

Criminal Justice

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section 1 of 4

Criminal Justice

ACADEMIC PROGRAM REVIEW
January 1996

Bachelor of Science in Criminal Justice
College of Education
Ferris State University

ACADEMIC PROGRAM REVIEW
Bachelor of Science in Criminal Justice
College of Education

This review was prepared under the guidance of Dr. Alan Lawson, Criminal Justice Program Review Chair, with assistance from the Criminal Justice program faculty including: Dr. Frank Crowe, Dr. Jerry Krause, Dr. Terry Nerbonne, Dr. Robert Parsons, Mr. James Rowell and Dr. David Steeno. A special thank you to Dr. Doug Haneline and Dr. James Maas for their assistance in preparing this document.

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EXECUTIVE SUMMARY

The Criminal Justice program has experienced a continued history of growth and expansion from the program's inception in 1972 with 52 students to the present enrollment of 599. As the program evolved, its reputation grew and, consequently, more and more students began applying. Additional faculty were hired over the years to make our current complement of seven full-time faculty members.

The program operated quite smoothly into the late 1980s, evolving into the premier undergraduate criminal justice program in the state. With this reputation and increased interest in the field by students emerging from high school, the enrollment began to grow at proportions that were becoming unmanageable in light of existing staff and resources. Unfortunately, just when the program was experiencing a period requiring increased support to effectively handle the growing numbers of students, the University itself began to experience a certain amount of turmoil due to administrative changes in the Office of the President and the Vice President of Academic Affairs and shrinking financial resources for the institution.

By the early 1990s, the Criminal Justice program was the largest program on campus. Although resources to support the program had remained constant or shrunk, faculty-student ratios were twice the standard recommended by professional criminal justice associations. Enrollment had climbed to over 800 students and faculty were required to teach double overloads of classes in order to provide the classes needed by students for graduation and state certification. The program had too many students for the available faculty at a time when financial resources for the university were shrinking. At the same time, university enrollment was declining at a rate that was beginning to alarm the University. Consequently, over a period of approximately three years, the Criminal Justice program was alternatively directed to limit enrollment and then to open the doors to all.

As a result of the 1993 program review completed by the Criminal Justice program, the recommendation of the University Program Review Committee was to reduce the enrollment size of the program. A policy was initiated to require a competitive grade point ranking system not to drop below 2.5 to gain admittance into the Criminal Justice upper division. In addition, enrollment into the junior class (upper division)

was limited to 120 students per year. This has resulted in the expected decline in enrollment to the current numbers.

Currently the program is stable, at least in comparison with the past five or six years. We are in the process of hiring a department head and refilling one vacant faculty position. Although the program is running without any major crises, there is no long-range planning occurring, and in the short term, we are just trying to cover classes and meet basic daily demands. Hopefully, the new department head will fill the strategic void in this area, and we can begin strengthening our organization process to build a modern, unified, educational system graduating students with the highest quality of preparation for the field.

The department has three specific concerns. First, the large number of students per faculty member significantly restricts the number of term papers assigned by faculty. A fundamental axiom of education in a bachelor of science program is for graduates to be able to solve problems. The primary tool utilized to teach this skill is the term paper. The student is given a problem, must find the answer and be able to report the findings in an accurate, complete manner. This is a fundamental skill essential to our graduates who are facing a changing, uncertain future. We have a replacement faculty position that we are now filling which will help, but much progress remains to be made. This concern is strongly supported by the results of the survey data that follows.

Secondly, the program is far from keeping pace with modern technology. Not only is there almost no use of the computer lab by criminal justice students, integration of technology into the classroom is non-existent. Lack of faculty development in this area along with meager financial support has aggravated this problem. (See Appendix E for a copy of a Timme Grant request which expands on this issue.) In addition, faculty are not connected to the internet. This deprives them of a huge amount of research material for classroom use and publication purposes. The dorms on campus are wired to the internet, but faculty offices are not. This situation needs to be corrected very soon or the program is in danger of falling from the mainstream of criminal justice education in Michigan.

Finally, the program needs more training facilities for required skills training courses. Faculty involved with these courses are pleasantly surprised that there has not been a serious mishap to date. Attempting to schedule a location to conduct firearms or precision driving training, for example, is an annual nightmare. Competition for parking lot space for driving exercises is intense on campus, and the space that is available is too small and safety concerns are numerous. In addition, we have no

firearms range and are totally dependent upon local facilities that are in themselves marginal and often involve long drives for the students. We desperately need adequate facilities to conduct these exercises correctly and safely. These training exercises are not central to the academic core of the program; however, as the enclosed graduate and current student survey points out (Appendices A and B, Questions 13 and 14), the fact that this training is provided is a very important consideration in the student's decision to attend Ferris. The survey's responses and those in the past have all been critical of the Criminal Justice program's lack of adequate facilities.

The resources required to address these concerns and ensure an educationally sound future for the program are not major. University support commensurate with other programs would address the three major concerns outlined above.

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SURVEY RESULTS AND ANALYSIS

Survey Results

Results of the survey of graduated students' perception of the Criminal Justice program (See Appendix B)

The graduate questionnaire survey was mailed on October 13, 1995, to 520 criminal justice graduates from 1991 to 1994. A follow-up letter was mailed on November 10, 1995. The overall response to the questionnaire was 179 students (34%). The majority (74%) of graduates completed the Law Enforcement track, were predominately male (76%), from middle class backgrounds, and were between the ages of 21 to 28 years old.

One hundred fifty-one of the respondents are currently working in the criminal justice arena with 106 working for law enforcement agencies, 23 working in the correctional arena, and the remainder working in the private security sector. One hundred sixty-three graduates (91%) state they are satisfied with their career choice.

Survey respondents reported that the reputation of the Criminal Justice program and the availability of the state certification were the primary determining factors in their decision to attend Ferris. The majority stated they would recommend our program to other individuals. The graduates also indicated that the faculty and the classroom facilities are generally good.

Respondents gave a clear signal (question 13) that more term papers and other reports should be required of students. The three areas needing improvement, reported in order of importance, are: more work in the area of interpersonal communications; more hands-on experience; and more writing skills courses. The graduates gave the library a poor rating.

Results of the survey of current students' perception of the Criminal Justice program (See Appendix A)

A forty-one question survey of pre-criminal justice and criminal justice students was conducted during the period of November 13 to November 17, 1995. A total of 401 surveys out of 561 students (71%) were administered by criminal justice instructors in the classroom. The students were asked to respond to questions using a rating system of excellent, good, fair, poor or unknown. The survey instrument was prepared by modifying a sample survey instrument provided by Dr. Steven Clark of the College of Education and a PROE instrument developed by the State of Michigan. A similar student survey was conducted by the Criminal Justice program in 1993 in consultation with Dr. Fred Swartz, Director of Assessment Services and Enrollment Research. The Assessment Services Office performed the scoring of the survey on November 17, 1995.

The student survey indicated that the majority of criminal justice students pursue the Law Enforcement Specialist option (66%). Most students (61%) said they would not have attended FSU if certification had not been available. More than 90 percent of the students rate the quality of instruction in criminal justice courses and overall quality of the Criminal Justice program as excellent or good. The program also received high marks (over 80 percent good or excellent ratings) in areas such as willingness of advisors to help, quality of employment preparation courses, professional competence of criminal justice faculty and attitude of department faculty toward students. Low ratings (less than 50 percent excellent or good) were given to quality of library holdings and the quality and availability of computer facilities for criminal justice students. The lowest rating (26 percent excellent or good) was given to the quality of criminal justice laboratory facilities (pistol range, driving range, and defensive tactics facilities). The academic reputation of the criminal justice department was the single most important reason that students attended FSU as a criminal justice major.

Faculty perception of the Criminal Justice program and Program Review Panel evaluations (See Appendices G and H)

Both the Criminal Justice Faculty Survey and the Program Review Panel Evaluations reflected that the major strength of the Criminal Justice program is its faculty. The faculty believe that major course objectives have been developed, but expressed a concern for a lack of long-range planning. The faculty also reported that the students are very satisfied with the program, faculty and curriculum; however, there are areas of dissatisfaction that need to be addressed. They believe that the demand for

graduates will remain high in the future. It is the consensus of the faculty that state certification standards are consistently used in planning and evaluating the program. They rated the internship program as excellent to good.

The major concerns reported were the inadequate funding for equipment, facilities, faculty development and travel. Also, a concern was the number of students in the class which hinders the opportunities for development of practical skills. Student follow-up information and tracking the careers of our graduates is an area that needs improvement.

Survey of employer's satisfaction with employed program graduates (See Appendix D)

In an effort to obtain an employer's perspective of the qualities of recent Ferris Criminal Justice graduates, a telephone survey was initiated of 19 randomly selected law enforcement agencies known to have hired one or more of our graduates within the last three to five years. Interviews were held with supervisors within each agency that were responsible for either training and/or evaluation of our graduates. The telephone survey was conducted between January 3 and January 25, 1996. Each agency supervisor was asked to respond to a series of five standard questions and provide a rating from 1 to 5 (5 being the highest) for each question.

The average ratings on each of the five parameters measured ranged from a low of 3.83 in question number 3 (dealing with communication skills) to a high of 4.28 on question number 2 (dealing with field training officer [FTO] programs and how fast a candidate becomes functional in the law enforcement workplace. Law enforcement administrators surveyed continue to be pleased with the Ferris product, encourage the faculty to incorporate as much "hands-on" training as possible, and desire our graduates to be computer literate as well as possess the ability to express themselves effectively both orally and in writing. Essentially, most of the same concerns were expressed in the student surveys.

Results of the survey of advisory committee perceptions of the Criminal Justice program (See Appendix F)

The Advisory Committee Survey was sent out to the 11 advisory committee members in October, 1995. Eight surveys were returned. The respondents rated the instructional program content and quality between good to excellent; instructional equipment as good; instructional facilities as good; placement between good to excellent; and follow-up studies as adequate to good.

The major strengths that were noted by respondents included: the dedication, enthusiasm, quality and interest of the faculty; the program prepares students for employment; students are certifiable upon graduation; and the program has a strong internship program.

The major needs for improvement that the respondents identified were: increase faculty and staff, hire a full-time department head, and provide adequate funding. The needs to improve student writing skills and to provide more hands-on experience were indicated along with the need for a quality master's degree program.

Analysis of Survey Findings

An analysis of all the surveys reveals several areas where respondents all agree. All survey results indicated a high degree of satisfaction with the program faculty. All students past and present, in addition to advisory board members, expressed high regard for the faculty in the areas of academic competence, positive regard for students, availability and willingness to help students and classroom skills. Additionally, all the surveys uniformly report a high degree of satisfaction with the program in general; however, strengthening graduates' oral and written expression skills and providing more hands-on skill preparation were cited as areas needing attention. Finally, all the student surveys emphasized the excellent reputation of the Criminal Justice program and the availability of the MLEOTC and MCOTC certifications as significant in their decision to attend Ferris.

Conversely, three concerns repeatedly appear that are critical in nature: poor library resources, lack of adequate computer facilities, and poor laboratory and skill training facilities. These comments are consistent with faculty perceptions of a need for greater university support commensurate with other academic programs. All the above survey findings are consistent with past program review surveys and other surveys completed by the program independent of program review.

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PROGRAM PROFILE

The mission of the Ferris State University Criminal Justice higher education program is to educate students to be critical thinkers who can communicate their thoughts effectively in oral and written form, as well as to instill a comprehensive knowledge of the field. The program strives not only to familiarize students with facts and concepts relevant to the field of criminal justice but also, more importantly, to teach students how to apply this knowledge to related problems and changing facts and situations. Finally, the program attempts to foster the development of critical thinking and communication skills in our students, along with the ability to conceptualize ideas.

I. Purpose of the program

A. Program goals

1. To develop a criminal justice education system that is being continuously revised to reflect and incorporate the rapidly growing body of research findings influencing the criminal justice field.
2. To impart to our students the necessary professional attitudes essential to professional development so our graduates stand out as leaders and positive change agents in a rapidly changing field.
3. To acquaint students with new and emerging concepts concerning lifestyle management and its relationship to career success.
4. To educate students in the basic mental and physical methods and procedures necessary for students to personally grow and develop at the cutting edge of their field throughout their careers.
5. To provide students with the knowledge essential to locate and identify information to solve problems which confront them while living through an uncertain future.

