To: UGCC
From: Marshall Jones, CoPLA
Date: February 20, 2017
Re: Change Requirements to Courses: CRM and HSC for Intel. Studies B.A.

The Intelligence Studies BA (IS) was passed this past fall and utilized a few Criminal Justice-Homeland Security BA (CJ-HS) courses for the degree program. These CRCs are adding extended studies the course restrictions, joining online, as well as adding the appropriate INT prerequisite parallel courses. Adding extended studies to the online restriction was decided as a better option than removing all given the potential confusion potential course offerings and options. The below summary is provided to assist in clarity of the forms.

1. CRM 3701: Add “extended studies” and add parallel prerequisite string INT 3000 and INT 3012 as alternative to CRM2702 and PSY 3012.

2. CRM 4406: Add “extended studies” and add parallel prerequisite string INT 3000 and INT 3012 as alternative to CRM2702 and CRM 3150.

3. HSC 3230: Add “extended studies” and add parallel prerequisite of INT 3000 as single alternative prerequisite to string HSC 1000 and PSY 2510.

4. HSC 4230: Add “extended studies” and add parallel prerequisite of INT 3012 to CRM 3150. HSC 3230 is required by both CJ-HS and IS.

5. HSC 4450: Add “extended studies” and add parallel prerequisite of INT 3000 and INT 3012 as alternative prerequisite to HSC 2011 and CRM 3150.

6. HSC 4510: Add “extended studies” and add parallel prerequisite of INT 3012 to CRM 3150. HSC 4450 is required by both CJ-HS and IS.

Please feel free to email me at mjones@fit.edu or call me at x7146 should you have any questions in advance of the next meeting.
**REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE**

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

**COLLEGE** College of Psychology and Liberal Arts  
**DEPARTMENT** Psychology/Criminal Justice

**REQUEST IS FOR CHANGE IN COURSE**  
Prefix 3 CM 701 Introduction to Cybersecurity

**TO BE INCLUDED IN 20 17 /20 18 CATALOG**
Course changes are effective beginning with the fall term in which they appear in the University Catalog.

**IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE?**  
☐ Yes ☐ No  
*If yes, requested name______________________________*

**IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE?**  
☐ Yes ☐ No  
*If yes, current credits __________________ requested credits __________________*

**IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE?**  
☐ Yes ☐ No  
*If yes, please check all that apply:
☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite INT 3000 and ☐ or
☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite INT 3012 and ☐ or
☐ Add ☐ Remove ☐ Other Restrictions* ☐ Yes ☐ No  
*If yes, please use box below:

*Other restrictions may include changing the grade mode (I/F, S/U, A-F, CEU), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions.

Please enter the complete prerequisite/restriction list as it should appear if this change is approved:

Remove: CRM 3150  
Add: PSY 3012  
Add: "Enrollment in Florida Tech Online or Extended Studies" as a restriction

**Requirement(s): Must be enrolled in Florida Tech Online or Extended Studies**

Prerequisite: CRM 2702 OR INT 3000  
AND  
PSY 3012 OR INT 3012

☐ Yes ☐ No  
*Is this request for the course to be used to measure program-level student learning outcomes?*

☐ Yes ☐ No  
*Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.*

☐ Yes ☐ No  
*Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.*

**APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.**

1)  
**Originator**  
Signature  
2/14/17  
Date

2)  
**Department Head/Program Chair**  
Signature  
2/14/17  
Date

3)  
**Dean of Associate Dean**  
Signature  
2/14/17  
Date

4)  
**Chair, Graduate Council**  
Signature  
2/14/17  
Date

OR

**Chair, Undergraduate Curriculum Committee**  
Signature  
2/14/17  
Date

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REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE College of Psychology and Liberal Arts
DEPARTMENT Psychology/Criminal Justice

REQUEST IS FOR CHANGE IN COURSE

Prefix
CRM
4
4
0
6
Number
Homeland Security and Terrorism
Course Title

TO BE INCLUDED IN 2017-2018 CATALOG
Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE?  □ Yes  □ No
If yes, requested name______________________________________________

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE?  □ Yes  □ No
If yes, current credits ______________ requested credits ______________

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE?  □ Yes  □ No
If yes, please check all that apply:

□ Add       □ Remove      □ Prerequisite      □ Corequisite
Prefix
CRM
3000
Number
□ and □ or

□ Add       □ Remove      □ Prerequisite      □ Corequisite
Prefix
CRM
3150 or INT 3012
Number
□ and □ or

□ Other Restrictions*  □ Yes  □ No
If yes, please use box below:

*Other restrictions may include changing the grade mode (P/F, S/U, A-F, CR/NC), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions. Please enter the complete prerequisite/restriction list as it should appear if this change is approved.

Add Restriction: Enrollment in Extended Studies
Restriction(s): Must be enrolled in Florida Tech Online or Extended Studies
Prerequisite: CRM 270 OR INT 3000
AND
CRM 3150 or INT 3012

□ Yes  □ No  Is this request for the course to be used to measure program-level student learning outcomes?

□ Yes  □ No  Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

□ Yes  □ No  Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1) Originator

2) Department Head/Program Chair

3) Dean or Associate Dean

4) Chair, Graduate Council OR Chair, Undergraduate Curriculum Committee

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REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE College of Psychology and Liberal Arts

DEPARTMENT Psychology/Criminal Justice

REQUEST IS FOR CHANGE IN COURSE H S C 3 2 3 0 Planning for Homeland Security

Prefix Number Course Title

TO BE INCLUDED IN 20.17/20.18 CATALOG

Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE? ☐ Yes ☐ No If yes, requested name

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE? ☐ Yes ☐ No If yes, current credits requested credits

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE? ☐ Yes ☐ No If yes, please check all that apply:

☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite INT 3000 ☐ and ☐ or

Prefix Number

☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite ☐ and ☐ or

Prefix Number

☐ Add ☐ Remove ☐ Other Restrictions* ☐ Yes ☐ No If yes, please use box below:

*Other restrictions may include changing the grade mode (P/F, S/U, A-F, CEU), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions.

Please enter the complete prerequisite/restriction list as it should appear if this change is approved.

Add Restriction: Enrollment in Extended Studies

Restriction(s): Must be enrolled in Florida Tech Online or Extended Studies

Prerequisite: HSC 1000 AND PSY 2510 OR INT 3000

☐ Yes ☐ No Is this request for the course to be used to measure program-level student learning outcomes?

☐ Yes ☐ No Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

☐ Yes ☐ No Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1) Originator

2) Department Head/Program Chair

3) Dean or Associate Dean

4) Chair, Graduate Council

Date

OR

Date

Date

Date

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RGR-254-1015
REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE: College of Psychology and Liberal Arts
DEPARTMENT: Psychology/Criminal Justice

REQUEST IS FOR CHANGE IN COURSE: HSC 4230 Domestic Terrorism

Prefix: HSC
Number: 4230
Course Title: Domestic Terrorism

TO BE INCLUDED IN 2017/2018 CATALOG
Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE?  □ Yes  □ No  if yes, requested name ________________________________

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE?  □ Yes  □ No  if yes, current credits __________ requested credits __________

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE?  □ Yes  □ No  if yes, please check all that apply:

Add  □ Remove  □ Prerequisite  □ Corequisite  Prefix __________ Number __________

Add  □ Remove  □ Prerequisite  □ Corequisite  Prefix __________ Number __________

Add  □ Remove  □ Other Restrictions*  □ Yes  □ No  if yes, please use box below:

*Other restrictions may include changing the grade mode (P/F, S/U, A-E, CEU), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions.

Please enter the complete prerequisite/restriction list as it should appear if this change is approved:

Add Restriction: Enrollment in Extended Studies
Restriction(s): Must be enrolled in Florida Tech Online or Extended Studies
Prerequisite: HSC 3230
AND CRM 3150 OR INT 3012

□ Yes  □ No  Is this request for the course to be used to measure program-level student learning outcomes?

□ Yes  □ No  Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach “Q” materials for review.

□ Yes  □ No  Will this change impact any existing programs? If yes, attach “Changing Graduation Requirements” form for each program that is impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs or Undergraduate Curriculum Committee Chair for placement on agenda.

1) Originator ___________________________ Date 2/14/17

2) Department Head/Program Chair ___________________________ Date 2/14/17

3) Dean of Associate Dean ___________________________ Date 2/14/17

4) Chair, Graduate Council ___________________________ Date ___________________________ OR Chair, Undergraduate Curriculum Committee ___________________________ Date ___________________________

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RGR 254-1015
REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE: College of Psychology and Liberal Arts

DEPARTMENT: Psychology/Criminal Justice

REQUEST IS FOR CHANGE IN COURSE: H S C 4 4 5 0
Prefix Number The Intelligence Process Course Title

TO BE INCLUDED IN 2017/20 Catalog
Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A NAME LISTED ABOVE? ☐ Yes ☐ No
☐ if yes, requested name

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE? ☐ Yes ☐ No
☐ if yes, current credits requested credits

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE? ☐ Yes ☐ No
☐ if yes, please check all that apply:
☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite INT 3012 ☐ and ☐ or
Prefix Number

☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite INT 3000 ☐ and ☐ or
Prefix Number

☐ Add ☐ Remove ☐ Other Restrictions* ☐ Yes ☐ No
☐ if yes, please use box below:

*Other restrictions may include changing the grade mode (P/R, S/U, A-F, CEE), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions.

Please enter the complete prerequisite/restrictions list as it should appear if this change is approved:

Add Restriction: Enrollment in Extended Studies

Restriction(s): Must be enrolled in Florida Tech Online or Extended Studies
Prerequisite: HSC 2011 OR INT 3000
AND CRM 3150 OR INT 3012

☐ Yes ☐ No Is this request for the course to be used to measure program-level student learning outcomes?

☐ Yes ☐ No Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

☐ Yes ☐ No Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1) Originator 2/14/17
2) Department Head/Program Chair 2/14/17
3) Dean or Associate Dean 2/14/17

4) Chair, Graduate Council Date
OR
Chair, Undergraduate Curriculum Committee Date

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RGR-254-1015
REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE  College of Psychology and Liberal Arts  DEPARTMENT  Psychology/Criminal Justice

REQUEST IS FOR CHANGE IN COURSE  HSC 4510  Intelligence Analysis

TO BE INCLUDED IN 2017/2018 CATALOG

Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE?  ☐ Yes  ☐ No  If yes, requested name  

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE?  ☐ Yes  ☐ No  If yes, current credits requested credits  

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE?  ☐ Yes  ☐ No  If yes, please check all that apply:

☐ Add  ☐ Remove  ☐ Prerequisite  ☐ Corequisite  INT Prefix  3012  Number  0  or  

☐ Add  ☐ Remove  ☐ Prerequisite  ☐ Corequisite  INT Prefix  3012  Number  0  or  

☐ Other Restrictions*  ☐ Yes  ☐ No  If yes, please use box below:  

*Other restrictions may include changing the grade mode (P/F, S/U, A-E, CEU), decimating a course already in the system, majors or class levels restricted from registration, or other restrictions. Please enter the complete prerequisite/restriction list as it should appear if this change is approved.

Add Restriction: Enrollment in Extended Studies

Restriction(s): Must be enrolled in Florida Tech Online or Extended Studies

Prerequisite: HSC 4450

AND CRM 3150 OR INT 3012

☐ Yes  ☐ No  Is this request for the course to be used to measure program-level student learning outcomes?  

