, or field-contact data.
- Using joins, spatial joins, filters, selections, and symbology to create useful analytical maps.
- Mapping events by beat, district, reporting area, patrol zone, grid, or other operational boundaries.
- Publishing and sharing products through ArcGIS Online, including web maps, simple apps, or dashboards for crime-analysis audiences.

3. Intended Learning Experience

The course will be hosted through the NACA learning platform and must support independent, asynchronous learning. The final course should combine clear instruction with practical demonstrations and opportunities for students to apply what they learn.

NACA especially values instruction grounded in realistic crime-analysis work and realistic public-safety data. The course should make meaningful use of real-world CAD/RMS-style datasets and emphasize common workflows such as cleaning addresses, geocoding incidents, assigning events to beats or districts, identifying repeat locations or hot spots, and producing maps that support tactical, strategic, and administrative analysis.

Where practical, students should finish the course with useful outputs such as map products, ArcGIS Pro project work, web maps, or portfolio-quality exercises that demonstrate applied GIS competency in a crime-analysis setting.

4. Development and Publication

Applicants are not expected to submit completed course materials with the proposal. After selection, NACA will work with the instructor to refine the course scope, learning objectives, format, and production expectations.

Before publication, the selected instructor will be expected to provide the materials necessary for students to complete the course, which may include recorded tutorials, demonstrations, written guidance, practice files, ArcGIS Pro project files, ArcGIS Online exercise materials, datasets, exercises, assessments, templates, and supporting resources appropriate to the approved course design.

All materials must be original, properly licensed, or used with permission. Any datasets used in the course must be suitable for lawful distribution to students. If synthetic or de-identified datasets are proposed, the applicant should explain how those data will still reflect realistic CAD/RMS workflows.

5. Instructor Compensation

NACA compensates instructors using a licensing and revenue-sharing model for approved instructional content. Instructors whose completed courses are accepted by the NACA Board of Directors and published on the NACA learning platform will be eligible for quarterly revenue-sharing payments under a separate written instructor agreement.

The final agreement will address compensation, intellectual-property and licensing terms, pricing, attribution, course maintenance, and related responsibilities. Submission of a proposal does not require the applicant to accept final terms, and selection of a concept does not guarantee publication until the completed course has passed NACA review and Board approval.

6. Submission Requirements

To apply, email only the following two items:

- A current resume or curriculum vitae for each proposed instructor.
- A description of no more than one page explaining what the proposed course will entail.

The one-page description may include the proposed audience, course level, major topics, instructional approach, expected student outcomes, ArcGIS Pro and ArcGIS Online skills to be taught, the types of CAD/RMS data to be used, examples of crime-analysis workflows or exercises, and any technical or licensing considerations students should know. These are suggestions rather than a required format.

SUBMIT PROPOSALS TO

training@naca-usa.org

Subject: NACA GIS Course Proposal - [Applicant or Organization Name]

Submissions are accepted on a rolling basis.

7. Review and Selection

NACA will review submissions based on the applicant's relevant experience, the clarity and practical value of the course concept, its relevance to crime analysts, and its suitability for online asynchronous delivery. Additional consideration may be given to the applicant's familiarity with crime-analysis workflows, the practical use of ArcGIS Pro Desktop and ArcGIS Online, the realism and usability of the proposed CAD/RMS data, and the quality of the proposed student outcomes and exercises.

NACA may select multiple proposals, request a short follow-up conversation, ask for clarification or a sample after initial review, combine complementary course ideas with the applicants' agreement, or decline to move forward with any proposal. Questions may be sent to training@naca-usa.org.