6. To impart to students the knowledge, skills and attitudes necessary to make the correct value choices and to successfully overcome the ethical dilemmas which confront them during their careers.

B. Program compatibility with role and mission of Ferris State University

The mission of Ferris State University is to graduate students in selected professional fields where there is sustained and significant career potential. In addition, students should be employable and capable of professional growth and of making a contribution to their profession in a constantly changing society.

The Criminal Justice program at Ferris State University is consistent with the above mission. Not only are the students prepared academically with the necessary facts and information required to be knowledgeable in the field, but they are also provided with the various types of technical training necessary to give them a step up in the job market. Criminal Justice students in both the corrections track and the law enforcement track, for example, are provided the basic training required by the state standardized training agencies in order to be correctional officers or law enforcement officers in the State of Michigan. Employers are attracted to our students not only because they have the necessary educational background, but also because they have the requisite skills to make them immediately employable. Our students have traditionally made this additional commitment to increase the probability of their immediate employment upon graduation. A review of the data from the current student survey (see Appendix A) indicates that 61 percent of the students attending the FSU Criminal Justice program do so not only for the purpose of receiving the educational preparation but also the additional training provided.

The evidence of our program's success in providing students with satisfying career preparation leading to professional growth is indicated by a review of the survey of program graduates. Ninety-three percent have indicated their satisfaction with their career choice (see Appendix B).

C. Program integration/coordination with other programs at FSU

All of the 599 Criminal Justice students are enrolled in courses outside the Criminal Justice core. Approximately 80 percent of the freshman and sophomore years of study are comprised of courses (lower division courses)

from the Colleges of Business and Arts and Sciences. Additionally, upper division students take 35 percent of their course work from the Colleges of Business and Arts and Sciences.

Many courses utilized in the Criminal Justice curriculum have been specifically designed by faculty members outside of the Criminal Justice program; i.e., HIST 221 Supreme Court in the 20th Century; CHEM 107 Science and Crime; HLTH 425 Advanced First Aid; LITR 343 Crime and Violence in Literature; LITR 286 Justice in Literature; SCWK 130 Social Work Interviewing Skills 1; SCWK 220 Theories/Methods of Practice I; and SCWK 265 Social Services in Corrections; and SCWK 263 Substance Abuse in Corrections.

On the other hand, students enrolled in other programs are also enrolled in some criminal justice courses. For example, students enrolled in Recreational Leadership and Management are required to enroll in CRIM 320, Conflict Management in Criminal Justice. There is also cross-enrollment with students in the Social Work and Legal Assistant programs particularly at the 100 and 200 levels. In addition, the proposed public administration program requires several criminal justice courses in its curriculum.

The introductory courses in Criminal Justice (CRIM 110 and CRIM 111) are also available to the entire university community and are often used by students as electives to discover what the Criminal Justice curriculum is all about.

Finally, the Military Science program is administered through the Criminal Justice program. Its student constituency is formed from all the colleges within the university.

D. Program integration/coordination with programs at other institutions

The Ferris State University Criminal Justice program is integrated/ coordinated with other programs at other institutions in a number of ways. First of all, most of the criminal justice faculty are members of the Academy of Criminal Justice Sciences which is the principle organization of the criminal justice field. Faculty regularly attend various national and chapter meetings of this organization. Secondly, through the two certification tracks, the Michigan Law Enforcement Officer's Training Council (MLEOTC) and Michigan Correction Officer's Training Council (MCOTC), Ferris State University is

constantly meeting with other institutions involved in the same programs which work jointly toward solving mutual problems associated with their respective areas. Finally, the Criminal Justice program has articulation agreements with West Shore Community College and Muskegon Community College to promote and ensure smooth transferability of students from those colleges to Ferris' upper division Criminal Justice programs. A number of other community colleges are currently striving for articulation agreements with the FSU Criminal Justice program. The Newaygo County Career Tech Center is working with the criminal justice department to develop a partnership in a College Fast Track Program.

E. Program service to needs and interests of the community, state, nation, and the world

When crime is considered by most people to be the number one social problem facing this country, it is not difficult to justify the existence of an academic program whose purpose is to provide educated individuals who will be employed in an effort to solve crime and its related social and economic problems. The prison population in the United States has more than tripled since 1974. Michigan's prison population has increased from 18,000 in 1981 to 40,000 in 1995 with a commensurate budget increase from 350 million to 1.2 billion dollars. President Clinton's State of the Union Address called for the addition of 100,000 police officers and a requirement that prisoners serve 85 percent of their sentences before being eligible for parole. Future employment demand forecasts all predict an increased demand for competent employees in various segments of the criminal justice system. Between 1985 and 1992, the number of homicides committed by young people, the number of homicides they committed with guns, and the arrest rate of non-white juveniles for drug offenses has doubled. With these types of figures, and many others, it is not difficult to demonstrate a need for programs that attempt to provide graduates who are capable of working in the criminal justice system, and hopefully, are able to solve some of the problems creating this tragic situation in our country. One of the fundamental purposes of criminal justice education is to produce a student change agent capable of shrugging off the traditional methods of dealing with crime in this society, which have proven time and again to be ineffective, and to attempt to discover new solutions or new methods of dealing with the enormous amount of crime and the problems associated with high crime rates. The Ferris State University Criminal Justice program is hopefully making a significant contribution in that direction.

II. Resources of the program

A. Personnel

1. Faculty

Tenured:

Alan L. Lawson, Professor
B.S. Michigan State University
M.S. Michigan State University
Ph.D. Michigan State University

Terry M. Nerbonne, Professor/Academic Coordinator
B.S. Michigan State University
M.S. Michigan State University
Ph.D. Michigan State University

Robert Parsons, Professor
B.S. Michigan State University
M.S. Michigan State University
Ph.D. Michigan State University

David Steeno, Professor
B.S. University of Wisconsin
M.S. Michigan State University
J.D. Cooley Law School

Francis L. Crowe, Associate Professor
B.S. Eastern Michigan University
M.S. Western Michigan University
Ed.D. Western Michigan University

James D. Rowell, Assistant Professor
B. S. Valdosta College
M.S. Pepperdine University

Tenure-track:

Gerald P. Krause, Assistant Professor
B.S. Mankato State University
J.D. University of Wisconsin Law School

Adjunct and Temporary, Full- and Part-time:

John Bradac
Beth Collett
Kevin Courtney
Scott Ruggles
Robert Schneider
John Sullivan
Jim Williams

2. FTE overload

	1991-92	1992-93	1993-94	1994-95	1995-96
Tenure Track FTE	\$267,505	\$282,508	\$369,934	\$345,038	\$337,024
Overload/Supplemental	63,834	41,453	32,160	14,759	21,915
Adjunct	11,114	5,340	22,825	33,927	21,885
Summer Overload	83,939	147,842	256,408	191,017	194,803
Total	\$426,392	\$477,143	\$681,327	\$584,741	\$575,627

3. Off-campus programs

NONE

4. Administration

NONE - see faculty (Nerbonne)

5. Support staff

NOTE: Support staff is shared with teacher education and child development departments.

Eleanor Adkins, Account Clerk III (*serves entire College*)
Helen Bacon, Administrative Assistant
Kathy Cairns, Secretary II
Tammi Hernden, Adult Part-time

6. Student assistants (part-time)

Dawn Stakolosa

7. Advisory committee

Sgt. Pamela Carrier
Grand Rapids Police Department

Mr. Kevin Courtney
Director of Public Safety
City of Big Rapids

Mr. Stanley A. Dinius
Director, Public Safety
Ferris State University

The Honorable Senator Phillip E. Hoffman
State of Michigan Legislature

Mr. W. Robert Huff
Chief of Police
Grand Haven Police Department

Mr. Dale May
Michigan Department of Corrections (retired)

Mr. William Newhouse
Mgr., Juvenile Probate Court Services

Ms. Marlene O'Hara
Kent County Circuit Court Probation

Mr. John Sullivan, J.D.
Chief Assistant Prosecutor
Mecosta County

The Honorable George Van Kula, Jr.,
77th Judicial District Judge

Mr. Henry Wayer, Sheriff
Mecosta County Sheriff's Department

B. Instructional resources

1. Facilities and equipment available

- a. Bishop Hall 204 and 205 classrooms equipped with overhead projectors
- b. Bishop Hall computer lab
- c. One television with attached VCR.

2. Supplies and expense budget

	1991-92	1992-93	1993-94	1994-95	1995-96
Supply and Expense	\$40,282	\$58,899	\$39,636	\$45,507	\$46,000

3. Equipment acquisition budget

	1991-92	1992-93	1993-94	1994-95	1995-96
Equipment	\$0	\$0	\$0	\$1,302	\$597

4. Gifts and grants

	1991-92	1992-93	1993-94	1994-95	1995-96
Grants (CJ)	\$41,681	\$87,420	\$49,871	\$31,889	\$17,924

5. Travel budget (faculty and administration separately)

	1991-92	1992-93	1993-94	1994-95	1995-96
Faculty Travel *	\$4,893	\$7,364	\$3,230	\$4,609	\$5,000

**Note: These figures are included in Supply and Expense budgets.*

Almost all travel is for student internship visits during summer semester.

6. Professional development, other than travel, budget

NONE

7. Library resources

Library resources have improved from the past. The library is continually adding new texts recommended by the faculty and now has the National Institute of Justice National Criminal Justice Research Service documents available on CD-ROM and microfiche. This area is consistently criticized for being weak or "poor" by the student surveys. Although improved, progress is still needed.

C. Faculty activities other than instruction

1. Committee involvement
2. Professional organizations
3. Publications
4. Consulting
5. Working with student organizations
6. Numerous community service projects
(See attached resumes in Appendix I.)

III. Enrollment, recruitment and retention

A. Enrollment trends for the last five years

1. Student credit hours/FTE

The Criminal Justice program ranked first in productivity of student credit hours/full-time equated faculty (SCH/FTEF) compared with the 29 departments listed on pages 22-23 in the Ferris State University Office of Institutional Studies Productivity Report Fall 1993 - Winter 1995.

	1990-91	1991-92	1992-93	1993-94	1994-95
SCH/FTE (Fall, Wtr., Spr.)	1,221	1,189	1,262	816	798
SCH/FTE (Summer)	277	379	499	---	666

NOTE: 93-94 starts semester figures.

2. Majors

	1991	1992	1993	1994	1995
Freshmen	214	330	342	220	210
Sophomores	187	196	130	143	140
Juniors	135	146	153	143	113
Seniors	138	137	156	151	136
Total	674	809	781	657	599

Source: College of Education Dean's Office

	1991	1992	1993	1994	1995
Pre-Criminal Justice	0	309	412	373	374
Criminal Justice	674	500	369	284	225
Dept. Total	674	809	781	657	599

Source: Institutional Studies Productivity Report

In 1993 the Criminal Justice program started an enrollment management plan that limits to 120 the number of juniors admitted to the upper level criminal justice program. Enrollment to the upper level Criminal Justice program is based on the competitive grade point averages of students who meet program requirements and have a minimum GPA of 2.5. This change precipitated the resultant decline in enrollment from its high in 1992 to its current number.

3. Graduates

	1990-91	1991-92	1992-93	1993-94	1994-95
Graduates	97	154	188	163	141

4. Graduates employability (field, starting salary)

	1990/91	1991/92	1992/93	1993/94	1994/95
Placement	63%	92%/73% *	67%	91%/70% *	-
Average Salary	\$23,714	\$20,319	\$18,880	\$21,716	\$25,190 **

The above employment figures were reported by the Career Planning and Placement Services Office.

** Two phone surveys were conducted by the Criminal Justice program one year after graduation which reflects the following:*

Placement for 1991/92 graduates: 92.6%

Placement for 1993/94 graduates: 90.2%

The primary reason for the disparate figures between program surveys and Career Planning and Placement Office figures relate to the rather lengthy period of time between graduation and eligibility for employment for our graduates. For students interested in law enforcement careers, which is the vast majority of our graduates, the minimum period of time to become employed by a law enforcement agency is usually six to nine months following graduation. Most agencies require state certification, written, oral, physical and psychological testing, as well as an extensive background investigation prior to eligibility for employment. However, the Career Planning and Placement Office sends its questionnaires to graduates one month after graduation and a follow up three months after graduation. This generally is not enough time for many of our graduates to complete their extensive hiring process. This survey does not reflect the large number of successful placements in our students' major field of study. Both program surveys were conducted eight months after graduation.