☐ Yes  ☐ No  Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach “Q” materials for review.  

☐ Yes  ☐ No  Will this change impact any existing programs? If yes, attach “Changing Graduation Requirements” form for each program that is impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1)  

2)  

3)  

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RGR-264-1015
The Criminal Justice BA experienced initial rapid growth followed by years of moderate regression. Enrollments have been somewhat more consistent over the past two years but have been offered based on early needs and enrollment projections. This has created issues in course sequencing, offering schedules, and other administrative issues that inevitably impact students.

The program chair, Jim Reynolds, has been working with key faculty and staff to address and range of concerns including strategies to maximize course quality, breadth and depth of offerings, and issues related to high cancellation of restricted electives. After months of discussions and modeling the following changes are offered to improve the program efficiency and course offerings for CJ students.

Old and new program plans are provided with highlights and a summary is provided below.

1. CGR doe Criminal Justice BA:

   a. Remove PSF 3551: Integrated Theories of Crime. This course has substantial overlap with CRM 2002. (Note: This course will still be offered for Applied Psychology BA students.)

   b. Remove CRM 4990: Problem Solving in CJ. CRM 3150: Applied Research Methods in CJ and HS meets this “Q” requirement. CRC included in packet. (Note: This course can be removed from the catalog if changes approved.)

   c. Add CRM 3522: Community Corrections to the required course list in place of PSF 3551. This course is currently a restricted elective and was recently redeveloped. Excellent course to replace PSF 3551.

   d. Add CRM 4820: Violent Crime to required courses. This popular restricted elective adds to the introductory knowledge and concepts from CRM 2002 and explores application of theory and practice to prevent, mitigate, and detect violent crime.

f. Add CRM 3701: Introduction to Cybersecurity to the restricted elective options.

2. CRC CRM 3150: Add “Q” to course upon approval of course being approved as QEP (1) course for the program. CRM 3150 was developed more recently and in program review by program chair and key faculty determined to meet the applied concepts of the QEP course. Challenges in fully developing the initial QEP course will be eliminated and streamline the BA in Criminal Justice. A syllabus with highlighted notes, Scholarly Inquiry form, and rubrics are provided.

3. CRC for CRM 3511: Remove CRM 3150 with replacement PSY 3012. Program chair and developing faculty reviewed course and determined lower level research methods course adequate for introductory crime analysis course. This will allow students to take course earlier and build upon knowledge and skills in domain sooner.

The impact of the discussed changes will streamline required courses and provide at least two alternative restricted electives each eight-week term. Program management and student advising will improve and reduce chances for errors resulting from cancelled courses due to lack of minimum enrollment.

Please feel free to email me at mjones@fit.edu or call me at x7146 should you have questions in advance of the next meeting.
The addition or removal of any graduation requirement in a major or minor requires that this form, accompanied by supporting documentation, be completed and approved as indicated below. Incomplete or incorrect forms will not be processed.

COLLEGE: College of Psychology and Liberal Arts

DEPARTMENT: Psychology/Criminal Justice

DEGREE LEVEL: BA

PROGRAM TITLE: Criminal Justice

TO BE INITIATED WITH CATALOG YEAR 2017/2018

CHANGE REQUESTED FOR: □ major program □ minor program 7620

Major/Minor Code

Program changes are effective beginning with the fall term in which they appear in the University Catalog.

☐ Yes ☐ No Will this change impact the program's assessment process? If yes, attach a description of how the assessment will be impacted and the new process.

DESCRIPTION OF REQUESTED CHANGES: Attach a more detailed description and any supporting documentation

REMOVE:
PSF 3551 Integrated Theories of Crime
CRM 4990 Problem Solving in CJ

ADD to Required Courses:
CRM 3522 Community Corrections
CRM 4820 Violent Crime

CHANGE QEP COURSE:
CRM 3150 Applied Research Methods in Criminal Justice and Homeland Security
*This course will be the QEP for this program. See attached paperwork.

ADD Restricted Elective Option:
CRM 3701 Introduction to Cybersecurity

Approval: On completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee, for approval below and forward to the Catalog & Curriculum Manager.

Chair, Graduate Council
Date

Chair, Undergraduate Curriculum Committee
Date

REGISTRAR'S USE ONLY

CAPP / Degree Evaluation
☐ Yes ☐ No Update completed_
Academic Year
Initials

Catalog Management System
☐ Yes ☐ No Update completed_
Academic Year
Initials
### Student Name:

### Date:

#### GENERAL EDUCATION CORE:
- ASC 1006 Mastering Learning
- EDS 1021 General Physical Science
- EDS 1022 General Biological Science
- Humanities Elective
- Social Science Elective
- WRI 1001 or COM 1101 (WRI 1000/DA Score)
- COM 1102 Writing about Literature (COM 1101)
- COM 2000+ Communication Elective
- HUM 2051 Civilization 1 (COM 1102)
- Humanities Core Course
- MTH 1000 or Higher (diagnostic score)
- EST 2703 Statistics (MTH 1701)

#### ELECTIVES:
- Free Elective
- Free Elective
- Free Elective
- Restricted Elective
- Restricted Elective
- Restricted Elective

####Legend:
- X = Completed at FI Tech
- XT = Satisfied by Transfer Credit
- 3S = Third Year Standing
- 4S = Fourth Year Standing
- Fa = Fall Term
- Sp = Spring Term
- Su = Summer Term
- SUB = Course Substitution

#### HUMANITIES CORE COURSE OPTIONS:
- HUM 2052 Civilization 2: Renaissance Through Modern
- HUM 2142 World Art History 2: Early Modern to Post-Colonial
- HUM 2212 British and American Literature 1
- HUM 2213 British and American Literature 2
- HUM 2226 Survey of World Literature 2
- HUM 2331 American History: Pre-Columbian to Civil War
- HUM 2332: American History: Reconstruction to the Present

#### PSYCHOLOGY BASIS:
- PSY 1411 Intro to Psychology
- PSY 2510 Research and Computer Literacy (COM 1101)
- PSY 3012 Research Methods in AP (PSY 1411, PSY 2510, EST 2703)
- PSY 3100 Law & Psychology (PSY 3012)
- PSY 3541 Psychology of Leadership (PSY 1411, 3S)

#### CRIMINAL JUSTICE CORE:
- CRM 1000 Introduction to Criminal Justice
- CRM 1246 Intro to Law & the Legal System (CRM 1000)
- CRM 2002 Correctional Systems (CRM 1000, COM 1103)
- CRM 2201 Criminology (COM 1102, CRM 1000)
- CRM 2203 Delinquency and Prevention (CRM 2201)
- CRM 2244 Substantive Criminal Law (CRM 1246)
- CRM 2702 Criminal Investigations (COM 1101, CRM 1000)
- CRM 3150 Applied Research Methods in CJ & HS (Q) (PSY 3012)
- CRM 3104 Law Enforcement Systems (CRM 3150)
- CRM 3105 Contemporary Policing Strategies (CRM 3104)
- CRM 3522 Community Corrections (CRM 2002)
- CRM 3610 Criminal Justice and the Media (CRM 1000, PSY 2510)
- CRM 3901 Comparative CJ Systems (CRM 3104)
- CRM 4108 Police Organizations and Admin (CRM 3105)
- CRM 4405 Homeland Security & Terrorism (CRM 2702, CRM 3150)
- CRM 4712 Ethics in CJ (CRM 3150, 4S)
- CRM 4820 Violent Crime (CRM 2702, CRM 3104, 4S)

#### RESTRICTED ELECTIVE OPTIONS:
- CRM 3246 Law of Criminal Procedure (CRM 2244)
- CRM 3407 White Collar Crimes (CRM 2702, PSY 2510)
- CRM 3511 Intro to Crime Analysis (PSY 3012)
- CRM 3701 Introduction to Cybersecurity (CRM 2702, PSY 3012)
- CRM 4810 Serial Killers (CRM 2702, CRM 3104, 4S)
- CRM 4830 Organized Crime (CRM 2702, CRM 3104, 4S)
- EMG 3325 Public Administration (3S)
- PSF 4105 Emergency Management of Catastrophes (PSY 3012)
- PSY 3101 Psychology of Disasters (PSY 1411, PSY 3012)
- PSY 3543 Psychology of the Workplace (PSY 3012 OR EST 2703)
- PSY 3761 Abnormal Psychology (PSY 1411, 3S)

### Changes:
- **Remove from named courses:**
  - PSF 3551 Integrated Theories of Crime
  - CRM 4999 Problem Solving in CJ

- **Add to named courses:**
  - CRM 3522 Community Corrections
  - CRM 4820 Violent Crime

- **Restricted elective options:**
  - Remove CRM 3522 Community Corrections
  - Add CRM 3701 Introduction to Cybersecurity

This plan is a suggestion only and not a substitute for a full CAPP analysis.
### BA Criminal Justice - CURRENT (old)

**Student Name:**

**Date:**

**GENERAL EDUCATION CORE:**
- ASC 1006 Mastering eLearning
- EDS 1021 General Physical Science
- EDS 1022 General Biological Science
- Humanities Elective
- Social Science Elective
- WRI 1001 or COM 1101 (WRI 1000/DA Score)
- COM 1102 Writing about Literature (COM 1101)
- COM 2000+ Communication Elective
- HUM 2621 Civilization 2 (COM 1102)
- Humanities Core Course
- MTH 1000 or Higher (diagnostic score)
- EST 2703 Statistics (MTH 1701)

**ELECTIVES:**
- Free Elective
- Free Elective
- Free Elective
- Restricted Elective
- Restricted Elective

**Legend:**
- X = Completed at El Tech
- XT = Satisfied by Transfer Credit
- 3S = Third Year Standing
- 4S = Fourth Year Standing
- Fa = Fall Term
- Sp = Spring Term
- Su = Summer Term
- SUB = Course Substitution

**HUMANITIES CORE COURSE OPTIONS:**
- HUM 2052 Civilization 2: Renaissance Through Modern
- HUM 2142 World Art History 2: Early Modern to Post-Colonial
- HUM 2212 British and American Literature 1
- HUM 2213 British and American Literature 2
- HUM 2226 Survey of World Literature
- HUM 2331 American History: Pre-Columbian to Civil War
- HUM 2332: American History: Reconstruction to the Present

**PSYCHOLOGY BASIS:**
- PSY 1411 Intro to Psychology
- PSY 2510 Research and Computer Literacy (COM 1101)
- PSY 3012 Research Methods in AP (PSY 1411, PSY 2510, EST 2703)
- PSY 3100 Law & Psychology (PSY 3012)
- PSY 3541 Psychology of Leadership (PSY 1411, 3S)
- PSY 3551 Integrated Theories of Crime (PSY 3100)

**CRIMINAL JUSTICE CORE:**
- CRM 1000 Introduction to Criminal Justice
- CRM 1246 Intro to Law & The Legal System (CRM 1000)
- CRM 2002 Correctional Systems (CRM 1000, COM 1101)
- CRM 2201 Criminology (COM 1102, CRM 1000)
- CRM 2203 Delinquency and Prevention (CRM 2201)
- CRM 2444 Substantive Criminal Law (CRM 1246)
- CRM 2702 Criminal Investigations (COM 1101, CRM 1000)
- CRM 3150 Applied Research Methods in CJ & HS (PSY 3100)
- CRM 3104 Law Enforcement Systems (CRM 3150)
- CRM 3105 Contemporary Policing Strategies (CRM 3104)
- CRM 3610 Criminal Justice and the Media (CRM 1000, PSY 2510)
- CRM 3901 Comparative CJ Systems (CRM 3104)
- CRM 4108 Police Organizations and Admin (CRM 3105)
- CRM 4066 Homeland Security & Terrorism (CRM 2702, CRM 3150)
- CRM 4712 Ethics in CJ (CRM 3150, 4S)
- CRM 4990 Problem Solving in CJ (Q) (CRM 3105, 4S)

**RESTRICTED ELECTIVE OPTIONS:**
- CRM 3246 Law of Criminal Procedure (CRM 2244)
- CRM 3407 White Collar Crimes (CRM 2702, PSY 2510)
- CRM 3511 Intro to Crime Analysis (CRM 3150)
- CRM 3522 Community Corrections (CRM 2002)
- CRM 3701 Introduction to Cybersecurity (CRM 2702, CRM 3150)
- CRM 4810 Serial Killers (CRM 2702, CRM 3104, 4S)
- CRM 4820 Violent Crime (CRM 2702, CRM 3104, 4S)
- CRM 4830 Organized Crime (CRM 2702, CRM 3104, 4S)
- EMG 3325 Public Administration (3S)
- PSY 4106 Crisis and Conflict Resolution (PSY 3012)
- PSY 4101 Psychology of Disasters (PSY 1411, PSY 3012)
- PSY 3543 Psychology of the Workplace (PSY 3012 OR EST 2703)
- PSY 3761 Abnormal Psychology (PSY 1411, 3S)

This plan is a suggestion only and not a substitute for a full CAPP analysis.