*** The Criminal Justice program receives a large number of job announcements and postings from various local, state, and county agencies. Program staff examined a sample of the last 25 job listings received in 1995 and arrived at a mean starting salary of \$25,190.*

5. Graduates promotability and advancement

Over the last several years, one of the long-standing, controversial discussions which has plagued criminal justice education is the relationship between higher education and police performance. There are several studies which have researched this issue. Finnegan (1976) studied two groups within the Baltimore Police Department and concluded that college-educated officers were consistently rated higher than less-educated police officers in supervisory performance ratings. Sanderson (1977) studied the Los Angeles Police Department and concluded, on the basis of his survey of 117 officers, that college education has a positive effect on each of the five performance variables he tested: academy performance, disciplinary history, absenteeism, termination and career advancement.

In 1978, Barry conducted a study to determine, examine and compare the views of criminal justice education held by those who were or who had been enrolled in criminal justice programs and those police agency staff who would most likely hire criminal justice students. Barry reported that most students perceived that education had little or no effect on salary, but had some effect on performance and definitely had an effect on promotion. Most agencies surveyed by Barry commented that college graduates perform better than non-graduates and were seeking college-educated officers for managerial positions.

Meagher (1983) similarly found that there was a direct relationship between educated officers and their ability to communicate with others and that promotability was highly significant.

Sanderson (1977) and Cohen and Chaiken (1972) directly addressed the issue of promotion. Both studies found a positive relationship between education level and promotions obtained. Cohen and Chaiken found the rate of promotion within the New York Police Department to be related to educational level. Sanderson's study of the Los Angeles Police Department found a much higher proportion of college-educated groups (78.5%) obtaining the rank of sergeant or above within ten years of appointment, as compared to a similar group with no college education (24.4%).

Although the Criminal Justice staff at Ferris State University has not conducted a formal survey of promotability of our graduates, we would agree with the results of the research that college-educated individuals are more likely to be promoted to levels of higher responsibility and authority.

It appears from our contacts with graduates, that they have been advancing to supervision and command positions faster than the average officer. We are personally aware of a number of graduates who are chiefs or sheriffs within the State of Michigan. There are certainly many more graduates in similar positions who we are not aware of:

Chiefs of Police

Lawrence Jones - Mackinac Island

Martin Trombley - Mt. Pleasant

Donald Schrumpf - Muskegon Township

Daryl Poe - Romulus

Kevin Courtney - Big Rapids

Kurt Jones - Cheboygan
Anthony Smolinski - Clare
Randy Kruse - Ewart
Robert Huff - Grand Haven
Sid Schock - Harbor Beach
Daniel Crimback - Hart

Michigan State Police Post Commanders

Joseph Stuck - Erie
Mark Stewart - Manistee

Sheriffs

Henry Wayer - Mecosta County

In addition, there are literally hundreds of graduates who are supervisors, managers, or administrators in numerous agencies. For example, many operate their own private businesses such as security firms, private investigation agencies and consulting firms. One graduate is a state senator, one is the second in command of security over all General Motors operations, several are directors of security for various corporations, and many more direct juvenile treatment facilities, training academies and similar agencies.

6. Program capacity

It is the opinion of the criminal justice staff that with the present resources and staffing, we can adequately handle about 400 students in the pre-criminal justice program and 250 in the upper division criminal justice program as the program is currently structured. These figures include the department head and faculty positions we are currently attempting to fill. If the needed changes in the program discussed on page 22 are realized, additional faculty and resources are required.

Unless there are additions to the staff and resources, we will continue with our enrollment management plan of allowing 120 new juniors into the criminal justice program each fall.

7. Accepts/enrollees ratio

Comparing the number of freshmen enrolled (average 240) in the pre-criminal justice program to the number of junior accepts (average 120) in the criminal justice program, the ratio has been about 54 percent. Students are accepted at the junior level based on competitive grade point average of 2.5 and above. The cut-off GPA was 2.75 for 1994 and 2.55 for 1995.

B. Recruitment

1. Recruitment activities

Since the program's inception in 1972, the number of students interested in a criminal justice degree has steadily increased, consistently exceeding the existing staffing and resources. The reputation of the program for excellence has resulted in police officers, school counselors and others recommending the program to potential students, etc.

Last year the criminal justice faculty contacted by telephone all new accepted freshmen with a high school GPA of 3.0 or above and an ACT score of 20 or above to encourage them to come to Ferris. Faculty have frequent contact with criminal justice agency personnel every summer when visiting interns which allows for the dissemination of program information to those in the field. Faculty also meet frequently with high school students and their parents visiting the campus.

Finally, criminal justice staff members go to a number of community college job fair activities to recruit students.

C. Retention

1. One year student retention rates, first-time, full-time students

	Major Code	Degree Code	First Time Students Fall 1994	Percent Retained	
				At FSU After 1 Year Fall 1995	Within Prog. After 1 Year Fall 1995
Criminal Justice	CRJU	BS	1	100%	100%
Pre-Criminal Justice	PCRJ	AA	142	54%	49%
FSU			1,714	53%	34%

2. The criminal justice staff have been working with minority students to develop tutoring and mentoring programs.

College of Education counselors have been working closely with pre-criminal justice students by advising and teaching a first-experience course.

3. Within the criminal justice program, there are three program-related student organizations:

- a. Minority Students in Criminal Justice
- b. Criminal Justice Fraternity -- Lambda Alpha Epsilon
- c. Criminal Justice Job Placement Advisory Council

4. All criminal justice faculty are involved in student advising. Criminal justice students frequently meet with their advisor each semester to review scheduling and to verify academic progress. Because the majority of students are in state-certified programs, students are typically concerned that they are taking the appropriate courses in the required time frame. Also, the faculty are required to do personal history background interviews with all law enforcement majors enrolled in the MLEOTC certification program. The faculty are also required to do graduation clearances for their advisees.

D. Cost

1. Ranked list of program teaching cost per student credit hours -- 1993-94 data (teaching costs include fringes)

From the Office of Institutional Studies report, out of 121 programs, listed from most costly to least costly (total teaching cost/credit hrs. range from \$388.09 to \$80.99):

<u>Rank</u>	<u>Program</u>	<u>Cost</u>
110	CJ/Generalist/Corrections B.S. (Yrs. 3 & 4)	\$92.54
112	Pre-Criminal Justice A.A.	\$91.29
120	CJ/Law Enforcement Spec. B.S. (Yrs. 3 & 4)	\$82.96

2. Teaching cost per student credit hour by prefix and level ranked high to low -- 1993-94 data (teaching costs include fringes)

Out of 166 course descriptions listed from high to low (total teaching cost per credit hour from high of \$827.39 to low of \$35.67):

<u>Rank</u>	<u>Program</u>	<u>Cost</u>
120	Criminal Justice - L	\$89.81
145	Criminal Justice - U	\$67.88

IV. Effectiveness of the program

A. Curriculum

1. Graduate requirements

Specialist (law enforcement) track: 130 semester hours; 2.5 overall GPA
 Generalist (corrections) track: 128 semester hours; 2.5 overall GPA

2. Suggested semester-by-semester sequence of courses to be completed

The Criminal Justice program provides two curriculum options: Law Enforcement Specialist and Corrections/Generalist. Graduates of both of these options must take the basic general education requirement package along with the course requirements. (See checksheets in Appendix C.)

Law Enforcement Specialist. Anyone interested in entering this curriculum may do so at their freshman year; however, at the completion of 63/64 credit hours, candidates for the upper level must have attained a grade point average (GPA) of 2.5 in order to be admitted into the upper division (junior and senior) classes. It should also be noted that upon the recommendation of the faculty, a waiver can be obtained for minority and other students who do not meet the 2.5 GPA at the end of their sophomore year.

Graduating seniors must obtain 130/131 credits; the variance depends upon whether the student has taken a three-credit or a four-credit science course for the General Education requirements. Appendix C specifically describes the Criminal Justice Specialist program requirements.

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Corrections/Generalist. The Generalist option of the Criminal Justice program for freshman and sophomore years is virtually identical to the Specialist track; however, there is a divergence in the third and fourth years. Also, graduates of the Generalist track are required to have 128/129 credits for graduation, again depending upon whether or not a three-credit or four-credit science course is taken for the General Education requirements. A specific checklist of the graduation requirements for the Corrections/Generalist track is provided in Appendix C.

3. Currency of the curriculum

Since the Criminal Justice program undertook a major revision during the semester conversion, the faculty concur that the curriculum is generally current and organized in the best order possible given present resources. However, the faculty have been discussing the need of providing more career options in the light of the greater degree of specialization required in our increasingly complex society. Competition in the job market for criminal justice graduates is intense; however, Ferris graduates have led other colleges in their market share of employment. The employer survey, the current student survey, and the graduate survey (Appendices A, B, and D) all reported high levels of satisfaction with the program. Faculty do not wish to rest on their laurels and have discussed several innovative options to insure that our students maintain their high rate of employability and continue to be actively sought after in the market place. Some of the options being considered include Spanish proficiency as a graduation requirement and option specialties in areas such as computer crime or accounting to meet the increasing demand for more complex investigation skills in technical areas such as investment swindles, computer crime, money laundering, etc. Current resources prohibit additional course offerings or career options at the present time.

In addition, staff limitations for several years have placed the program in a posture of struggling just to coordinate existing resources to cover classes that must be taught so students can meet graduation minimums. Overload classes year round, including summers for many faculty, is the norm. The result is that there are virtually no electives in the curriculum and classes required for both generalists and specialists that should be taught separately are combined. An example is CRIM 410 Criminal Justice Administration which is taught to both generalists and specialists. Issues and problems in law enforcement are far different than administering a correctional facility for adults or juveniles. Students complain every year, and faculty apologize

for the staff shortages that prohibit separate sections. During the past two academic years, a serious rift has occurred between generalists and specialists in the program over this issue. At the senior banquet last spring (1995), the generalists boycotted and held a separate banquet for themselves. This is the first time this has occurred in the history of the program. The faculty are extremely concerned over these and similar issues and fear a program exodus similar to the program's growth if the problems are not addressed.

The program also desperately needs to offer additional courses. One glaring example is a course on drugs and crime. The influence of drugs and alcohol on crime and social order in this society is enormous. There is no other factor that even comes close to having as major an impact on this society, and the program does not offer a course addressing this issue. A reference to the student graduate survey (Appendix B) strongly supports this issue. Also references in this survey support the need for additional writing and interpersonal communication courses, in addition to more hands-on work which is limited because of class size.

Thoughts of such projects quickly dissipate in the context of historical program support. Faculty have been continually preoccupied with just keeping a lid on their current situation.

B. Quality of the Program

1. Demonstrated quality of the program

The success of the Criminal Justice program can be demonstrated a number of different ways. First, it is demonstrated by the very fact that both certifying agencies for the State of Michigan, the Michigan Correction Officer's Training Council and the Michigan Law Enforcement Officer's Training Council have recognized the ability of the FSU Criminal Justice program to function as one of their certifying branches. By reference to all surveys which address issues of quality, all report very favorable or positive feedback. Ferris State University graduates also enjoy a 99 percent pass rate on various state licensure exams.

2. Approaches to enhance quality of instruction

All the traditional means of enhancing the quality of instruction are used by the program. Student evaluations of the faculty are regularly employed.

Faculty attendance at professional conferences and seminars is limited by resources. Resource limitations also have limited the introduction of technological advances into the classrooms.

3. How student performance is assessed

In addition to the traditional examinations given to students in each course, all students are required to pass state licensing exams. As indicated in IV. B. 1 above, we have a 99 percent success ratio. All students are also required to take and successfully complete CRIM 499 which is a comprehensive assessment course during their final semester at Ferris.

Michigan Law Enforcement Officers Training Council personnel visit the campus annually to administer a comprehensive survey of seniors who are graduating in the specialist track.

4. How the quality of instruction is measured

One of the obvious measures is the quality of instruction as it relates to the reputation of the program and the success of its students as outlined in IV. B. 1. In addition, non-tenured faculty are evaluated annually. All criminal Justice faculty use student-faculty evaluation forms in their classes. In addition, both the MLEOTC and MCOTC survey program graduates to rate the quality of instruction for each instructional topic. Finally, surveys of graduates are conducted on occasion to monitor satisfaction with faculty performance and other matters.

5. How the course contents are kept current

Program faculty use all the traditional methods of staying current in their course content, including attending seminars, reading, conversation with colleagues, and various forms of library research. In addition, the faculty now have the CD-ROM package from the National Criminal Justice Research Center which allows faculty the capability of researching various topics in the field from their own offices. Again, limited resources severely restrict efficiency in this area.

6. How the success of graduates is gauged

The most comprehensive information in this area has been obtained through a number of surveys sent to our graduates over the last several

years. Information concerning salary, number of people supervised, rank or position, career satisfaction, and the number of graduates who have attended graduate school are some of the measures used to gauge the success of our graduates. Informally, the faculty are aware of the fact that numerous students are directors of security, police chiefs, sheriffs, and occupy various upper- and mid-management positions. In addition, the reputation of the program itself testifies to the positive response of our graduates in the field.

C. The strengths and weaknesses of the program

1. Strengths

The major strength of the Criminal Justice program is its faculty. The faculty are well-educated (all but one hold doctorates) and all have a wealth of job experience. The faculty and staff are dedicated to the program and to the students. This statement is strongly supported by all the program review surveys. The faculty have been instrumental in establishing the excellent reputation the program holds in the state and country. Ferris' Criminal Justice program produces a good candidate ready to go to work without further education and training. Recruiters have come from around the nation to recruit our students.

2. Weaknesses

The major area of concern is a lack of uniform university support consistent with other programs on campus in regards to administrative, faculty and support staff for the program, along with a lack of adequate facilities and equipment. The program has made do with an inadequate firearms and driving range. The program has had little financial support for faculty travel and development. There has also been a lack of support necessary to integrate technological development into the classroom. Another major concern is the large class sizes which make it hard to assign research writing assignments and to schedule hands-on practical exercises which the faculty believe are major missions of the program. The above concerns are all mirrored by the findings of the various surveys.

V. Actions taken and future prospects

A. Assessment of actions taken

1. Measures taken to correct weaknesses and to emphasize strengths of the program

To correct some of the program's staff weaknesses, the University has authorized the hiring of a department head and one additional faculty member to fill vacancies. In addition, the competitive GPA ranking system, as indicated earlier, has been placed on the program and a 2.5 minimum grade point average has been put in place for entry into the upper division courses. A program cap of 120 students has been set for enrollment in the junior level.

In addition, Timme grants have been written attempting to secure funds for technical equipment (See Appendix E).

No action has been taken to emphasize program strengths outside the university. Inside the university, program staff have met frequently with university administrators in order to present our case for the need of additional resources to effectively manage the program and insure its continued success.

2. Results in response to the measures executed

National searches have been instituted advertising the department head and faculty positions that are currently available. Faculty are now evaluating the applications received for the faculty position, and a committee has been formed to select a person for the department head position.

As a result of the program caps, enrollment in the program has been reduced from in excess of 800 to the current level of 599 students. Concerning the issues involving shortage of resources to effectively manage the program, faculty meetings with the current administration have been favorable and faculty are cautiously optimistic that a more equitable future is in store for the program.

B. Future measures needed to enhance the program

1. Environmental factors which pose threats or present opportunities for the program (e.g., political, cultural, economic, fiscal, administrative, organizational, curricular, technical, social)
 - a. What impact will these factors have on the program?
 - 1) Enrollment
 - 2) Quality of the program
 - 3) Impact of the future focus/direction of the program
 - b. What additional measures should be instituted to enhance the program?

Faculty of the Criminal Justice program do not want to be cast in the light as whiners or complainers. The program has grown from 52 students to a high of over 800 students. The reason that the enrollment has not gone higher and has been reduced to 599 students has been self-imposed enrollment restrictions due to a lack of resources to support higher numbers of students. The Criminal Justice program at Ferris State University is the largest program on campus. The criminal justice faculty have the highest faculty-student ratio of any other program and is very close to the bottom of the list of 129 university programs in cost. The faculty FTE credit hour production is the highest on campus, and there is currently no department head/administrator for the program. The only administrator in the entire College of Education is the Acting Associate Dean, Ed Cory.

It is grossly obvious from not only faculty opinion, but all of the surveys and published college documents, that the Criminal Justice program has achieved exceedingly well with meager resources. The purpose of the program review is to address these types of issues. It is the wish of the faculty not to be pampered, but only to receive institutional support commensurate with that of other academic programs on campus. The funding equity problem aside, no other serious threats to the program exist. If adequate university support cannot be achieved, the faculty feel that the greatest threat to the program is a deterioration of the program's reputation which will be immediately followed by a significant reduction in enrollment.

If given the resources, the faculty have full confidence that enrollment numbers will remain steady or could be raised and the shortcomings indicated in the body of this report could be reduced or eliminated, insuring a long, positive future for the Criminal Justice program. The United States has the highest crime rate of the Western World, and there are no indications of any significant improvement in the near future. A very large number of young people entering today's workplace are interested in careers in the criminal justice system, and surveys of student attitudes indicate that future job placement prospects in criminal justice related areas are high. If resources can be acquired to institute planned changes such as bilingualism in our graduates, keeping pace with technological advances, and keeping the program in pace with changes in society and the field which best meet the future career demands of our students, the Criminal Justice program should remain a prosperous, viable member of the University community.

The resources required to maintain the viability of this program are not major. The addition of a minimal number of faculty plus a less-than-major investment in equipment and facilities are all that are needed to meet the current needs of the program. The faculty are cautiously optimistic that this goal can easily be achieved with the cooperation of current University management.

APPENDIX A

CRIMINAL JUSTICE STUDENT SURVEY

Please answer each question on the answer sheet using a number 2 pencil. Do not write on this questionnaire. Do not complete the section on the answer sheet which requests identification data. Thank you.

1. Most of the time while you have attended FSU, have you been a part-time or full-time student?

- 8% Part-time
- 92% Full-time

2. What is your classification?

- 26% Freshman
- 18% Sophomore
- 27% Junior
- 29% Senior
- 0% Graduate student

3. What criminal justice option are you pursuing?

- 66% Law Enforcement Specialist
- 25% Generalist/Corrections
- 7% Undecided
- 2% Not a criminal justice major

4. What proportion of your expenses at FSU are your parents providing?

- 32% None
- 28% Some, but less than half
- 40% More than half

5. What is your grade point average?

- 1% Less than 2.0
- 15% 2.01 - 2.50
- 41% 2.51 - 3.00
- 33% 3.01 - 3.50
- 10% 3.51 - 4.00

6. What is your gender?

- 68% Male
- 32% Female

7. What was your high school class rank based on grades earned?

- 4% Lowest quartile (0 - 24%)
- 22% Second quartile (25 - 49%)
- 45% Third quartile (50 - 74%)
- 29% Top quartile (75 - 99%)

8. How often do you meet with your CJ advisor for advising?

- 41% Every semester
- 10% Most semesters
- 32% Occasionally
- 17% Never

9. If you could start college over, would you choose to attend FSU?

- 30% Definitely Yes
- 42% Probably Yes
- 17% Uncertain
- 8% Probably No
- 3% Definitely No

10. If you could start college over, would you choose the same major?

- 64% Definitely Yes
- 17% Probably Yes
- 11% Uncertain
- 6% Probably No
- 2% Definitely No

11. How many hours are you currently working at a job this term?

- 34% I am not working
- 13% 1 to 9 hours/week
- 23% 10 to 19 hours/week
- 22% 20 to 29 hours/week
- 8% 30 or more hours/week

12. My ethnicity is:

- 1% Asian, Pacific Islander or Filipino
- 13% Black or African-American
- 2% Hispanic, Chicano or Spanish-speaking American
- 81% White or Euro-American
- 3% Native American or other

13. What was the most important reason for attending FSU as a criminal justice major?

- 27% Availability of certification programs (MLEOTC, MCOTC)
- 48% Academic reputation of the criminal justice program
- 6% Advice of parents, friends or high school teachers or counselors
- 9% Cost, location or admission standards of FSU
- 10% Other

14. If certification programs had not been available, would you have still come to FSU?

- 39% Yes
- 61% No

Please rate each of the following on the answer sheet using this scale:

A=Excellent B=Good C=Fair D=Poor E=Unknown

	Excellent	Good	Fair	Poor	Unknown
15. Availability of my advisor	36	39	14	4	7
16. Willingness of my advisor to help	51	29	11	2	6
17. Quality of courses in preparing me for employment	36	45	12	2	5
18. Fairness of grading in my criminal justice courses	34	49	15	1	1
19. Quality of instruction in my criminal justice courses	56	36	7	1	0
20. Opportunities for interaction with criminal justice faculty	23	40	26	6	5
21. Quality of textbooks used in my criminal justice courses	25	53	19	2	1
22. Quality of library holdings in criminal justice	10	28	25	12	25
23. Helpfulness of criminal justice office staff	27	48	13	2	10
24. Availability of professional activities or clubs in the major	13	31	27	9	20

A=Excellent B=Good C=Fair D=Poor E=Unknown

	Excellent	Good	Fair	Poor	Unknown
25. Availability of required criminal justice courses.	31	42	19	6	2
26. Availability of non-criminal justice courses required for graduation.	17	44	29	7	3
27. Organization of the curriculum for the major.	29	46	18	2	5
28. Quality of the internship experience.	24	17	7	2	50
29. Quality of criminal justice classroom facilities.	15	55	22	2	6
30. Quality of criminal justice laboratory facilities (pistol range, driving range, defensive tactics etc.)	13	13	11	2	61
31. Quality of students in the criminal justice program.	19	51	23	3	4
32. Quality of career advising by criminal justice faculty.	23	36	18	3	20
33. Quality of curricular advising by criminal justice faculty.	21	43	20	2	14
34. Clarity of degree requirements in criminal justice.	35	49	11	2	3
35. Professional competence of criminal justice faculty.	51	35	8	1	5
36. Quality of my initial contacts with the criminal justice department.	28	45	17	2	8
37. Attitude of department faculty toward students.	35	46	12	2	5
38. Opportunities for formal student evaluation of instruction in the major.	12	40	23	7	18
39. Quality of computer facilities for criminal justice students.	13	29	21	6	31
40. Availability of computer facilities.	18	34	20	7	21
41. Overall quality of the criminal justice department.	46	45	7	0	2

APPENDIX B

GRADUATE QUESTIONNAIRE

FERRIS STATE UNIVERSITY CRIMINAL JUSTICE GRADUATES

(1.) Are you employed in the Criminal Justice arena?

- 145 1. Yes, working full time.
6 2. Yes, working part time.
8 3. No, but I am looking for a job.
— 4. No, but I intend to look for a job in the next six months.
2 5. No, I am currently enrolled or plan on enrolling in graduate school.
2 6. No, currently in the Military Service
1 7. No, decided not to pursue a career in Criminal Justice.
7 8. No, at another career, unable to secure employment in the field.
8 9. No, voluntary career change to a non-criminal justice career.

(2.) What kind of agency are you employed by?

- 102 01. Police department (local, county, state)
2 02. Private investigative agency
3 03. Probate court
2 04. Juvenile correctional agency
18 05. Adult correctional agency
1 06. Contract security agency
5 07. Proprietary security organization
2 08. College or university
1 09. Federal law enforcement or investigative agency
1 10. State investigative or enforcement agency
— 11. Consulting service
37 12. Other (specify) _____

(3.) How satisfied are you in your career?

- 122 1. Very satisfied
41 2. Somewhat satisfied
13 3. Unsatisfied

(4.) What was your GPA upon graduation from FSU?

- | | | | | | | | |
|----|----------------|----|----------------|----|----------------|---|---------------|
| 14 | 1. 3.75 - 4.00 | 38 | 3. 3.25 - 3.49 | 50 | 5. 2.75 - 2.99 | 2 | 7. Below 2.50 |
| 20 | 2. 3.50 - 3.74 | 36 | 4. 3.00 - 3.24 | 19 | 6. 2.50 - 2.74 | | |

(5.) Was there any relevance of your academic performance to being hired in your position?