**Changes:**
- Remove from named courses:
  - PSF 3551 Integrated Theories of Crime
  - CRM 4990 Problem Solving in CJ

- Add to named courses:
  - CRM 3522 Community Corrections
  - CRM 4820 Violent Crime
  - Q to CRM 3150 Applied Research Methods in CJ & HS
REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below.

COLLEGE College of Psychology and Liberal Arts DEPARTMENT Psychology/Criminal Justice

REQUEST IS FOR CHANGE IN COURSE C R M 3 1 5 0 Applied Research in Criminal Justice and Homeland Security

Number Course Title

TO BE INCLUDED IN 2017/2018 CATALOG
Course changes are effective beginning with the fall term in which they appear in the University Catalog.

IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE? □ Yes □ No If yes, requested name

IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE? □ Yes □ No If yes, current credits requested credits

IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE? □ Yes □ No If yes, please check all that apply:
☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite Prefix Number ☐ and ☐ or
☐ Add ☐ Remove ☐ Prerequisite ☐ Corequisite Prefix Number ☐ and ☐ or

☐ Add ☐ Remove ☐ Other Restrictions* □ Yes □ No If yes, please box below:

*Other restrictions may include changing the grade mode (P/E/S/U, A-E, CEU), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions. Please enter the complete prerequisite/restriction list as it should appear if this change is approved:

Add "Q" to course description.

☐ Yes □ No Is this request for the course to be used to measure program-level student learning outcomes?

☐ Yes □ No Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

☐ Yes □ No Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.

1) 2/14/17 Originator Date Chair, Graduate Council Date

2) 2/14/17 Department Head/Program Chair Date OR

3) 2/14/17 Dean or Associate Dean Date Chair, Undergraduate Curriculum Committee Date

CATALOG & CURRICULUM MANAGER'S USE ONLY

SCACRSE SCADTL SCAPREQ

SCABASE SCARRES ACATALOG Operator initials Date

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RGR-254-1015
Florida Institute of Technology

SCHOLARLY INQUIRY (QEP) COURSE SUMMARY

**BASIC COURSE INFORMATION**

**DEPARTMENT** School of Psychology

**FACULTY DEVELOPER(S)** Marshall Jones and Mark Stallo

**Course Name and Course Sequence Information**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
<th>TERM(S) OFFERED</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRM 3150</td>
<td>Research Methods in Criminal Justice and Homeland Security</td>
<td>3</td>
<td>as needed</td>
</tr>
</tbody>
</table>

Is this course part of a multi-course sequence?  Yes  No  

**Course sequence (if applicable)**

<table>
<thead>
<tr>
<th>COURSE NUMBER</th>
<th>COURSE TITLE</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSY 3012</td>
<td>Research Methods in Applied Psychology</td>
<td>3</td>
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</tbody>
</table>

**Course Used in the following degree program(s)**

<table>
<thead>
<tr>
<th>DEPARTMENT</th>
<th>DEGREE PROGRAM</th>
<th>REQUIRED</th>
<th>ELECTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOP</td>
<td>BA - Criminal Justice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOP</td>
<td>BA - Criminal Justice - Homeland Security</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Proposed Course Instructor(s)**

Dr. Stallo will be the main instructor with other appropriately AQ faculty as needed.

**INFORMATION ABOUT STUDENTS WHO WILL TAKE COURSE**

**LEVEL(S)**  □ Senior  □ Other  □ Upper Level  □ ABILITY  □ Open  □ Restricted  □ Other  □ Online

**Additional Information/Student Characteristics**

This course and QEP plan is developed specifically for the currently online population of criminal justice and criminal justice/homeland security students.

**GOALS AND OUTCOMES (additional pages may be necessary)**

**HOW DOES THIS COURSE ADDRESS SCHOLARLY INQUIRY OUTCOMES?**

This course will be designed to facilitate students to plan, conduct, and report on an applied research project within the scope of criminal justice or homeland security. Data in these domains are publically available. Data from the Uniform Crime Report (UCR), National Criminal Victimization Surveys (NCVS) and Bureau of Justice Statistics are the most common data used in applied settings and are publically available. This course project is designed to mirror a project common in the field.

**HOW DOES THIS COURSE ADDRESS THE PLAN REQUIREMENT?**

The plan requirement will be accomplished with specific deliverables spread across the course. These will start with formation of a research question in week 2 followed by a system of feedback and discussion. A proposal will be due by mid-course with a final written deliverable at course end. There will be multiple points for feedback throughout the course.

**HOW DOES THIS COURSE ADDRESS THE CONDUCT REQUIREMENT?**

This scholarly inquiry will be conducted using official data publically available in field settings. This pragmatic approach is not only suitable to prepare students for real-world opportunities, but avoids pitfalls inherent with using human subjects, especially with online student populations. The most common research will involve comparing local data to national (or state) data to assess a local crime or security phenomena. Students will be able to analyse their data with M.S. Excel statistical modules which is also common in the field.

**HOW DOES THIS COURSE ADDRESS THE REPORT REQUIREMENT?**

Students will report their findings on a written report in an manner consistent with the field as well as a M.S. PowerPoint presentation with embedded audio. This allows students to demonstrate both written and presentation skills. Written deliverables will be in APA format. Presentations will be posted for instructor and peer feedback. Please see the attached rubric for the paper and presentation.

See assessment descriptions on reverse – Additional documentation may be needed.
STUDENT LEARNING OUTCOMES INSTRUCTIONS

PLAN

In completing a QEP experience within their field of study, students will be able to 1) prepare a well-written plan for the experience including how to achieve objectives, and a timetable and description of required resources [synthesis/evaluation]; 2) regularly document progress on the experience and communicate that progress to others; and 3) when appropriate, adjust the plan to overcome barriers and/or capitalize on opportunities that arise [synthesis/evaluation].

CONDUCT

In completing a QEP experience within their field of study, students will be able to 1) delimit and describe the objectives to be accomplished [analysis/synthesis]; 2) conduct a search for published work on theory, research and practices related to the objectives when appropriate [analysis/synthesis]; and 3) collect and analyze pertinent information and data called for in the plan [application/analysis].

REPORT

In completing a QEP experience within their field of study, students will be able to 1) present the results of the experience in one or more documents that include correctly designed and executed graphics and as an oral presentation that includes effectively designed and executed graphics; 2) communicate all elements of the experience using standard English conventions (including effective sentence and paragraph structure, appropriate voice and verb tense, and suitable word choice) and a report formatted and styled in a way appropriate to the academic/professional field (including text citations and bibliographic references to document others’ intellectual contributions); and 3) handle all aspects of the experience with a professional demeanor (including responsibly interacting with team members, meeting deadlines, and preparing and presenting project materials in their final form).

Department Head/Program Chair

Dean or Associate Dean

Chair, Undergraduate Curriculum Committee
## Final Research Report Grading Rubric (250 points)

<table>
<thead>
<tr>
<th>EXCELLENT (A)</th>
<th>GOOD (B)</th>
<th>AVERAGE (C)</th>
<th>BELOW AVERAGE (D)</th>
<th>UNACCEPTABLE (F)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Introductory Paragraph (5 points)</strong></td>
<td>Gives an excellent overview of the general topic; Provides excellent rationale and/or support for why the topic is important; Moves from general topic area to specific research question addressed in the study.</td>
<td>Good overview of the general topic; Explains why the topic is important; Attempts to move from general topic to specific research question addressed in the study; It is clear what is being addressed in study.</td>
<td>Gives a satisfactory overview of the general topic; Attempts to explain why the topic is important; Some flow of content from general to specific. Some understanding of what is being addressed in study.</td>
<td>Gives minimal overview of the general topic; Minimal attempt to convey why topic is important; Minimal or no flow of content from general to specific; Some confusion as to what is being addressed in the study.</td>
</tr>
<tr>
<td>Review of Research Literature (25 points)</td>
<td>Summarizes ≥ 5 high-quality empirical articles; All articles clearly relate to research question and variables; Sophisticated synthesis of the literature; Evidence is highly accurate and complete; Clearly sets tone for current study.</td>
<td>Summarizes ≥ 5 quality empirical articles; Articles mostly relate to research question and variables; Quality synthesis of the literature; Evidence is mostly accurate and complete; Attempts to set tone for current study.</td>
<td>Summarizes &lt; 5 empirical articles; Articles somewhat relate to research question and variables; Minimal synthesis; Summary has minor inaccuracies or omissions.</td>
<td>Does not review past research; Articles are unrelated to research or are of suspect quality; Summaries are incomplete and/or grossly inaccurate; Summaries are not in author’s own words.</td>
</tr>
<tr>
<td>Define Variables (10 Points)</td>
<td>Very clearly and conceptually defines and reviews research on all variables to be examined in the study in the introduction.</td>
<td>Correctly conceptually defines and reviews research on all variables to be examined in the study; May have issues with completeness, clarity, accuracy, or specificity in definitions.</td>
<td>Attempts to define and review research on variables examined in the study; May have issues with completeness, clarity, accuracy, or specificity in definitions.</td>
<td>Does not define variable(s); Does review previous research on variable(s); Unclear what variables are from description; Definitions are grossly inaccurate.</td>
</tr>
<tr>
<td>Hypothesis (10 points)</td>
<td>Clearly stated; Includes strong transition from past research to hypothesis; Makes a specific prediction; Provides strong and sufficient rationale and support for prediction.</td>
<td>Clearly stated; Attempts a transition from past research to hypothesis; Attempts a specific prediction; Attempts to provide sufficient rationale and support for prediction.</td>
<td>Clearly stated; Connection of past research and hypothesis is minimal and/or formulaic; Has minor errors or omissions in: (a) specific prediction or (b) rationale and support for prediction.</td>
<td>Does not include hypothesis; Prediction is difficult to understand, grossly inaccurate, and/or has no theoretical/logical basis.</td>
</tr>
</tbody>
</table>