- 76 1. Yes
54 2. No
46 3. Do not know

(6.) Indicate your rating of FSU at the time you applied for admission.

- 140 1. It was my first choice.
32 2. It was my second choice.
6 3. It was my third choice.
1 4. It was my fourth choice or lower.

(7.) What were your three (3) most important reasons for attending FSU?

(Place a 1, 2, or 3 next to the appropriate number.) **(FIRST CHOICE)**

- | | |
|-----------------------------------|--|
| 01. 10 Cost | 07. 4 Availability of Scholarship/ Financial Aid |
| 02. 6 Admissions Standards | 08. 3 Advice of Parents or Relatives |
| 03. 1 Social Atmosphere | 09. 1 Advice of High School Personnel |
| 04. 5 Location | 10. 2 To be with Friends |
| 05. 19 Type of Programs Available | 11. 7 Advice of Criminal Justice Professional |
| 06. 3 Academic Reputation | 12. 73 Reputation of Criminal Justice Program |
| | 13. 4 Other(Specify) _____ |

(7.) What were your three (3) most important reasons for attending FSU?

(Place a 1, 2, or 3 next to the appropriate number.) **(SECOND CHOICE)**

- | | |
|-----------------------------------|--|
| 01. 20 Cost | 07. 6 Availability of Scholarship/ Financial Aid |
| 02. 5 Admissions Standards | 08. 5 Advice of Parents or Relatives |
| 03. 4 Social Atmosphere | 09. 5 Advice of High School Personnel |
| 04. 15 Location | 10. 5 To be with Friends |
| 05. 17 Type of Programs Available | 11. 14 Advice of Criminal Justice Professional |
| 06. 6 Academic Reputation | 12. 29 Reputation of Criminal Justice Program |
| | 13. 2 Other(Specify) _____ |

(7.) What were your three (3) most important reasons for attending FSU?

(Place a 1, 2, or 3 next to the appropriate number.) **(THIRD CHOICE)**

- | | |
|-----------------------------------|--|
| 01. 22 Cost | 07. 6 Availability of Scholarship/ Financial Aid |
| 02. 11 Admissions Standards | 08. 6 Advice of Parents or Relatives |
| 03. 12 Social Atmosphere | 09. 1 Advice of High School Personnel |
| 04. 15 Location | 10. 8 To be with Friends |
| 05. 10 Type of Programs Available | 11. 5 Advice of Criminal Justice Professional |
| 06. 13 Academic Reputation | 12. 11 Reputation of Criminal Justice Program |
| | 13. 5 Other(Specify) _____ |

(8.) Would you recommend FSU to another student interested in Criminal Justice?

- | | |
|-----|-------------------|
| 127 | 1. Definitely Yes |
| 40 | 2. Probably Yes |
| 3 | 3. Uncertain |
| 6 | 4. Probably No |
| 1 | 5. Definitely No |

(9.) Would you recommend FSU's other programs to potential students?

- | | | | | | |
|----|-------------------|----|----------------|---|------------------|
| 51 | 1. Definitely Yes | 44 | 3. Uncertain | 3 | 5. Definitely No |
| 73 | 2. Probably Yes | 8 | 4. Probably No | | |

(10.) Approximately how many hours per week did you spend on criminal justice homework?

- | | | | | | |
|----|-----------------|----|------------------|---|---------------------|
| 4 | 1. Never | 57 | 3. 11 - 15 hours | 6 | 5. 21 - 25 hours |
| 72 | 2. 6 - 10 hours | 34 | 4. 16 - 20 hours | 3 | 6. 26 or more hours |

(11.) How often were term papers, reports or major writing assignments required in your criminal justice classes? (Please mark only one)

- | | |
|-----|-------------------|
| 3 | 1. Never |
| 116 | 2. Not very often |
| 53 | 3. Often |
| 6 | 4. Very often |

(12.) How many hours per week did you spend in outside employment and/or doing child care while attending FSU?

- | | | | | | |
|----|-----------------|----|--------------|----|--------------|
| 60 | 1. 0 to 9 Hours | 57 | 3. 20+ Hours | 15 | 5. 40+ Hours |
| 32 | 2. 10+ Hours | 34 | 4. 30+ Hours | | |

(13.) How could the Criminal Justice program be improved?

	<u>Agree</u>	<u>Disagree</u>
1. More writing courses	119	53
2. More Sociology courses	45	125
More Psychology courses	55	116
4. More interpersonal communications courses	159	15
5. More hands on experience (i.e.; Defensive Tactics)	157	14

Comments: _____

What is your **impression** of FSU at the present time? Please mark your feelings about the various aspects listed. The higher the number you choose, the more you agree with the statement on the right; the lower the number you chose, the more you agree with the statement on the left. Leave blank any item about which you do not know.

Example: low quality food service 1 2 3 4 (5) high quality food service

If you felt the food was of very high quality, you would circle (5).

(14.) low quality programs	1 (2)	2 (5)	3 (34)	4 (92)	5 (38)	high quality programs
(15.) unfriendly school	1 (3)	2 (13)	3 (26)	4 (87)	5 (48)	friendly school
(16.) difficult admission process	1 (4)	2 (10)	3 (39)	4 (42)	5 (81)	simple admission process
(17.) high cost	1 (1)	2 (21)	3 (92)	4 (52)	5 (11)	low cost
(18.) poor social life	1 (5)	2 (9)	3 (31)	4 (69)	5 (61)	good social life
(19.) poor residence halls	1 (8)	2 (18)	3 (62)	4 (50)	5 (26)	good residence halls
(20.) classes inaccessible	1 (2)	2 (7)	3 (27)	4 (92)	5 (48)	easy to attend(accessible)
(21.) limited programs	1 (5)	2 (11)	3 (46)	4 (69)	5 (43)	diverse programs
(22.) poor faculty	1 (3)	2 (1)	3 (32)	4 (68)	5 (70)	good faculty
(23.) poor library	1 (26)	2 (32)	3 (47)	4 (48)	5 (23)	good library
(24.) poor facilities	1 (6)	2 (15)	3 (59)	4 (69)	5 (24)	good facilities
(25.) large school	1 (2)	2 (11)	3 (100)	4 (45)	5 (19)	small school
(26.) low quality athletics	1 (8)	2 (19)	3 (78)	4 (47)	5 (15)	high quality athletics

(27.) Were you employed on a full-time basis prior to obtaining your bachelor's degree?

28 1. Yes

149 2. No

If yes, how many years were you employed full-time? _____ (Do not include summer jobs.)

(28.) How many years did you attend this university before obtaining your degree?

(Check to the nearest year.)

____ 1. 1 year 25 3. 3 years 15 5. 5 or more years

34 2. 2 years 104 4. 4 years

(29.) What was your enrollment status while attending this university?

176 1. Primarily full-time (12 semester/quarter hours or more)

2 2. Primarily part-time (less than 12 semester/quarter hours)

The following statements reflect goals of many college students. How much help do you feel the experiences at this university gave you in reaching these goals?

- This university gave very much help -----
 is university gave some help -----
 This university gave very little help -----
 This university gave no help -----
 This was not a goal of mine -----

- (30.) To increase my knowledge in my academic field
 (31.) To satisfy job and career requirements
 (32.) To obtain a degree or certificate
 (33.) To learn skills that will enrich my daily life
 (34.) To become actively involved in student life and activities
 (35.) To develop greater appreciation of cultural events
 (36.) To improve my self-image
 (37.) To improve my leadership skills
 (38.) To increase my earning power
 (39.) To generally improve myself

	1	2	3	4	5
(30.)	1	1	4	59	111
(31.)		4	22	64	85
(32.)			7	36	132
(33.)	7	10	60	71	27
(34.)	27	25	56	42	26
(35.)	40	30	58	32	16
(36.)	16	21	42	67	29
(37.)	3	9	39	73	51
(38.)	2	11	37	69	55
(39.)		8	25	89	54

(40.) Which year did you graduate from FSU?

- 23 1. 1991 56 3. 1993
 45 2. 1992 54 4. 1994

(41.) What was your major?

- 35 1. Generalist
 134 2. Specialist
 2 3. Both of the above
 6 4. Security Administration

(42.) What is your sex?

- 137 1. Male 41 2. Female

(43.) What is your perception of the socioeconomic background and environment in which you were raised?

- 2 1. Upper class 114 3. Middle class 5 5. Lower class
 38 2. Upper middle class 19 4. Lower middle class

(44.) How old are you?

- 61 1. 21 or 24 11 3. 29 or 32 ___ 5. 37 to 40 ___ 7. 45 or over
 103 2. 25 or 28 1 4. 33 to 36 1 6. 41 to 44

(45.) Which of the phrases below best describes your racial/ethnic background? Please select only one response.

- 4 1. African-American/Black
 1 2. American Indian, Alaskan Native
 165 3. Caucasian-American/White
 1 4. Mexican-American/Chicano
 ___ 5. Asian-American, Pacific Islander
 1 6. Puerto Rican, Cuban, other Hispanic origin
 1 7. Other
 ___ 8. Multiracial
 4 9. Prefer not to respond

State Code Number List

01. Alabama	15. Indiana	29. Nevada	43. Tennessee (4)
02. Alaska	16. Iowa	30. New Hampshire	44. Texas (1)
Arkansas	17. Kansas	31. New Jersey	45. Utah
04. Arizona (1)	18. Kentucky	32. New Mexico	46. Vermont
05. California (1)	19. Louisiana	33. New York	47. Virginia
06. Colorado (1)	20. Maine	34. North Carolina (1)	48. Washington
07. Connecticut	21. Maryland	35. North Dakota	49. West Virginia
08. Delaware	22. Massachusetts	36. Ohio (2)	50. Wisconsin
09. District of Columbia	23. Michigan (160)	37. Oklahoma	51. Wyoming
10. Florida	24. Minnesota	38. Oregon	52. Other Country
11. Georgia (1)	25. Mississippi	39. Pennsylvania (1)	_____
12. Hawaii	26. Missouri	40. Rhode Island	
13. Idaho	27. Montana	41. South Carolina	
14. Illinois (2)	28. Nebraska	42. South Dakota (2)	

(46.) Which state was your permanent residence ***prior*** to attending FSU? _____ (Code #)

(47.) Which state is ***now*** your permanent residence ? _____ (Code #)

(48.) Did you transfer credits from another college or university to FSU?

97 1. No

80 2. Yes

3. If so, Name of Community College you transferred from _____

4. or, Name of University you transferred from _____

THANK YOU!

Please use the return-addressed, stamped envelope to mail your responses by November 15, 1995.

APPENDIX C

FERRIS STATE UNIVERSITY

CHECKSHEET FOR CRIMINAL JUSTICE STUDENTS

Bachelor of Science Degree

The Criminal Justice baccalaureate degree program provides a quality education package to prepare young men and women for a professional career in the Criminal Justice System in Michigan and other states.

There are two curriculum options: the Law Enforcement Specialist and Criminal Justice Generalist/Corrections which are briefly described below:

LAW ENFORCEMENT SPECIALIST:

This program option is designed for those students who wish to concentrate their activities in the law enforcement area of the criminal justice system. This program is designed to prepare students for administrative and management positions within the law enforcement area at the municipal, county, state and federal level. This program option includes the entire basic police training package required by law in the state of Michigan to be a practicing law enforcement officer. This program is certified by the Michigan Law Enforcement Officers Training Council (M.L.E.O.T.C.). Graduates who successfully complete the program requirements and meet the minimum employment standards will be qualified for placement in Michigan police agencies.

NOTE - students selecting the Law Enforcement Specialist Option must review thoroughly the MLEOTC Employment and Selection Standards listed on Pages 7 and 8.

GENERALIST/CORRECTIONS:

This program option is designed for those students who have interests in the criminal justice system other than in the law enforcement area. These areas include adult institutions, probation, parole, and the prevention, treatment, and control of both youthful and adult offenders. Courses of instruction are designed to introduce the student to various components that make up the structure of corrections and the broad area of social work and juvenile delinquency. This option includes the minimum educational requirements for the position of corrections officer in Michigan as established by the Michigan Corrections Officers Training Council.

JUNIOR AND SENIOR CURRICULUM - CRIMINAL JUSTICE

Bachelor's Degree Requirement - Generalist/Corr. - 129 Sem. Hours

Bachelor's Degree Requirement - Specialist - 131 Sem. Hours

At the end of the Fall Semester of the Sophomore year, each student must choose one of the program options indicated below. The student is then responsible for all course work in the option in addition to the program requirements outlined on the checksheet necessary to fulfill the required semester hours of credit for the Bachelor of Science degree in Criminal Justice. Entrance into the Junior and Senior curriculum is competitive based on grade point average and space available (never lower than a 2.5 gpa but may be higher). Continued enrollment in the program necessitates adherence to the required 2.5 grade point average.

LAW ENFORCEMENT SPECIALIST

- + CRIM 320 - Conflict Management and Interpersonal Communications Within Criminal Justice
- + CRIM 321 - Report Writing for Law Enforcement Personnel
- + CRIM 325 - Michigan Criminal Law
- + CRIM 330 - Michigan Criminal Procedure
- + CRIM 353 - Police Practicum: Patrol Problems
- + CRIM 354 - Police Practicum: Traffic Management
- + CRIM 355 - Police Practicum: Precision Driving
- + CRIM 356 - Police Practicum: Firearms
- CRIM 391 - Criminal Justice Internship
- + CRIM 400 - Physical and Defensive Tactics Training for Criminal Justice
- CRIM 410 - Organizational Behavior and Admin. in Criminal Justice Agencies
- + CRIM 440 - Criminal Investigation
- CRIM 485 - Seminar in Current Issues in Criminal Justice
- CRIM 499 - Criminal Justice Assessment Course
- + HLTH 425 - Advanced First Aid

- + MLEOTC certification courses

GENERALIST/CORRECTIONS

- * CRIM 319 - Conflict Management in Corrections
- CRIM 322 - Report Writing for Corrections Personnel
- CRIM 325 - Michigan Criminal Law
- CRIM 330 - Michigan Criminal Procedure
- * CRIM 370 - Correctional Institutions and Facilities
- CRIM 391 - Criminal Justice Internship
- CRIM 410 - Organizational Behavior and Administration in Criminal Justice Agencies

- * CRIM 435 - Legal Issues in Corrections
- * CRIM 475 - Correctional Clients
- CRIM 485 - Seminar in Current Issues in Criminal Justice
- CRIM 499 - Criminal Justice Assessment Course
- HLTH 425 - Advanced First Aid
- SCWK 130 - Social Work Interviewing Skills I
- SCWK 263 - Substance Abuse: The Problem
- SCWK 265 - Social Services in Corrections

**FERRIS STATE UNIVERSITY - CRIMINAL JUSTICE PROGRAMS
PRE-CRIMINAL JUSTICE CURRICULUM**

FIRST YEAR

Fall Semester

ENGL 150	3 Cr.
CRIM 110.	3 Cr.
Elective	3 Cr.
HIST, HUMN, SPAN, etc	3 Cr.
* MATH 115/proficiency.	3 Cr.
Physical Education	<u>1 Cr.</u>
Total.	16 Cr.

Winter Semester

COMM 105/121	3 Cr.
CRIM 111.	3 Cr.
SOCY 121	3 Cr.
Sci. Understanding	3/4 Cr.
Elective	<u>3 Cr.</u>
Total.	15/16 Cr.

Freshman/Sophomore Total: 63/64 Cr.

SECOND YEAR

Fall Semester

ENGL 250.	3 Cr.
CRIM 220	3 Cr.
Bus. Directed Elective.	3 Cr.
** Cultural Enrichment Elective	3 Cr.
PSYC 150	3 Cr.
Physical Education	<u>1 Cr.</u>
Total	16 Cr.

Winter Semester

CRIM 260	3 Cr.
** SOCY Directed Elective	3 Cr.
Sci. Understanding Lab	4 Cr.
ISYS Directed Elective	3 Cr.
LITR 286/Writing Intensive.	<u>3 Cr.</u>
Total	16 Cr.

* Elective if MATH 115 completed

** One of the two courses must satisfy
Global Consciousness Criteria

**LAW ENFORCEMENT SPECIALIST OPTION
COMPETITIVE GRADE POINT AVERAGE ADMISSION ONLY**

THIRD YEAR

Fall Semester

+ CRIM 320	4 Cr.
+ CRIM 325.	4 Cr.
+ CRIM 354.	4 Cr.
PSYC Directed Elective	<u>3 Cr.</u>
Total.	15 Cr.

Winter Semester

+ CRIM 330.	4 Cr.
+ CRIM 353.	4 Cr.
LITR 343	<u>3 Cr.</u>
Total.	11 Cr.

Summer Semester

+ CRIM 321.	3 Cr.
+ CRIM 355.	3 Cr.
+ CRIM 356.	3 Cr.
+ CRIM 391 (350)	<u>4 Cr.</u>
Total.	13 Cr.

+ MLEOTC certification courses

FOURTH YEAR

Fall Semester

CRIM 410	4 Cr.
*** SOCY Directed Elective	3 Cr.
+ HLTH 425.	3 Cr.
MGMT Directed Elective.	<u>3 Cr.</u>
Total	13 Cr.

Winter Semester

+ CRIM 400	3 Cr.
+ CRIM 440	5 Cr.
CRIM 485	3 Cr.
PSYC Directed Elective	3 Cr.
CRIM 499.	<u>1 Cr.</u>
Total	15 Cr.

*** SOCY elective must be 300/400 level

NOTE: Three writing intensive courses
required: CRIM 321, LITR 286
and LITR 343.

**Junior/Senior Total: 67 Credits
Bachelor's Degree Total: 130/131 Credits**

**FERRIS STATE UNIVERSITY - CRIMINAL JUSTICE PROGRAMS
PRE-CRIMINAL JUSTICE CURRICULUM**

FIRST YEAR

Fall Semester

ENGL 150	3 Cr.
CRIM 110.	3 Cr.
Elective	3 Cr.
HIST, HUMN, SPAN, etc	3 Cr.
* MATH 115/proficiency.	3 Cr.
Physical Education	<u>1 Cr.</u>
Total.	16 Cr.

Winter Semester

COMM 105/121	3 Cr.
+ CRIM 111.	3 Cr.
SOCY 121	3 Cr.
Sci. Understanding	3/4 Cr.
Elective	<u>3 Cr.</u>
Total.	15/16 Cr.

Freshman/Sophomore Total: 63/64 Cr.

SECOND YEAR

Fall Semester

ENGL 250.	3 Cr.
CRIM 220.	3 Cr.
Bus. Directed Elective.	3 Cr.
** Cultural Enrichment Elective	3 Cr.
PSYC 150	3 Cr.
Physical Education	<u>1 Cr.</u>
Total	16 Cr.

Winter Semester

CRIM 260	3 Cr.
** SOCY Directed Elective	3 Cr.
Sci. Understanding Lab	4 Cr.
ISYS Directed Elective	3 Cr.
LITR 286/Writing Intensive.	<u>3 Cr.</u>
Total	16 Cr.

* Elective if MATH 115 completed
** One of the two courses must satisfy
Global Consciousness Criteria

**GENERALIST/CORRECTIONS OPTION
COMPETITIVE GRADE POINT AVERAGE ADMISSION ONLY**

THIRD YEAR

Fall Semester

+ CRIM 319	3 Cr.
CRIM 325.	4 Cr.
+ CRIM 370.	3 Cr.
SCWK 130	3 Cr.
MGMT Directed Elective.	<u>3 Cr.</u>
Total.	16 Cr.

Winter Semester

CRIM 330.	4 Cr.
SCWK 265	3 Cr.
*** SOCY Directed Elective.	3 Cr.
PSYC Directed Elective	<u>3 Cr.</u>
Total.	13 Cr.

Summer Semester

CRIM 322.	3 Cr.
CRIM 391.	<u>4 Cr.</u>
Total.	7 Cr.

+ MCOTC certification courses

FOURTH YEAR

Fall Semester

CRIM 410	4 Cr.
+ CRIM 475	4 Cr.
SCWK 263.	2 Cr.
PSYC Directed Elective.	3 Cr.
Elective	<u>3 Cr.</u>
Total	16 Cr.

Winter Semester

+ CRIM 435	3 Cr.
CRIM 485	3 Cr.
HLTH 425	3 Cr.
LITR 343	3 Cr.
CRIM 499.	<u>1 Cr.</u>
Total	13 Cr.

*** SOCY elective must be 300/400 level

NOTE: Three writing intensive courses
required: CRIM 322, LITR 286
and LITR 343.

**Junior/Senior Total: 65 Credits
Bachelor's Degree Total: 128/129 Credits**

SEQUENCE OF COURSES - UPPER DIVISION

CRIMINAL JUSTICE OPTIONS

ALL Criminal Justice students must make a decision during the Fall Semester of the Sophomore year regarding entering one of the curriculum options. Students selecting the Law Enforcement Specialist option must sign the required MLEOTC agreement forms and complete the required fingerprinting, medical and optometric processes. All MLEOTC and MCOTC courses require a grade of C (2.0) or better. Criminal Justice courses are NOT to be taken out of sequence!

LAW ENFORCEMENT SPECIALIST

GENERALIST/CORRECTIONS

JUNIOR YEAR

Fall

CRIM 320
CRIM 325
CRIM 354

Winter

CRIM 321
CRIM 330
CRIM 353

Summer

CRIM 355
CRIM 356
CRIM 391

SENIOR YEAR

Fall

CRIM 410
HLTH 425

Winter

CRIM 400
CRIM 440
CRIM 485
CRIM 499

JUNIOR YEAR

Fall

CRIM 319
CRIM 325
CRIM 370
SWCK 130

Winter

CRIM 322
CRIM 330
SCWK 265

Summer

CRIM 391

SENIOR YEAR

Fall

CRIM 410
CRIM 475
SCWK 263

Winter

CRIM 435
CRIM 485
CRIM 499
HLTH 425

PROJECTED CRIMINAL JUSTICE COURSE OFFERINGS

COURSE	COURSE TITLE	FALL	WINTER	SUMMER
CRIM 110	Introduction to Criminal Justice	X	X	
CRIM 111	Introduction to Corrections	X	X	
CRIM 220	Fundamentals of Supervision and Management in Criminal Justice	X		
CRIM 260	Delinquency Prevention and Control		X	
CRIM 319	Conflict Management in Corrections	X		
CRIM 320	Conflict Management and Interpersonal Communications Within Criminal Justice	X		
CRIM 321	Report Writing for Law Enforcement Personnel		X	
CRIM 322	Report Writing for Corrections Personnel		X	
CRIM 325	Michigan Criminal Law	X		
CRIM 330	Michigan Criminal Procedure		X	
CRIM 353	Police Practicum: Patrol Problems		X	
CRIM 354	Police Practicum: Traffic Management	X		
CRIM 355	Police Practicum: Precision Driving			X
CRIM 356	Police Practicum: Firearms			X
CRIM 370	Correctional Institutions and Facilities	X		
CRIM 391	Criminal Justice Internship			X
CRIM 400	Physical and Defensive Tactics Training for Criminal Justice		X	
CRIM 410	Organizational Behavior and Administration in Criminal Justice Agencies	X		
CRIM 435	Legal Issues in Corrections		X	
CRIM 440	Criminal Investigation		X	
CRIM 475	Correctional Clients	X		
CRIM 485	Seminar in Current Issues in Criminal Justice		X	
CRIM 497	Special Studies in Criminal Justice	X	X	X
CRIM 499	Criminal Justice Assessment Course			
HLTH 425	Advanced First Aid	X	X	
SCWK 130	Social Work Interviewing Skills I	X	X	
SCWK 263	Substance Abuse: The Problem	X		
SCWK 265	Social Services in Corrections		X	

MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL
Employment Standards Section
Michigan Department of State Police
7426 North Canal Road, Lansing, MI 48913, (517) 322-1946

EMPLOYMENT STANDARDS FOR MICHIGAN LAW ENFORCEMENT OFFICERS

The chart below outlines the selection and employment standards published by the Michigan Law Enforcement Officers Training Council. By law, no person shall be employed as a law enforcement officer unless they fully comply with these standards. Agencies may set standards higher than these, however, the burden is upon the agency to defend the job relatedness of the higher standard.