**Note:** Each section is graded on a scale from 0 to 100 points. The total score for each category is then converted to a letter grade based on the following rubric:

- **A:** 90-100 points
- **B:** 80-89 points
- **C:** 70-79 points
- **D:** 60-69 points
- **F:** 0-59 points
<table>
<thead>
<tr>
<th>METHOD SECTION</th>
<th>10.0 – 9.0 points</th>
<th>9.0 – 8.0 points</th>
<th>8.0 – 7.0 points</th>
<th>7.0 – 6.0 points</th>
<th>&lt; 6.0 points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Sub-Section</strong> (10 points)</td>
<td>Complete, accurate, and clear description of how data were selected with rationale.</td>
<td>Mostly complete, accurate, and clear description of how data were selected with rationale.</td>
<td>Minor omissions, errors, or unclear points in description of how data were selected with rationale.</td>
<td>Glaring omissions, errors, or unclear points in description of how data were selected with rationale.</td>
<td>Incomplete or not included; Gross omissions and errors in description of how data were selected with rationale.</td>
</tr>
<tr>
<td>Measures Sub-Section (20 points)</td>
<td>All variables included in the study are fully, accurately, and clearly operationally defined.</td>
<td>Mostly complete, accurate, and clear operational definition of variable(s) included in the study.</td>
<td>Minor omissions, errors, or unclear points in operational definition of variable(s) included in the study.</td>
<td>Glaring omissions, errors, or unclear points in operational definition of variable(s) included in the study.</td>
<td>Did not include/incomplete operational definition of variable(s) included in the study.</td>
</tr>
<tr>
<td>Procedure Sub-Section (10 points)</td>
<td>Clear, complete, and accurate step-by-step description of the data, how it was used or manipulated, and how the study could be replicated.</td>
<td>Mostly complete, accurate, and clear description of the data, how it was used or manipulated, and how the study could be replicated.</td>
<td>Minor omissions, errors, or unclear points in description of the data, how it was used or manipulated, and how the study could be replicated.</td>
<td>Glaring omissions, errors, or unclear points in description of the data, how it was used or manipulated, and how the study could be replicated.</td>
<td>Not included or incomplete; Grossly unclear or inaccurate; Did not follow directions in reporting.</td>
</tr>
<tr>
<td><strong>Data Screening &amp; Descriptive Statistics</strong> (20 points)</td>
<td>Clear, complete, and accurate reporting and interpretation of descriptive statistics for all measures/variables included in the study; Stats are reported in correct APA-style.</td>
<td>Mostly complete, accurate, and clear reporting and interpretation of descriptive statistics for measures/variables included in the study; Stats have a few minor errors in APA-style.</td>
<td>Minor omissions, errors, omissions, or unclear points in reporting and interpretation of descriptive statistics for measures/variables included in the study; Stats have errors in APA.</td>
<td>Glaring omissions, errors, or unclear points in reporting and interpretation of descriptive statistics for all measures/variables included in the study; Grossly unclear or inaccurate.</td>
<td>Did not include/incomplete reporting of descriptive statistics for all measures/variables included in the study; Grossly unclear or inaccurate.</td>
</tr>
<tr>
<td><strong>RESULTS SECTION</strong></td>
<td>Clear, complete, and accurate reporting and interpretation of statistics for main analysis(es) and explanation of findings; Reported in correct APA-style.</td>
<td>Mostly complete, accurate, and clear reporting and interpretation of statistics for main analysis(es) and explanation of findings; Errors in APA-style.</td>
<td>Minor omissions, errors, omissions, or unclear points in reporting and interpretation of statistics for main analysis(es) and explanation of findings; Major errors in APA-style.</td>
<td>Glaring omissions, errors, or unclear points in reporting and interpretation of statistics for main analysis(es) and explanation of findings; Grossly unclear / inaccurate; Not in APA-style.</td>
<td>Did not include/incomplete reporting and interpretation of statistics for main analysis(es) and explanation of findings; Grossly unclear / inaccurate; Not in APA-style.</td>
</tr>
<tr>
<td><strong>Tables / Figures</strong> (10 points)</td>
<td>Includes at least one table and/or figure to help summarize results; Table(s/figure(s) is appropriate for data being presented and is neat, accurate, clear, and in APA format.</td>
<td>Includes at least one table and/or figure to help summarize results; Mostly complete, accurate, and clear table(s)/figure(s) being appropriate, neat, accurate, clear, and in APA format.</td>
<td>Includes at least one table and/or figure to help summarize results; Minor omissions, errors, omissions, or unclear points with table(s)/figure(s) being appropriate, neat, accurate, clear, and in APA format.</td>
<td>Attempts to include at least one table and/or figure to help summarize results; Glaring issues with table(s)/figure(s) being appropriate, neat, accurate, clear, and in APA format.</td>
<td>Did not include/incomplete; Grossly unclear / inaccurate.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EXCELLENT (A)</th>
<th>GOOD (B)</th>
<th>AVERAGE (C)</th>
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<tr>
<td>10.0 – 9.0 points</td>
<td>9.0 – 8.0 points</td>
<td>8.0 – 7.0 points</td>
<td>7.0 – 6.0 points</td>
<td>&lt; 6.0 points</td>
</tr>
<tr>
<td>Category</td>
<td>10.0 – 9.0 points</td>
<td>9.0 – 8.0 points</td>
<td>8.0 – 7.0 points</td>
<td>7.0 – 6.0 points</td>
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<tr>
<td>Review of Present Study (10 points)</td>
<td>Very clear, complete, and concise reminder to reader of study’s topic, rationale, and hypothesis; Mostly clear, complete, and correct explanation of findings in relation to study’s hypothesis.</td>
<td>Reminds reader of study’s topic, rationale, and hypothesis; Mostly clear, complete, and/or correct explanation of findings in relation to study’s hypothesis.</td>
<td>Attempts to remind reader of study’s topic, rationale, and hypothesis; Minor issues with clarity, completeness, or accuracy in relating findings to study’s hypothesis.</td>
<td>Fails to remind reader of study’s topic, rationale, and hypothesis; Major issues with clarity, completeness, or accuracy in relating findings to study’s hypothesis.</td>
</tr>
<tr>
<td>Implications (10 points)</td>
<td>Clear, complete, accurate, and insightful coverage of study’s implications (i.e., Relate findings to past studies; Discuss what findings mean for theory and/or practice, etc.).</td>
<td>Mostly complete, accurate, and clear in addressing study’s implications (i.e., Relate findings to past studies; Discuss what findings mean for theory and/or practice, etc.).</td>
<td>Minor omissions, errors, or unclear points addressing study’s implications (i.e., Relate findings to past studies; Discuss what findings mean for theory and/or practice, etc.).</td>
<td>Has glaring errors / omissions in addressing study’s implications (i.e., Relate findings to past studies; Discuss what findings mean for theory and/or practice, etc.).</td>
</tr>
<tr>
<td>Limitations &amp; Future Directions (10 points)</td>
<td>Clear, complete, accurate, and insightful coverage of study’s limitations and future directions. (1) Limitations Points out weaknesses in study with specific examples (2) Future Directions Specific suggestions for future research in the area</td>
<td>Covers both, but has minor issues with completeness, clarity, or accuracy in: (1) Limitations Points out weaknesses in study with specific examples (2) Future Directions Specific suggestions for future research in the area</td>
<td>Attempts to cover both, but has minor errors / omissions in: (1) Limitations Points out weaknesses in study with specific examples (2) Future Directions Specific suggestions for future research in the area</td>
<td>Has glaring errors / omissions in: (1) Limitations Points out weaknesses in study with specific examples (2) Future Directions Specific suggestions for future research in the area</td>
</tr>
<tr>
<td>Academic Language/ Mechanics (10 points)</td>
<td>Superior language control; Very few grammatical, spelling, or punctuation errors; Formal tone.</td>
<td>Solid language control; Minimal grammatical, spelling, or punctuation errors; Mostly formal tone.</td>
<td>Satisfactory language control; Some grammatical, spelling, or punctuation errors; Attempts formal tone</td>
<td>Below average language control; Major grammatical, spelling, or punctuation errors; Informal tone.</td>
</tr>
<tr>
<td>Organization, Clarity, and Readability (10 points)</td>
<td>Strongly follows logical flow of APA empirical article; Writing is extremely clear and concise.</td>
<td>Mostly follows logical flow of APA empirical article; Writing is mostly clear and concise.</td>
<td>Attempts to follow logical flow of APA empirical article; Writing can be clear &amp; concise, but may be difficult to read at times.</td>
<td>Writing strays from logical flow of APA empirical article; Writing lacks clarity and/or conciseness and can be difficult to read.</td>
</tr>
<tr>
<td>CRITERIA</td>
<td>APA PG. #S</td>
<td>SPECIFIC REQUIREMENT</td>
<td>Score</td>
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<tr>
<td>-----------------------------------------------</td>
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<td>--------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td><strong>TITLE PAGE (5 points)</strong></td>
<td>APA (229-230)</td>
<td>“Running head:” followed by a 2-6 word phrase (max 50 characters) IN ALL CAPS; Condensed from paper title / Page # in Top Right Corner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title / Byline</td>
<td>APA (23-24)</td>
<td>Paper title makes clear purpose, question, and/or variables of study; Format includes Title, Author, and Institutional Affiliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ABSTRACT (5 points)</strong></td>
<td>APA (25-27)</td>
<td>Top Left Corner / Title Only in All CAPS / Page Number Top Right Corner “Abstract” centered at the top (NOT in bold)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abstract</td>
<td>APA (25-27)</td>
<td>Own page (p. #2); Text double-spaced w/o indent; One paragraph between 125 and 250 words summarizing hypothesis, participants, procedure, findings, and implications; Evaluate abstract quality</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GENERAL RULES (5 points)</strong></td>
<td>APA (42; 229)</td>
<td>Article’s title is centered at the top of the first page of Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title on Page 3</td>
<td>APA (62-63)</td>
<td>Centered and boldfaced the following headings: Method, Results, and Discussion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Headings</td>
<td>APA (62-63)</td>
<td>Subheadings (i.e., Participants, Measures, Procedure, etc.) were at the appropriate level and had correct format</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subheadings</td>
<td>APA (229)</td>
<td>All margins 1 inch; Double-spaced; 12 point Times New Roman Font; Indent paragraphs; Appropriate space underneath headings &amp; between paragraphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CITATION OF SOURCES (10 points)</strong></td>
<td>APA (169-179)</td>
<td>All paraphrased information from another source is cited Information is paraphrased from primary source; Does not use secondary sources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing Cited</td>
<td>APA (169-179)</td>
<td>Direct quotations from sources are used sparingly and when used are appropriate and necessary Listed the page number of the source from which the quote was taken Quotes with &lt; 40 words are in-text with quotation marks Quotes with &gt; 40 words are freestanding block and quotations omitted</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Direct Quotations Cited</td>
<td>APA (169-179)</td>
<td>Correctly formatted in-text citations; Correctly formatted parenthetical citations Correctly formatted instances where multiple articles were cited Correctly formatted instances of multiple-author papers: o &gt; 6 authors used “first author et al.” for every citation o 3 to 5 authors used “first author et al.” if previously cited once before</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citation Formatting</td>
<td>APA (169-179)</td>
<td>References listed in alphabetical order according to author’s last name Hanging indent: After first line reference is indented Correct use of comma; semi-colon, capital letters Correct use of italics (italicized books, journals, volume numbers)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>REFERENCES SECTION (10 points)</strong></td>
<td>APA (180-224)</td>
<td>Title “References” centered at the top (NOT in bold)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>APA (37)</td>
<td>(1) Author/Editor Information; (2) Date of Publication; (3) Work’s Title (4) Publication Information (journal, volume number, pages); (5) Electronic Locator Information (includes DOI or URL when needed)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>APA (183-192)</td>
<td>All citations of sources in the paper are included in references; All sources included in references are cited in the paper</td>
<td></td>
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</tr>
<tr>
<td>Components</td>
<td>APA (184-224)</td>
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<tr>
<td>EXCELLENT (A)</td>
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<td>AVERAGE (C)</td>
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<tr>
<td>25.0 – 22.5 points</td>
<td>22.5 – 20.0 points</td>
<td>20.0 – 17.5 points</td>
<td>17.5 – 15.0 points</td>
<td>&lt; 15.0 points</td>
</tr>
<tr>
<td>Overall the study included the following features of an excellent research project:</td>
<td>Overall the study included the following features of a good research project:</td>
<td>Overall the study included the following features of an average research project:</td>
<td>Overall the study included the following features of a below average research project:</td>
<td>Overall the study was incomplete or missing major components; The research question, analyses, findings, and inferences were grossly inaccurate and/or poorly coordinated.</td>
</tr>
</tbody>
</table>

1. Addressed an important, logical, and/or creative research question
2. Provided strong support for the importance of the research and hypothesis
3. Pursued a research question that could be answered given the data in the class project
4. Used the appropriate statistical analyses to answer the question and interpreted the findings accurately
5. Drew accurate and insightful inferences based on the study’s main findings

1. Addressed a logical research question that had some importance
2. Provided some support for the importance of the research and hypothesis
3. Pursued a research question that could be answered given the data in the class project
4. Used the appropriate statistical analyses to answer the question and interpreted the findings accurately
5. Drew accurate basic inferences based on the study’s main findings

1. Research question was logical, but not extremely interesting, important, or novel
2. Attempted to provide support for the importance of the research and hypothesis
3. Research question was not a perfect fit given the data in the class project
4. Minor issues with the statistical analyses used to answer the question and/or interpreting the findings accurately
5. Minor errors/omissions in inferences based on the study’s main findings

1. Research question had multiple/major flaws with importance, support, and/or fit with project data that limited the potential of the research
2. Major issues with the statistical analyses used to answer the question and/or interpreting the findings accurately
3. Major errors/omissions in inferences based on the study’s main findings

TOTAL SCORE / GRADE: \( \frac{\text{Total Score}}{250} \times 100 = \% \)
<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>Excellent - 10/9</th>
<th>Good - 8</th>
<th>Satisfactory - 7/6</th>
<th>Needs Improvement - 5-0</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content - Accuracy</td>
<td>All content throughout the presentation is accurate. There are no factual errors.</td>
<td>Most of the content is accurate but there is one piece of information that seems inaccurate.</td>
<td>The content is generally accurate, but one piece of information is clearly inaccurate.</td>
<td>Content confusing or contains more than one factual error.</td>
<td></td>
</tr>
<tr>
<td>Problem ID, Analysis, &amp; Solution.</td>
<td>Presentation thoroughly covers the problem identification and analysis and acceptable solution recommendation.</td>
<td>Presentation adequately covers the problem identification and analysis and acceptable solution recommendation.</td>
<td>Presentation meets the minimum necessary to cover the problem identification and analysis and acceptable solution recommendation.</td>
<td>Presentation does not adequately cover the problem identification and analysis and acceptable solution recommendation.</td>
<td>(x3)</td>
</tr>
<tr>
<td>Sequencing of Information</td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the next slide.</td>
<td>Most information is organized in a clear, logical way. One slide or piece of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional slide or piece of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
<td></td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Project includes all material needed to give a good understanding of the topic. The project is consistent with the driving question.</td>
<td>Project is lacking one or two key elements. Project is consistent with driving question most of the time.</td>
<td>Project is missing more than two key elements. It is rarely consistent with the driving question.</td>
<td>Project is lacking several key elements and has inaccuracies. Project is completely inconsistent with driving question.</td>
<td></td>
</tr>
<tr>
<td>Use of Graphics &amp; Fonts</td>
<td>All graphics and fonts are attractive (size and colors) and support the topic of the presentation.</td>
<td>A few graphics and fonts are not attractive but all support the topic of the presentation.</td>
<td>All graphics and fonts are attractive but a few do not support the topic of the presentation.</td>
<td>Several graphics and fonts are unattractive AND detract from the content of the presentation.</td>
<td></td>
</tr>
<tr>
<td>Spelling and Grammar</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has 1-2 misspellings, but no grammatical errors.</td>
<td>Presentation has 1-2 grammatical errors but no misspellings.</td>
<td>Presentation has more than 2 grammatical and/or spelling errors.</td>
<td></td>
</tr>
<tr>
<td>Delivery</td>
<td>Presenter spoke at a good rate, volume and with good grammar. Read very little of what was found on slides</td>
<td>Presenter spoke a little faster or slower than necessary, or too quietly or loudly. They used acceptable grammar. Read some of what was presented on slides</td>
<td>Presenter spoke at a good rate and volume, but used poor grammar. Relied too heavily on information presented on slides</td>
<td>Presenter demonstrated having paid little attention to rate, volume or grammar. They read nearly word for word from slides</td>
<td>(x2)</td>
</tr>
</tbody>
</table>

**Final Score:**
Menu Section
Applied Research Methods in Criminal Justice and Homeland Security
CRM3150 | Term: Spring 2016
Access from: January 11, 2016 12:00 AM EST to: March 06, 2016 11:59 PM EST | Section: 1 Access from: 1.11.2016 12:00 AM EST to: 3.6.2016 11:59 PM EST | Section: 1

Syllabus Entry

Instructor Email

Your instructor’s Florida Tech email address is listed here, but please use the course messaging system for course-related messages.

Instructor

Mark Stallo

E-mail

mstallo@fit.edu

Phone

817-721-9281

Office Hours

I am available Monday - Thursday from 6pm -10 pm and all day on Sunday

Fax

817-488-0933

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Quality</th>
<th>Equivalent Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>excellent</td>
<td>900-1000 pts.</td>
</tr>
<tr>
<td>B</td>
<td>good</td>
<td>800-899 pts.</td>
</tr>
<tr>
<td>C</td>
<td>average</td>
<td>700-799 pts.</td>
</tr>
<tr>
<td>D</td>
<td>poor</td>
<td>600-699 pts.</td>
</tr>
<tr>
<td>F</td>
<td>failure</td>
<td>0-599 pts.</td>
</tr>
</tbody>
</table>

Attendance

Attendance is required on a weekly basis. Students are expected to view the online lectures in the week they are offered, and to log onto the site often enough to remain abreast of the communication on the Message Board as
well as any Class News or information from the Professor. It is the responsibility of the student to be aware of everything happening in the class online.

**Academic Honesty**

Academic honesty is highly valued in Florida Tech's online courses. The student must always submit work that represents original words or ideas. If any words or ideas are used that do not represent those original words or ideas, the student must cite all relevant sources and provide a clear definition of the extent to which such sources were used. Words or ideas that require citation include, but are not limited to all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable source. In the Florida Tech online course, all submissions to any public meeting bulletin board or private mailbox fall within the scope of words and ideas that require citations if used by someone other than the original author. Academic dishonesty in an online learning environment could involve:

- Having a tutor or friend complete a portion of the student's assignments
- Having a reviewer make extensive revisions to an assignment
- Copying work submitted by another student to another public class meeting
- Using information from online information services without proper citation

Any of these practices could result in charges of academic dishonesty. For the complete Florida Tech policy on academic dishonesty, cheating and plagiarism see the Florida Tech Student Handbook. [http://www.fit.edu/studenthandbook/](http://www.fit.edu/studenthandbook/)

**Students with Disabilities**

Individuals with disabilities needing special accommodation(s) should contact Rachel Densler. She may be contacted by phone at (321) 674-8285 or by email at disabilityservices@fit.edu

**Disaster Statement**

**School Closure:**

Both Florida Tech and Bisk observe national holidays and students are not required to participate in classes on such days. In the case of an emergency closure of Florida Tech or Bisk, if classes are still able to operate, they will continue. In the rare case that the Learning Management System is unavailable for maintenance reasons, classes will resume as quickly as possible and students should check the Bisk website [www.floridaTechOnline.com](http://www.floridaTechOnline.com) regularly for updates

**Natural disaster:**

If a natural disaster impacts the Melbourne, Florida area all students should check the Florida Tech website [www.fit.edu](http://www.fit.edu) or call (800) 888-4348 for updates.

In the event that a natural disaster occurs near the student’s residence they should contact Customer Service at: 1-800-280-9718 at the soonest opportunity and inform them of the situation. They will make the appropriate contact to instructors. Final decisions on the appropriate timeline to complete course requirements are at the discretion of the instructor.
SMARTHINKING

SMARTHINKING's fundamental objectives are to engage and encourage students in active learning, as well as to enhance their motivation. Our tutors strive to help students develop successful learning skills, rather than simply "giving answers" or "doing homework" for them. In a professional and supportive environment, we focus on the power of human interaction and the use of technology to assist a student-centered tutoring process. www.smathinking.com

Course Withdrawal

You must withdraw using the Florida Tech's online student account system (PAWS). If you are a new student, PAWS access information will be provided prior to class start via your official Florida Tech email account. You have the prerogative of dropping a course until the end of the first week of classes without receiving a grade of "W". After the first week, a grade of "W" will be assigned up until the final published date for withdrawing (the last day of week six). That grade will be reflected on your transcript, but not calculated into your grade point average. Withdrawals after week six will result in a grade of "F". You are responsible for maintaining written evidence of all drops/withdrawals. Telephone and e-mail drops/withdrawals will not be accepted. Following is a table that clearly outlines Florida Tech's withdrawal and refund policies:

<table>
<thead>
<tr>
<th>Week</th>
<th>Withdrawal Permitted</th>
<th>Tuition Refunded</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Yes</td>
<td>100%</td>
<td>By Sunday at 11:59 PM ET</td>
</tr>
<tr>
<td>2</td>
<td>Yes</td>
<td>60%</td>
<td>By Sunday at 11:59 PM ET</td>
</tr>
<tr>
<td>3</td>
<td>Yes</td>
<td>40%</td>
<td>By Sunday at 11:59 PM ET</td>
</tr>
<tr>
<td>4</td>
<td>Yes</td>
<td>No Refund</td>
<td>By Sunday at 11:59 PM ET</td>
</tr>
<tr>
<td>5</td>
<td>Yes</td>
<td>No Refund</td>
<td>By Sunday at 11:59 PM ET</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>No Refund</td>
<td>By Sunday at 11:59 PM ET</td>
</tr>
<tr>
<td>7</td>
<td>No</td>
<td>No Refund - No Withdrawal</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>No</td>
<td>No Refund - No Withdrawal</td>
<td></td>
</tr>
</tbody>
</table>

PAWS is accessible through the university portal ACCESS Florida Tech. To continue to PAWS click here (opens in new window)

Course Introduction

Examines applied research methods and techniques used in criminal justice and homeland security. Provides analysis and projects using Microsoft Excel® to obtain and interpret descriptive statistics, elementary inferential statistics, and analysis of variance in the applied context of criminal behaviors. 