Agencies must screen all candidates considered for employment for compliance with all standards. This includes both preservice and agency employed basic training candidates. Effective January 5, 1989, the Michigan Administrative Code was amended to provide that preservice candidates no longer need to meet the employment standards prior to participation in the preservice program.

Subject	Standard *	Comments
Age	Not less than 18 years.	No maximum age.
Citizenship	United States Citizenship.	
Education	High school diploma or GED.	
Felony Convictions	No prior felony convictions.	Includes expunged convictions.
Good Moral Character	Possess good moral character as determined by a favorable comprehensive background investigation covering school and employment records, home environment, and personal traits and integrity. Consideration will be given to all law violations, including traffic and conservation law convictions, as indicating a lack of good character.	Includes arrests and expunged convictions.
Driver's License	Possess a valid Michigan operator's or chauffeur's license.	
Disorders, Diseases or Defects	Be free from any physical defects, chronic diseases, organic diseases, organic or functional conditions which may tend to impair the efficient performance of a law enforcement officer's duties or which might endanger the lives of others or the law enforcement officer.	This includes, but is not limited to, diseases such as diabetes, seizures and narcolepsy. Each case shall be investigated to determine its extent and effect on job performance. The evaluation should include the expert opinion of a licensed physician specializing in occupational medicine. **
Hearing	Possess normal hearing.	Unaided hearing shall be tested for each ear and be within professionally acceptable ranges. ***
Height/Weight	Height and weight in relation to each other as indicated by accepted medical standards.	A licensed physician shall make this determination.
Mental/Emotional Disorders	Be free from mental or emotional instabilities which may tend to impair the efficient performance of a law enforcement officer's duties or which might endanger the lives of others or the law enforcement officer.	Each case shall be investigated to determine its extent and effect on job performance. The evaluation should include the expert opinion of an appropriate health care professional. **

Subject	Standard*	Comments
Physical Integrity	Be free from any impediment of the senses, physically sound and in possession of extremities.	A medical examination shall be conducted to assess compliance with the standard. Discrepancies shall be evaluated for the ability of the applicant to perform job-related tasks. **
Vision, Color	Possess normal color vision.	The unaided eye shall be tested using pseudoisochromatic plates or the Farnsworth Dichotomous D-15 panels.
Vision, Corrected	Possess 20/20 corrected vision in each eye.	No uncorrected standard.
Vision, Normal Functions	Possess normal visual functions in each eye.	Includes peripheral vision, depth perception, night vision, etc.
Reading and Writing	Pass the MLEOTC reading and writing examination or an approved agency equivalent examination.	
Physical Agility	Pass the MLEOTC physical skills performance examination or an approved agency equivalent examination.	
Police Training	Successfully complete the basic police training curriculum.	This may be done by completing successfully an approved college preservice program or a basic training academy.
Certification Examination	Pass the MLEOTC certification examination upon the completion of basic training.	
Medical Examination	Examination by a licensed physician to determine that the applicant meets all medical standards.	Medical exam must be completed after "conditional offer of employment". (ADA requirement)
Fingerprinting	Fingerprint applicant with a search of state or federal fingerprint files to disclose criminal record.	Includes expunged convictions.
Oral Interview	Conduct an oral interview to determine applicant's acceptability for a law enforcement officer position and to assess appearance, background and ability to communicate.	
Drug Testing	Cause the applicant to be tested for the use of controlled substances.	Must use a Council certified laboratory and comply with Council procedures.

* The selection and employment standards published under the authority of Public Act 203 of 1965 are found in Rules 28.4102 and 28.4103 of the Michigan Administrative Code of 1979, as amended. @ 125 PA 1991.

** Agencies are encouraged to request the assistance of the Employment Standards Section of the Training Council when background investigations reveal a candidate may not comply with a state standard. This is particularly true with medical conditions which may involve circumstances unfamiliar to the agency and which require medical opinions. **NOTE: Of special concern here is compliance with the Americans with Disabilities Act (ADA).** Please call (517) 322-1946 with any questions.

*** When hearing is found to be abnormal, the Employment Standards Section should be contacted for guidance on further testing.

CRIMINAL JUSTICE PROGRAM - DIRECTED ELECTIVES

PSYCHOLOGY/SOCIOLOGY - 12 Credits

PSYCHOLOGY COURSES - Minimum of 2

PSYC 231 - Child Psychology	3 Credits
PSYC 325 - Social Psychology	3 Credits
PSYC 331 - Psychology of Personality	3 Credits
PSYC 342 - Psychology of Adolescence	3 Credits
PSYC 410 - Behavior Modification	3 Credits
PSYC 422 - Abnormal Psychology	3 Credits
PSYC 430 - Interpersonal/Cultural Perceptions	3 Credits

SOCIOLOGY COURSES - Minimum of 2

SOCY 225 - Marriage and the Family	3 Credits
SOCY 230 - Gender Roles in Society	3 Credits
SOCY 242 - Sociology of Deviant Behavior	3 Credits
SOCY 340 - Minority Groups in America	3 Credits
SOCY 341 - Community Studies	3 Credits
SOCY 344 - World Urban Sociology	3 Credits
SOCY 345 - The Field of Aging	3 Credits
SOCY 443 - Social Stratifications/Inequality	3 Credits
SOCY 450 - Criminology	3 Credits
SOCY 460 - Social Change	3 Credits

BUSINESS DIRECTED ELECTIVES: 9 Credits

MANAGEMENT - Minimum of 1

MGMT 305 - Supervision and Leadership	3 Credits
MGMT 373 - Human Resource Management	3 Credits
MGMT 374 - Wage and Salary Administration	3 Credits
MGMT 375 - Collective Bargaining	3 Credits

INFORMATION SYSTEMS - Minimum of 1

ISYS 202 - Principles of Information System	3 Credits
ISYS 204 - BASIC Programming	3 Credits
ISYS 105 - Microcomputer Applications	3 Credits

OTHER APPROVED BUSINESS ELECTIVES

ACCT 201 - Principles of Accounting 1	3 Credits
BLAW 221 - Elementary Business Law	3 Credits
BUSN 122 - Introduction to Business	3 Credits

MICHIGAN LAW ENFORCEMENT OFFICERS TRAINING COUNCIL
Michigan Department of State Police
7426 N. Canal Road, Lansing, MI, 48913

Certification Requirements for Preservice Graduates

Student Requirements:

1. Successfully complete the preservice track program within two (2) years.
2. Graduate with an associate or baccalaureate degree from an MLEOTC approved preservice institution.
3. Be employed as a law enforcement officer within two (2) years of completion of the track courses. If employment is not gained within one (1) year, obtain a passing score on a competency exam to extend employment eligibility for a second year.
4. Comply with all selection and employment standards at the time of employment.

Selection and Employment Standards

1. Be eighteen years of age or older.
2. Be a United States citizen.
3. Have a high school diploma or a GED.
4. Have no felony convictions (including expunged convictions).
5. Possess good moral character as determined by a favorable comprehensive background investigation covering school and employment records, home environment, and personal traits and integrity. Consideration will be given to all law violations, including traffic and conservation law convictions, as indicating a lack of good character.
6. Possess a valid Michigan operator's or chauffeur's license.
7. Be free from any physical defects, chronic diseases, organic or functional conditions, mental or emotional instabilities which may tend to impair the efficient performance of a law enforcement officer's duties or which might endanger the lives of others or the law enforcement officer.
8. Possess normal hearing.*
9. Possess 20/20 corrected vision in each eye.
10. Possess normal visual functions in each eye.
11. Possess normal color vision as determined by testing the unaided eye using pseudisochromatic plates or the Farnsworth D-15 panels.
12. Have height and weight in relation to each other as indicated by accepted medical standards.
13. Be free from any impediment of the senses, physically sound and in possession of extremities.
14. Pass the MLEOTC reading and writing examination or an approved agency equivalent examination.
15. Pass the MLEOTC physical skills performance examination or an approved agency equivalent examination.
16. Pass the MLEOTC certification examination upon the completion of basic training.

Hiring Agency Responsibilities:

1. Cause the applicant to be examined by a licensed physician to determine that the applicant meets the MLEOTC's medical standards.
2. Fingerprint the applicant and search appropriate state and federal fingerprint files to disclose any criminal record.
3. Conduct a comprehensive background investigation on the applicant to determine good moral character.
4. Conduct an oral interview to determine the applicant's acceptability for a police officer position and to assess appearance, background and ability to communicate.
5. Verify that the applicant meets the selection and employment standards listed above.
6. Cause the applicant to be tested for the use of controlled substances (using the MLEOTC's protocol).@
7. If a determination is made to hire the preservice graduate, request the graduate's certification on Council forms which detail compliance with the employment and training requirements.

Authority:

Michigan Administrative Code of 1979, as amended. The selection and employment standards are found in Rule 28.4102. The preservice student requirements are found in Rule 28.4309 and the hiring agencies responsibilities are found in Rules 28.4103 and 28.4311. @ Public Act 125 of 1991.

*Normal hearing shall be determined by testing each unaided ear.

March 1992

FERRIS STATE UNIVERSITY - COLLEGE OF EDUCATION

PRE-CRIMINAL JUSTICE - ASSOCIATE OF ARTS DEGREE

NAME: _____ SS#: _____

REQUIRED		COMMUNICATION COMPETENCE - 9 Credit Hours Required:	S.H.	GRADE
ENGL	150	English 1	3	*
ENGL	250	English 2	3	*
COMM		Inter. Comm. (COMM 105) OR Fund. of Public Speaking (COMM 121)	3	*
SCIENTIFIC UNDERSTANDING - 7-8 Credit Hours Required: 2 courses, including at least one laboratory course from any of the following areas: ASTR; BIOL; CHEM; GEOG 111 or 121; GEOL; PHSC; PHYS.				
			4	
			3-4	
QUANTITATIVE SKILLS - Proficiency in MATH 115 or higher. This requirement can be completed by ONE of the following options:				
1. Pass MATH 115 or higher. 2. Pass course proficiency exam in MATH 115 or higher.				
3. ACT Math subtest score of 24 or higher (Substitute a 3 credit elective).				
			3	
CULTURAL ENRICHMENT - 9 Credit Hours Required: 3 courses from at least two of the following areas including at least one at the 200 level or above: ARCH 244; ARTH; ARTS; COMM 231; FREN; GERM; HIST; HUMN; LITR; MUSI; SPAN; THTR.				
LITR	286	Justice in Literature	3	
			3	
			3	
SOCIAL AWARENESS - 9 Credit Hours Required: 3 courses, including at least one Foundations course, from at least two of the following areas: ANTH; ECON; GEOG (except 111 or 121); PLSC; PSYC; SOCY; SSCI.				
PSYC	150	Introduction to Psychology	3	*
SOCY	121	Introductory Sociology	3	*
SOCY		Select One: SOCY 225, 230, 242, 340, 341, 344.	3	
RELATED REQUIREMENTS - 26 Credit Hours Required:				
CRIM	110	Introduction to Criminal Justice	3	*
CRIM	111	Introduction to Corrections **	3	*
CRIM	220	Supervision & Management in Criminal Justice	3	*
CRIM	260	Delinquency Prevention & Control	3	
		Select One: ACCT 201; BLAW 221; or BUSN 122.	3	
ISYS		Select One: ISYS 105; ISYS 202; or ISYS 204.	3	
PHED		Must be an activity class.	1	
PHED		Must be an activity class.	1	
		Elective	3	
		Elective	3	
		Elective - if needed to meet the 64 hours required for the A.A.S. degree.		