Upon completing this course, students will be able to:

- Define the purposes of research and the different avenues of inquiry
- Explain the ethical issues of criminal justice research
- Discuss the relationship between theory, research, and public policy
- Define the elements of a research proposal
- Recognize and critique the use of experiments in criminal justice research
- Utilize appropriate data collection and interpretation techniques in a research project
- Become more adept at using Microsoft Excel to analyze and interpret data
- Gain in-depth skills for interpreting the data that is available to help make better decisions
- Acquire the skills needed to take advantage of Microsoft Excel which is readily available for criminal justice professionals

Prerequisites

PSY 3012 and HSC 3011

Credits

3

Course Materials


Grading

Overall Grade

Your grade in this course will be our evaluation of your performance. We will base this evaluation on your demonstrated competence on the following

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Points each</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Assignments</td>
<td>4</td>
<td>4 x 30 pts = 120 pts</td>
<td>12%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>2</td>
<td>2 x 100 pts = 200 pts</td>
<td>20%</td>
</tr>
<tr>
<td>Topic Discussion Board</td>
<td>8</td>
<td>8 x 20pts = 160 pts</td>
<td>16%</td>
</tr>
<tr>
<td>Project Discussion</td>
<td>8</td>
<td>8 x 10 pts = 80 pts</td>
<td>8%</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>1</td>
<td>90 pts</td>
<td>9%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>1</td>
<td>250 pts</td>
<td>25%</td>
</tr>
<tr>
<td>Final Presentation</td>
<td>1</td>
<td>100 pts</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000 pts.</td>
<td>100%</td>
</tr>
</tbody>
</table>

Note: The below special instructions are the current course. Upon UGCC approval this will be replaced with language consistent with the QEP summary form and associated QEP rubrics. This course, upon approval, will need a partial redevelop and these details will be clarified. Given this is a modification to an existing course which has been approved, I wanted
to demonstrate the changes but it is not practical to attempt the complete redevelopment until the QEP concept is approved.

Special Instructions

This course includes a paper: Evidence-Based Policing.

The written assignment will consist of describing how data was used or using your own data to demonstrate how evidence-based policing works. You could use examples such as community policing, problem-oriented policing, License Plate Readers (LPR), Automated Fingerprint Information Systems (AFIS), COMPSTAT, or any other police function. Below are a few links to provide you with articles to possibly use or to inform you about the topic. Although the paper is theory based, I would like you to demonstrate or use an example of how data was used to prove that a criminal justice concept was helpful.

There will be three parts to the assignment. In Week 2 you will provide a 100-word abstract describing the topic you will write about. This has a value of 10 points. In Week 5 you will provide an annotated bibliography using three peer reviewed articles. The bibliography should include an overview of the article, how it will help you with your research findings, and what additional information might have been included in the articles. This section has a value of 20 points and should be submitted through the drop box.

Your final paper should be approximately 10 pages in length and in APA format. This section will be due by Wednesday of Week 8 and has a value of 70 points. Also, students will be required to create a PowerPoint presentation to post in the Week 8 discussion area. You must respond to at least two other posts in this week providing both a positive and a recommended change or adjustment.

Paper Outline:

- Abstract
- Topic discussion
- Research question
- Body of the paper (current literature)
- Anticipated findings and what is needed in future research
- Conclusions
- Bibliography

Resources

Recommended Websites:

https://www.bja.gov/Publications.aspx

http://nij.gov/Pages/welcome.aspx

http://scholar.google.com/citations?user=0_lEpRoAAAAJ&hl=en&oi=sra

http://amr.aom.org/content/31/2/256.short

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2725271/
Computer Requirements

This course requires software that will not run natively on Mac systems. A solution exists to allow you to run these programs directly from Florida Tech.

Please download and follow these instructions.

Week 1

Module One – Introduction to Understanding the Layout of Microsoft Excel

Upon completing this week’s assignments and lectures, students will be able to:

- Define the fundamentals of Microsoft Excel
- Identify the advantages and limitations in using this program
- Explore the layout of the program and how it is structured

Lecture

Introduction to Excel

Demonstration

Demonstration – Basic Introduction to Excel

Reading

Microsoft Excel 2013 All-In-One for Dummies

- Book I: Chapters 1 and 2
- Book II: Chapters 1 - 3

Topic Discussion

Discussion Board - Initial Post

Describe how you might use Microsoft Excel in your line of work. You are not considered an expert so a description would be sufficient. In your explanation, please discuss the type of data you would be using. If it is public information you can even provide an attachment in your response.

Original comments due Thursday at 11:59 p.m. ET.

Discussion

Discussion Board - Response Post

- Post at least two replies to classmate responses for this week's discussion
• All posts are to be substantial and related to the discussion question
• All posts **due Sunday at 11:59 p.m. ET**

**Project Discussion**

Start this course with discussing possible research questions you have with your class. Identify your dependent variable (DV) and independent variables (IVs) for discussion.

Original post dues Wednesday by midnight with an expectation of commenting on two other students’ posts by midnight Sunday.

**Week 2**

**Module Two: Working with Law Enforcement Formulas in Microsoft Excel**

Upon completing this week’s assignments and lectures, students will be able to:

• Name the formulas that are quite useful to use in law enforcement
• Identify and find formulas in Microsoft Excel
• Define the appropriate time to use the correct formula

**Lecture**

Formulas

**Demonstration**

Demonstration – Formulas

**Reading**

*Microsoft Excel 2013 All-In-One for Dummies*

• Book I: Chapter 5
• Book III: Chapters 1 - 3 and 4 - 6
• Excel Data Analysis Chapters 1 - 3

**Discussion**

Discussion Board - Initial Post

Examine the insert function and browse through the various types of formulas in Microsoft Excel. Please describe two types of formulas that you might use in criminal justice. Please do not use percent change, percent of total, or crime per 1,000.

Original comments **due Thursday at 11:59 p.m. ET**.
Discussion Board - Response Post

- Post at least two replies to classmate responses for this week's discussion
- All posts are to be substantial and related to the discussion question
- All posts due Sunday at 11:59 p.m. ET

Project Discussion

Submit your topic idea, along with your DV and IVs, to the project discussion board. This will allow discussion and instructor feedback and approval.

Original post dues Wednesday by midnight with an expectation of commenting on two other students’ posts by midnight Sunday.

Assignment

- Provide a 100 word abstract describing the topic you will write about in your final paper.
- This assignment is due by Sunday at 11:59 p.m. ET

Assignment

Step 1: Use the following numbers to get started. Once you have entered the numbers, use the auto sum key to add the crime figures in both 2013 and 2012. Next, insert a row below Agg. Assault and Auto Theft. Create a crime category called “Violent” under Agg. Assault and “Non-Violent” under Auto Theft. Use the auto sum to add Murder, Rape, Robbery, and Agg. Assault, then add Burglary, Theft, and Auto Theft. Notice that the total changes for both years. This can be corrected by using a sum formula for both the violent and non-violent categories.

<table>
<thead>
<tr>
<th>Year</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Murder</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Rape</td>
<td>45</td>
<td>41</td>
</tr>
<tr>
<td>Robbery</td>
<td>80</td>
<td>82</td>
</tr>
<tr>
<td>Agg. Assault</td>
<td>120</td>
<td>126</td>
</tr>
<tr>
<td>Burglary</td>
<td>215</td>
<td>210</td>
</tr>
<tr>
<td>Theft</td>
<td>425</td>
<td>400</td>
</tr>
<tr>
<td>Auto Theft</td>
<td>300</td>
<td>320</td>
</tr>
<tr>
<td>Total</td>
<td>1200</td>
<td>1195</td>
</tr>
</tbody>
</table>

Step 2: Once you have added them to the cells within the spreadsheet, add four additional headings to the right of 2012 crime. Percent change (%_CHG), Difference, Percent of Total (% of Total), and Crime per 1,000. Calculate the four formulas for each of the crime categories, including the total crime. Use 2013 crime for “Percent of Total” and use 2012 crime for “Crime per 1,000” with a population of 70,000.

Step 3: Format the chart so that it looks more professional. You may use auto format or be creative on your own.
Step 4: Calculate the clearance rate for non-violent crimes using the individual categories below

<table>
<thead>
<tr>
<th>Category</th>
<th>Figures</th>
<th>Clearance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Burglary</td>
<td>2,500</td>
<td>550 cleared</td>
</tr>
<tr>
<td>Theft</td>
<td>4,200</td>
<td>588 cleared</td>
</tr>
<tr>
<td>Auto Theft</td>
<td>3,000</td>
<td>360 cleared</td>
</tr>
<tr>
<td>Total</td>
<td>9,700</td>
<td></td>
</tr>
</tbody>
</table>

Place your assignment into the drop box by **Sunday night at 11:59 p.m. ET.**

---

**Week 3**

**Module Three: Working with Charts and Graphs in Microsoft Excel**

Upon completing this week’s assignments and lectures, students will be able to:

- Recognize the best type of chart to use
- List the steps necessary to complete the chart
- Identify the necessary components of a specific chart

**Lecture**

**Charting**

**Demonstration**

**Demonstration – Charting**

**Reading**

*Microsoft Excel 2013 All-In-One for Dummies*

- Book V: Chapters 1 and 2
- Excel Data Analysis Chapters 5 - 6 and 13

**Discussion**

Discussion Board - Initial Post

Describe a type of chart you might create and how you would explain it to the public. In addition, please create and attach the chart for your fellow students to examine and comment on.

Original comments **due Thursday at 11:59 p.m. ET.**
Discussion

Discussion Board - Response Post

- Post at least two replies to classmate responses for this week's discussion
- All posts are to be substantial and related to the discussion question
- All posts due Sunday at 11:59 p.m. ET

Project Discussion

Submit your project outline and reference list to the project discussion board. This will allow discussion and instructor feedback and approval.

Original post due Wednesday by midnight with an expectation of commenting on two other students' posts by midnight Sunday.

Week 4

Module Four – Data Analysis I

Upon completing this week's assignments and lectures, students will be able to:

- Describe the various functions that are available under the data analysis tools in Microsoft Excel
- Summarize how to use the sort, subtotal, and filter functions in Excel

Lecture

Data Analysis I

Demonstration

Demonstration – Data Analysis I

Reading

Microsoft Excel 2013 All-In-One for Dummies

- Book VI: Chapters 1 and 2
- Excel Data Analysis Chapter 7

Discussion

Discussion Board - Initial Post

Using sample data that you have found on the Internet, please sort your data so that it is in order. Then conduct a subtotal counting the changes in your data. Explain what you are trying to accomplish.
Original comments due Thursday at 11:59 p.m. ET.

Discussion

Discussion Board - Response Post

- Post at least two replies to classmate responses for this week’s discussion
- All posts are to be substantial and related to the discussion question
- All posts due Sunday at 11:59 p.m. ET

Project Discussion

Discuss your weekly progress on your research project. Discuss progress and challenges. Include how you managed the challenges. This will allow discussion and instructor feedback and approval.

Original post due Wednesday by midnight with an expectation of commenting on two other students’ posts by midnight Sunday.

Assignment

Note: For this exercise you will need the January.xls.

Step 1: Open the January.xls, go to the Step1 sheet and sort by premise. This should give you a list of offenses, starting with premise code 106. Data analysis sorting 154-165.

Step 2: Go to the Step 2 sheet and sort by DOW. Next, go to the data subtotal menu. At the subtotals menu, you will be prompted to fill information in three areas. The first area will be each change in DOW. The second area will be Function: choose count. The third area needs to have DOW checked. This will give you the total number of crimes by each day of the week.

Step 3: Go to the Step 3 sheet and conduct a subtotal of the average age of the victim (C_Age) by watch. HINT: sort by watch, then conduct your subtotals using the average function for age at every change of the watch.

Step 4: Go to the Step 4 sheet and create a custom list for Murder, Rape, Robbery, Agg. Assault and Other Sex. Sort the crime column in ascending order. Remember the custom list should be created under tools, options, custom lists.

- Submit to the instructor via digital drop box
- Due Sunday at 11:59 p.m. ET

Quiz

- Multiple choice quiz
- Covers all the material from Weeks 1-4
- Due Sunday at 11:59 p.m. EST
Week 5

Module Five – Data Analysis II - Pivot Tables and Charts

Upon completing this week’s assignments and lectures, students will be able to:

- Discuss how to find the Pivot Table and Pivot Chart within Microsoft Excel
- Locate the components of a pivot table and chart
- Defend how useful this type of analysis can be for understanding your data
- Explain how to delete duplicates in Excel

Lecture

Data Analysis II

Demonstration

Demonstration – Data Analysis II

Reading

*Microsoft Excel 2013 All-In-One for Dummies*

- Book VII: Chapters 1 and 2
- Excel Data Analysis Chapter 12

Discussion

Discussion Board - Initial Post

The Pivot Table and Chart provides insight into data. Describe how you might use this type of analysis. Specifically, describe the fields you would use and the type of data you would be using. You may attach the table or chart to the discussion, but this is not necessary.

Original comments due Thursday at 11:59 p.m. ET.

Discussion

Discussion Board - Response Post

- Post at least two replies to classmate responses for this week’s discussion
- All posts are to be substantial and related to the discussion question
- All posts due Sunday at 11:59 p.m. ET

Project Discussion
Discuss your weekly progress on your research project. Discuss progress and challenges. Include how you managed the challenges. This will allow discussion and instructor feedback and approval.

Original post due Wednesday by midnight with an expectation of commenting on two other students’ posts by midnight Sunday.

Note: The below Annotated Bibliography instructions are the current course. These will be replaced with the Research Proposal and most likely be due in week 4. Upon UGCC approval this will be edited appropriately consistent with the QEP summary form and associated QEP rubrics. This course will need a partial redevelop and these details will be clarified.

**Annotated Bibliography**

- Provide an annotated bibliography using three peer reviewed articles. The bibliography should include an overview of the article, how it will help you with your research findings, and what additional information might have been included in the articles.
- This assignment is due by **Sunday at 11:59 p.m. ET**

**Assignment**

- Open up the `ytderime2.xls`
- Go to the insert tab and create a pivot chart using at least two types of data such as day of week and division

**Week 6**

**Module Six – How To Analyze Data Using Known and Unknown Times**

Upon completing this week’s assignments and lectures, students will be able to:

- Summarize how to use averaging and standard deviation to predict future events such as crime
- Recognize two methods for understanding the predictability of when to deploy with unknown times for crimes such as burglary and auto theft
- Outline how to use a template in Microsoft Excel to predict future events

**Lecture**

**Analyzing Times**

**Demonstration**

**Demonstration – Analyzing Times**

**Discussion**

Discussion Board - Initial Post
Use the Unknown times template and change the date and time to at least the first twenty records. Delete the additional records but make sure you do not delete the total row.

Original comments due Thursday at 11:59 p.m. ET.

**Discussion**

Discussion Board - Response Post

- Post at least two replies to classmate responses for this week's discussion
- All posts are to be substantial and related to the discussion question
- All posts due Sunday at 11:59 p.m. ET

**Reading**

- Excel Data Analysis Chapter 8
  - **Project Discussion**
    - Discuss your weekly progress on your research project. Discuss progress and challenges. Include how you managed the challenges. This will allow discussion and instructor feedback and approval.
    - Original post due Wednesday by midnight with an expectation of commenting on two other students’ posts by midnight Sunday.

**Assignment**

Open the file robberies with known times.xls and calculate the average and standard deviation for both the times between robberies and the times when the robberies occurred. Using two standard deviations, when would you predict the next robbery to take place?

- Robberies with known times.xls
- Submit to the instructor via digital drop box
- Due Sunday at 11:59 p.m. ET

**Week 7**

**Module Seven – Conducting Simple Regression and Correlation**

Upon completing this week’s assignments and lectures, students will be able to:

- Name the types of data that might be correlated
- Predict when statistical methods such as regression or correlation might be useful in analyzing your data
- Identify how to set up and use the formulas provided in Microsoft Excel to conduct these types of statistical analyses
- Illustrate how to create a scatter chart

**Lecture**

**Regression and Correlation**
Demonstration

Demonstration – Regression and Correlation

Reading

- Excel Data Analysis Chapter 9

Discussion

Discussion Board - Initial Post

Go to youtube.com and type in: "How to conduct simple regression in Microsoft Excel"

Provide an original link that has not been posted for your fellow students to examine. Also, please describe at least one dependent and independent variable you would use to run a regression. You should also discuss an example of two types of data that might or might not have a correlation. Create a correlation in Excel and explain what the results mean.

Original comments due Thursday at 11:59 p.m. ET.

Discussion

Discussion Board - Response Post

- Post at least two replies to classmate responses for this week's discussion
- All posts are to be substantial and related to the discussion question
- All posts due Sunday at 11:59 p.m. ET

Project Discussion

Discuss your weekly progress on your research project. Discuss progress and challenges. Include how you managed the challenges. This will allow discussion and instructor feedback and approval.

Original post due Wednesday by midnight with an expectation of commenting on two other students' posts by midnight Sunday.

Week 8

Module Eight – Review and Linking

Upon completing this week’s assignments and lectures, students will be able to:

- Name the various types of functions you have been exposed to in Microsoft Excel
- Identify how these various techniques can work together to conduct good analysis
- Define other concepts in Microsoft Excel that might be useful for students to explore
Lecture

Linking and Review

Demonstration

Demonstration – Linking

Reading

- Excel Data Analysis Chapters 11 and 14

Discussion

Discussion Board - Initial Post

Please describe the paper that you wrote. It would be similar to your abstract, but should include your findings. In addition, please attach your presentation.

Presentations due Thursday at 11:59 p.m. ET.

Discussion

Discussion Board - Response Post

- Post at least two replies to classmate responses for this week's discussion
- All posts are to be substantial and related to the discussion question
- All posts due Sunday at 11:59 p.m. ET

Project Discussion

Discuss your weekly progress on your research project. Discuss progress and challenges. Include how you managed the challenges. This will allow discussion and instructor feedback and approval.

Original post due Wednesday by midnight with an expectation of commenting on two other students’ posts by midnight Sunday.

Note: The below Paper instructions are the current course. These will be replaced with the Research Paper and Presentation as described in the QEP summary form and aligned with the paper and project rubrics. These (Q) changes, once approved, require considerable effort.
from Dr. Stallo, the initial developer, as well as the Bisk instruction design team and online
staff.

Paper

The written assignment will consist of describing how data was used or using your own data to demonstrate
how evidence based policing works. You could use examples such as community policing, problem oriented
policing, license plate readers (LPR), Automated Fingerprint Information Systems (AFIS), COMPSTAT, or any
other police function.

Turn in your final paper which should be approximately 10 pages in length. The paper should be in APA
format.

Paper Outline:

- Abstract (use the one you created in Week 2)
- Topic discussion
- Research question
- Body of the paper (current literature)
- Anticipated findings and what is needed in future research
- Conclusions
- Bibliography (use the one you created in Week 5)

Click the Submit Assignment button below to submit your paper to Turnitin by Wednesday at 11:59 p.m. ET.

Quiz

- Multiple choice quiz
- Covers all the material from Weeks 5 - 8
- Due Sunday at 11:59 p.m. ET

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# REQUEST TO CHANGE THE REQUIREMENTS FOR A COURSE

**Florida Institute of Technology**

__Any change, addition or removal of any restriction, or change in credit hours or availability for a course requires this form, accompanied by any supporting documentation, be completed and approved as indicated below._____

**COLLEGE:** College of Psychology and Liberal Arts  
**DEPARTMENT:** Psychology/Criminal Justice

**REQUEST IS FOR CHANGE IN COURSE:**  
| CRM | 3 | 5 | 1 | 1 |
|-----|---|---|---|---|   |

**Introduction to Crime Analysis**

**Prefix**

**Number**

**Course Title**

**TO BE INCLUDED IN 2017/2018 CATALOG**

**Course changes are effective beginning with the fall term in which they appear in the University Catalog.**

**IS REQUEST FOR A CHANGE IN THE NAME LISTED ABOVE?**  
☐ Yes  ☐ No  
___If yes, requested name___________________________

**IS REQUEST FOR A CHANGE IN CREDITS FOR COURSE LISTED ABOVE?**  
☐ Yes  ☐ No  
___If yes, current credits ___________________________ requested credits ____________________________

**IS REQUEST TO CHANGE RESTRICTIONS FOR COURSE LISTED ABOVE?**  
☐ Yes  ☐ No  
___If yes, please check all that apply:_________________________

☐ Add  ☐ Remove  ☐ Prerequisite  ☐ Corequisite  
___CRM Prefix  3150  ____ and  ____ or ____

☐ Add  ☐ Remove  ☐ Prerequisite  ☐ Corequisite  
___PSY Prefix  3012  ____ and  ____ or ____

☐ Add  ☐ Remove  ☐ Other Restrictions*    ☐ Yes  ☐ No  
___If yes, please use box below:_________________________

*Other restrictions may include changing the grade mode (P/EF, S/U, A-E, CEL), deactivating a course already in the system, majors or class levels restricted from registration, or other restrictions.

Please enter the complete prerequisite/restriction list as it should appear if this change is approved:

**Requirement(s): Must be enrolled in Florida Tech Online**

**Prerequisite:** PSY 3012

☐ Yes  ☐ No  Is this request for the course to be used to measure program-level student learning outcomes?

☐ Yes  ☐ No  Is this request for the course to satisfy the scholarly inquiry requirement? If yes, attach "Q" materials for review.

☐ Yes  ☐ No  Will this change impact any existing programs? If yes, attach "Changing Graduation Requirements" form for each program that is impacted.

---

**APPROVALS: Once appropriate department approvals are completed, submit to the Office of Graduate Programs, or Undergraduate Curriculum Committee Chair for placement on agenda.**

1)  
**Originator**  
___Reynolds____________________  
2/14/17

2)  
**Department Head/Program Chair**  
___Marshall Jones_________________  
2/14/17

3)  
**Dean or Associate Dean**  
___N. Bisse_____  
2/14/17

4)  
**Chair, Graduate Council**  
__Chair, Undergraduate Curriculum Committee__

---

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SCARRES  
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Operator Initials

Date

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Florida Institute of Technology • Office of the Registrar

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The addition or removal of any graduation requirement in a major or minor requires that this form, accompanied by supporting documentation, be completed and approved as indicated below. Incomplete or incorrect forms will not be processed.

COLLEGE College of Psychology and Liberal Arts
DEPARTMENT Psychology

DEGREE LEVEL Undergraduate
PROGRAM TITLE BA Psychology

TO BE INITIATED WITH CATALOG YEAR 20 1 7 / 20 1 8
CHANGE REQUESTED FOR □ major program □ minor program 7 1 4 4

Program changes are effective beginning with the full term in which they appear in the University Catalog.

□ Yes □ No Will this change impact the program's assessment process? If yes, attach a description of how the assessment will be impacted and the new process.

DESCRIPTION OF REQUESTED CHANGES Attach a more detailed description and any supporting documentation

The School of Psychology (SOP) requests (a) to make changes to the Social/Cultural Psychology concentration and (b) inclusion of PSY3641 to three Psychology concentrations.

Changes to Social/Cultural Concentration
Concentration social bases requirements will be reduced from 12 hours to 8 hours. Remove PSY2442 Adult Development and Aging and PSY3541 Psychology of Leadership from social bases restricted electives. Add PSY3641 Political Psychology to concentration Social Bases restricted electives. Add PSY4529 Animal Cognition to Psychology Natural Sciences restricted electives. Concentration electives changed from "Any 2000 level or above Psychology course" to menu of Psychology and Humanities courses (see attached Social/Cultural Changes document for full list).

SOP requests addition of PSY3641 Political Psychology to meet two B.A. Psychology Concentrations: Industrial / Organizational Psychology; Clinical Psychology

Approvals: On completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee, for approval below and forward to the Catalog & Curriculum Manager.

Chair, Graduate Council
Date

Chair, Undergraduate Curriculum Committee
Date

REGISTRAR'S USE ONLY

CAPP/ Degree Evaluation
☐ Yes ☐ No Update completed Initials
Academic Year

Catalog Management System
☐ Yes ☐ No Update completed Initials
Academic Year
Memo

To: Undergraduate Curriculum Committee

From: Mark Harvey

Through: Mary Beth Kenkel, Dean College of Psychology and Liberal Arts

Date: Feb 16, 2017

Re: Changing Degree Requirements: Psychology BA – Social/Cultural Concentration

The School of Psychology (SOP) requests (a) revision of the concentration requirements for the Social/Cultural Concentration within the Bachelor of Arts in Psychology, and (b) addition of PSY3641 Political Psychology to the BA in Forensic Psychology degree and two concentrations in the B.A. Psychology degree.

New courses in Psychology are now available, allowing for better options in the Social and Natural Science Bases categories as it pertains to the Social/Cultural Psychology Bases.

- Social/Cultural Concentration Psychology Social Bases requirements will be reduced from 12 hours to 9 hours.
  - PSY2442 Adult Development and Aging and PSY3541 Psychology of Leadership to be removed from social bases restricted electives
  - Request to add PSY3641 Political Psychology to concentration Social Bases restricted electives.
- PSY4529 Animal Cognition added to Psychology Natural Sciences restricted electives.

Recent additions to Humanities classes and Psychology classes enables greater social science focus in concentration electives. Request is to change of concentration electives from "Any 2000 level or above Psychology course" to menu of Psychology and Humanities courses.
• Requesting addition of BEH4025 Applied Behavior Analysis and Exceptional Learners added to concentration elective menu.

• The following Psychology courses would be added as concentration electives: PSY 2442 Adult Development and Aging; PSY 3531 Child Psychology; PSY 3541 Psychology of Leadership; and PSY 3543 Psychology of the Workplace.

• Addition of SOC 1551 Intro American Criminal Justice added to concentration elective menu.

• Addition of PSF 3551 Theories of Crime added to concentration elective menu.

• The following Humanities courses would be added: HUM 2085, 3085, 3485 (Only topic areas that cover Political Science, Sociology, or Anthropology); HUM 3521 World Religion; and HUM 3027 History and Culture of China will be included in the Social/Cultural Concentration.

• Addition of BUS 2304 Macroeconomics; and BUS 3801 Cross-Cultural Management to concentration elective menu.

• Addition of COM 4130 Global Communication to concentration elective menu.

• Transfer credits of 2000+ level courses of Sociology, Political Science, and Anthropology.

With the recent Addition of PSY3641 Political Psychology, SOP is requesting changes in degree requirements to the Forensic Psychology degree and two BA in Psychology concentrations

• SOP requests PSY3641: Political Psychology be added as a Psychology Social Bases course to the Forensic Psychology major.

• SOP requests PSY3641: Political Psychology be added as a Psychology Social Bases course to the Industrial / Organizational Psychology, and Clinical Psychology concentrations.
| Concentration Electives (12 credits):
| PSY xxxx Any Psychology class (2000-level or above) | 12 | Concentration Electives (12 credits):
<p>| BEH 4025 ABA and Exceptional Learners | 3 |
| PSY 2442 Adult Development and Aging | 3 |
| PSY 3531 Child Psychology | 3 |
| PSY 3541 Psychology of Leadership | 3 |
| PSY 3543 Psychology of the Workplace | 3 |
| PSY 3641 Political Psychology | 3 |
| SOC 1551 Intro American Criminal Justice | 3 |
| PSF 3551 Theories of Crime | 3 |
| HUM 2085, 3085, 3485 (PoliSci, Soc, Anthro only) | 3 |
| HUM 3521 World Religion | 3 |
| HUM 3027 History and Culture of China | 3 |
| HUM 2480 Intro to Political Science | 3 |
| BUS 2304 Macroeconomics | 3 |
| BUS 3801 Cross-Cultural Management | 3 |
| COM 4130 Global Communication | 3 |
| Sociology, Political Science, Anthropology courses (transferred) | n |</p>
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<td>PSY 2444 Cross-Cultural and Ethnic Psychology</td>
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<td>PSY 2541 Group Behavior</td>
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<td>AHF 3101 Introduction to Human Factors</td>
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<td>PSY 3423 Physiological Psychology</td>
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<td>PSY 3522 Human Cognition: Theory and Application</td>
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<td>PSY 4529 Animal Cognition</td>
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The addition or removal of any graduation requirement in a major or minor requires that this form, accompanied by supporting documentation, be completed and approved as indicated below. Incomplete or incorrect forms will not be processed.

COLLEGE: Psychology and Liberal Arts

DEPARTMENT: Psychology

DEGREE LEVEL: Undergraduate

PROGRAM TITLE: Forensic

TO BE INITIATED WITH CATALOG YEAR: 2017/2018

CHANGE REQUESTED FOR: □ major program □ minor program

Program changes are effective beginning with the fall term in which they appear in the University Catalog.

☐ Yes ☐ No Will this change impact the program's assessment process? If yes, attach a description of how the assessment will be impacted and the new process.

DESCRIPTION OF REQUESTED CHANGES: Attach a more detailed description and any supporting documentation

SOP requests PSY3641: Political Psychology be added as a Psychology Social Bases course to the Forensic Psychology major.

Approvals: On completion of appropriate department approvals, submit form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee, for approval below and forward to the Catalog & Curriculum Manager.

Originator: [Signature] 2/2/17

Chair, Graduate Council: [Signature] Date

Department Head / Major Program Chair: [Signature] 2/20/17

Department Head / Minor Program Chair: [Signature] 2/21/17

Dean of Associate Dean: [Signature] Date

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CAPP / Degree Evaluation
☐ Yes ☐ No Update completed ________ Date ________ Initials

Catalog Management System
☐ Yes ☐ No Update completed ________ Date ________ Initials

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RGR.231.015
Memo

To: Undergraduate Curriculum Committee

From: Mark Harvey

Through: Mary Beth Kenkel, Dean College of Psychology and Liberal Arts

Date: Feb 20, 2017

Re: Changing Degree Requirements: Psychology BA – Forensic Psychology

The School of Psychology (SOP) requests addition of PSY3641 Political Psychology to the BA in Forensic Psychology degree.

- SOP requests PSY3641: Political Psychology be added as a Psychology Social Bases course to the Forensic Psychology major.
Florida Institute of Technology
ADDIMG A NEW CONCENTRATION OR SPECIALIZATION TO AN EXISTING MAJOR

Please provide the following information when requesting a new concentration or specialization to be added to an existing program. New majors, minors, and options (print on the diploma) are requested through the Adding a New Major/Minor to the Curriculum form. The name of the concentration/specialization does not print on diploma. New concentrations or specializations will be available beginning with the fall term in which they appear in the University Catalog.

COLLEGE College of Psychology and Liberal Arts DEPARTMENT Psychology
EXISTING PROGRAM NAME [Blank] Bachelor of Science, Psychology MAJOR CODE 7141.9
REQUEST TO ADD ■ Concentration □ Specialization
NAME FOR NEW CONCENTRATION OR SPECIALIZATION Does not print on diploma Psychology and Technology Concentration
ACADEMIC YEAR TO BE INITIATED: FALL 2017 ADVISOR FOR EXISTING PROGRAM Dr. Mark Harvey
DESCRIPTION Include all text for catalog, complete list of courses required for the concentration/specialization, and any requirements or restrictions
See attached.

APPROVALS: 1) Originator prepares and signs form. 2) Department head/major program chair or minor program chair approves and signs form. 3) Dean or Associate Dean reviews and signs form. 4) Graduate Council or Undergraduate Curriculum Committee approves academics and signs form and forwards to the Catalog & Curriculum Manager.

[Signatures and dates]

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FSA ATLAS SOARREF SMAPBLE
STVMAJR SOACURR Major Code Assigned
GWVSDAX CIPC Code Operator Initials/Date

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RGR-329-117
Psychology and Technology Concentration

Catalog write-up:

Psychology and Technology
The psychology and technology concentration includes elements of psychology, engineering, computer science, and human factors. Areas of study include how technology influences people, how understanding of psychology contributes to design of technologies, and how we can create new technologies. The concentration offers alternative tracks for students more interested in either computer science, human factors, or engineering. There are few schools that offer undergraduate degrees with this combination of multidisciplinary courses. Upon graduation, students will be competitive in applying to industry jobs as well as graduate school programs in applied psychology, cognitive psychology, applied cognition, engineering psychology, human factors, human-centered design, and more. Postgraduate degree individuals with similar backgrounds have gone on to work at major companies such as Apple, Microsoft, and Google.

Concentration Required Courses:
AHF 3101: Human Factors
EGN 1000: Intro to Engineering
PSY 3520: Memory OR PSY 3522: Cognition
PSY 3524: Sensation and Perception

Concentration Social Science Bases (6 credit hours):
PSY 2442: Adult Development and Aging
PSY 2444: Cross-Cultural Psychology
PSY 2541: Group Behavior
PSY 3441: Social Psychology
PSY 3442: Personality
PSY 3531: Child Psychology
PSY 3541: Leadership
PSY 3543: Psychology of the Workplace
PSY 3641: Political Psychology

Concentration Ethics Bases (3 credit hours):
CSE 3030: Legal, Ethical, and Social Issues in Computing
HUM 2570: Bioethics

Concentration Technology Electives (9 credits):
AHF 3001: Human-Machine Systems
AHF 3102: Advanced Human Factors
AHF 4301: Human Performance I
AHF 4302: Human-Automation Interaction
BUS 3504: Management Information Systems
CSE 1001: Fundamentals of Software Development
CSE 1002: Fundamentals of Software Development OR CSE 1502: Introduction to Software Development with C++ OR CSE 1503: Introduction to Software Development with FORTRAN
CSE 1010: Ideas and Impact of Computing
CSE 4234: Web Applications
HUM 2510: Logic
HCD 5801: Function Analysis OR HCD 5802: Usability Engineering OR HCD 5803: Creativity and Design Thinking OR HCD 5804: Industrial Human-Centered Design
SYS 4100: Quality Engineering