(** MCOTC certification course - grade of * C * or better required for Generalists)

TOTAL HOURS REQUIRED FOR THE DEGREE - 64

8/1/94 *CORE

COMPUTATION OF CORE CLASSES - CRIMINAL JUSTICE PROGRAM

ENGLISH - 6 CREDITS				CRIMINAL JUSTICE - 9 CREDITS			
Course	Credit	Grade	Points	Course	Credit	Grade	Points
ENGL 150	3			CRIM 110	3		
ENGL 250	3			CRIM 111	3		
				CRIM 220	3		
#1 - TOTAL	6			#2 - TOTAL	9		

GENERAL - 9 CREDITS				VERY IMPORTANT - PLEASE NOTE
Course	Credit	Grade	Points	
COMM ____	3			Pre-Criminal Justice students must complete and submit an application for entry into a junior track after completion of the first semester of their sophomore year but no later than FEBRUARY 1st .
PSYC 150	3			
SOCY 121	3			
#3 - TOTAL	9			

COMPUTATION OF TOTALS		
#	Categories	GPA
1	English - Grade Point Average	
2	Criminal Justice - Grade Point Average	
3	General - Grade Point Average	
4	Overall - Cumulative Grade Point Average	
TOTAL		

NOTE: A total of **46** semester credits **MUST** be successfully completed by the end of **FALL** semester of the sophomore year to be eligible to apply for a junior track.

NOTE: A total of **64** semester credits **MUST** be successfully completed by the applicant before the date of Fall entrance. Entrance into the Upper Level Criminal Justice Program may **ONLY** be accomplished at Fall semester. Entrance into the Criminal Justice Program at the Junior level is on a **COMPETITIVE AND SPACE AVAILABLE** basis. A minimum **OVERALL** grade point average of **2.50** is required before a student will be considered for the junior level.

CORE CLASSES: **MUST** be completed by the end of Fall semester of the sophomore year.

LAW ENFORCEMENT SPECIALIST OPTION - 67 Semester Hours

You **MUST** also complete all requirements on the **Pre-Criminal Justice** checksheet with this option.

REQUIRED		COURSE TITLE	S.H.	GRADE
CRIM	320	Conflict Management in Criminal Justice	** 4	
CRIM	321	Police Report Writing	** 3	
CRIM	325	Michigan Criminal Law	** 4	
CRIM	330	Michigan Criminal Procedure	** 4	
CRIM	353	Patrol Problems	** 4	
CRIM	354	Traffic Management	** 4	
CRIM	355	Precision Driving	** 3	
CRIM	356	Firearms	** 3	
CRIM	391	Criminal Justice Internship	4	
CRIM	400	Physical and Defensive Tactics	** 3	
CRIM	410	Organizational Behavior & Administration in Criminal Justice Agencies	4	
CRIM	440	Criminal Investigation	5	
CRIM	485	Current Issues in Criminal Justice	3	
CRIM	499	Criminal Justice Assessment Course	1	
HLTH	425	Advanced First Aid	** 3	
LITR	343	Crime and Violence in Literature	3	
MGMT		Select One: MGMT 305, 373, 374, 375.	3	
PSYC		Select One: PSYC 231, 325, 331, 342, 410, 422, 430.	3	
PSYC		Select One: PSYC 231, 325, 331, 342, 410, 422, 430.	3	
SOCY		Select One: SOCY 225, 230, 242, 340, 341, 344, 345, 443, 450, 460.	3	
		Total	67	

NOTE: YOU MUST MAINTAIN A MINIMUM GRADE POINT AVERAGE OF 2.50 WHILE ENROLLED IN THE CURRICULUM. A 2.50 GPA IS ALSO REQUIRED FOR GRADUATION.

**MLEOTC certification course - grade of " C " or better is required.

GENERALIST/CORRECTIONS OPTION - 65 Semester Hours

You **MUST** also complete all requirements on the **Pre-Criminal Justice** checksheet with this option.

REQUIRED		COURSE TITLE	S.H.	GRADE
CRIM	319	Conflict Management in Corrections **	3	
CRIM	322	Report Writing for Corrections	3	
CRIM	325	Michigan Criminal Law	4	
CRIM	330	Michigan Criminal Procedure	4	
CRIM	370	Correctional Institutions **	3	
CRIM	391	Criminal Justice Internship	4	
CRIM	410	Organizational Behavior & Administration in Criminal Justice Agencies	4	
CRIM	435	Legal Issues in Corrections **	3	
CRIM	475	Correctional Clients **	4	
CRIM	485	Current Issues in Criminal Justice	3	
CRIM	499	Criminal Justice Assessment Course	1	
HLTH	425	Advanced First Aid	3	
LITR	343	Crime and Violence in Literature	3	
MGMT		Select One: MGMT 305, 373, 374, 375.	3	
PSYC		Select One: PSYC 231, 325, 331, 342, 410, 422, 430.	3	
PSYC		Select One: PSYC 231, 325, 331, 342, 410, 422, 430.	3	
SCWK	130	Social Work Interviewing Skills 1	3	
SCWK	263	Substance Abuse: The Problem	2	
SCWK	265	Social Services in Corrections	3	
SOCY		Select One: SOCY 225, 230, 242, 340, 341, 344, 345, 443, 450, 460.	3	
		Elective	3	
		Total	65	

NOTE: YOU MUST MAINTAIN A MINIMUM GRADE POINT AVERAGE OF 2.50 WHILE ENROLLED IN THE CURRICULUM. A 2.50 GPA IS ALSO REQUIRED FOR GRADUATION.

** MCOTC certification course - grade of " C " or better is required.

APPENDIX D

**Criminal Justice
Academic Program Review
Employer's Survey of Satisfaction with
Ferris' Criminal Justice Graduates**

Agencies were asked to rate the FSU criminal justice graduates on the following:

1. *Preparation: academic and training when hired*
2. *Field Training Officer Program: how fast in getting up to speed*
3. *Communication skills: writing skills and verbal skills*
4. *Compared to other academy/institution graduates*
5. *Hands-on skill levels upon hire: precision driving, firearms, defensive tactics*

Rating Scale:	<i>1 = poor 2 = below average 3 = average/acceptable 4 = very good/above average 5 = excellent/exceptional</i>
----------------------	--

AGENCY	Questions				
	1	2	3	4	5
Big Rapids Dept. of Public Safety	4	4	4	4	4
Grand Haven Police Department	4	4	4	3	3.75
Ewart Police Department	4	4	4	4	4
Mecosta Co. Sheriff's Department	3	N/A	2	N/A	4
FSU Dept. of Public Safety	4	4	4	5	3
Grand Rapids Police Department	4	5	4	3.5	N/A
Kalamazoo Dept. of Public Safety	4	4.5	4	4	4
E. Grand Rapids Police Department	4	4	4	4.5	4
Plymouth Township Police Department	5	4.5	3.5	4	5
Mt. Pleasant Dept. of Public Safety	5	4.5	4	4	5
Mackinac Island Police Department	4	4	4	4	4
Romulus Police Department	4	5	4	4	3
Wyoming Police Department	4.5	4	4.5	5	4
Ingham Co. Sheriff's Department	4	4	3.25	5	5
Genesee Co. Sheriff's Department	5	4.5	5	5	5
Rapid City Police Dept., South Dakota	4.5	4.5	4	4	5
Jackson Co. Sheriff's Department	4	4.5	3.5	4	4
Holland Police Department	4	4	3.5	4	4
Muskegon Township Police Department	4	4	3.5	4	4
Composite Score	4.16	4.28	3.83	4.17	4.15

APPENDIX E

TIMME INSTRUCTIONAL SYSTEM GRANT APPLICATION CRIMINAL JUSTICE PROGRAM

INTRODUCTION

The departments of Criminal Justice and Teacher Education wish to engage in a joint project utilizing software and equipment purchased from Unicom System, Inc. The purpose of the project is to integrate computer assisted instruction into the curricula of several criminal justice courses. In addition, Teacher Education students and faculty who already use technology will plan and conduct training sessions for those in Criminal Justice who will be using the system. Certain equipment purchased for the project will also serve to enhance some of the technology in the Teacher Education curriculum.

The Criminal Justice Program at Ferris State University has long sought a system for integrating computer assisted instructional or interactive video technology into the classroom; however, a viable tested means of doing so only recently presented itself. Although there were various systems, all of them were universally tied into an existing law enforcement records or information network such as the automated fingerprint identification system (AFIS), National Criminal Justice Information Center (NCIC), FBI, or the Uniform Crime Reports, all of which require the status of an existing law enforcement agency in order to utilize the system.

The Criminal Justice Program has the highest FTE credit hour production on campus at 798.18 in 94/95 with the second highest (657.77), well below our figures. There are currently 599 students in Criminal Justice (the largest program on campus), all of whom will use the Unicom System several times during their undergraduate career. The faculty members have long been concerned about the teacher-to-student ratios since they limit the time available for individualized instruction and prohibit more controlled practice exercises which are essential to our curriculum. Students have routinely complained, when given program evaluation questionnaires, of the shortage of practice exercises. We feel the application of the following proposal will make a significant contribution toward eliminating this shortcoming and shifting more of the responsibility for learning to the student.

Informed faculty are well aware that passing an examination does not assure an accurate measure of a student's ability to perform a particular task. A student can read and pass all the written tests required to fly an airplane, but still cannot fly. The faculty feel that shifting a significant portion of the curriculum to the following proposed system provides a far superior means of evaluating a student's mastery of the subject matter.

CRIMINAL JUSTICE PROGRAM PROJECT DESCRIPTION

Reporting and information systems in the criminal justice area are primarily involved with the process of information retrieval. Information enters the system through the medium of incident reports. Information contained in the incident reports is stored and disseminated to different files and agencies for subsequent retrieval. The stored information is used for prosecution of criminal cases, investigating crimes, compiling statistical data, crime analysis, legislative decision making, pre-sentencing investigations, recovering stolen property, resource allocation and deployment, and many other tasks routinely performed in the criminal justice system.

The faculty in the Criminal Justice Program are proposing to utilize the National Incident-Based Reporting System as a foundation for teaching a variety of courses and topics in the program. This system was developed by Unicom Systems, Inc. of Mansfield, Ohio as a single or multi-user reporting system for law enforcement agencies. It is a multi-faceted system capable of performing a variety of functions applicable to many aspects of our criminal justice program (see attached brochure). Initially, the process for students would start in the fall of their junior year in Dr. Terry Nerbonne's traffic class (CRIM 354). Unicom Systems, Inc. has agreed to program their Traffic Crash Reporting System to accommodate the UD-10A traffic accident reporting form currently used in the investigation of all traffic accidents in the State of Michigan. After students receive certain basic accident investigation knowledge through the traditional lecture method, they will then be afforded the opportunity to utilize and test their knowledge through a number of simulated traffic accident scenarios until they have demonstrated mastery of the skill. The accident reports will also be used as the basis for teaching students how to investigate and report many of the variables that are encountered while investigating accidents, e.g. varying road conditions, flips, roll-overs,

multi-vehicle encounters, and strikes of other immovable and movable objects.

The second opportunity to employ the incident based reporting system will be the criminal justice report writing class (CRIM 321). The Unicomp System provides a complete report writing system for every type of incident encountered in law enforcement. Unicomp will program their system to the Michigan Incident-Based Reporting System. This system conforms to the new FBI National Incident Based Reporting System (NIBRS), the state-specific incident based reporting system and will serve as the foundation upon which the course will be taught

The third area where the integrated system will be employed is the summer internship program (CRIM 391). All students are required to prepare six reports that are due during the course of the summer. These reports follow the formats and content requirements that are taught in Report Writing (CRIM 321). By utilizing P.C. ANYWHERE, students will be able to access the system and file their reports from remote locations where they are interning.

The fourth area where the integrated system will be utilized is the criminal justice administration course (CRIM 410) taught to all seniors Fall Semester. For this course, the system will be used on a wide variety of problem solving analysis scenarios. The Unicomp System includes programs for administrative shift scheduling, budgets and transactions, employee files, inventory, purchase order based budget system, and others. A variety of case study problem oriented assignments can be constructed around the system.

Finally, the Unicomp System will be used extensively in the Criminal Investigation class (CRIM 440) which all specialist students take Winter Semester of their senior year. The course will begin with the traditional lecture method, where the students learn the basics of criminal investigation. The students will then be taken to the field where they will be given a variety of crimes and crime scene scenarios to solve, simulating actual crimes as realistically as possible. The students will be expected to photograph and videotape the scenes using the equipment identified in this proposal and prepare written reports also utilizing the Unicomp System. By using scenarios constructed from actual incidents reported by the students on internship (names, addresses, etc. are fictitious but the incidents are actual), they will have the ability to: do searches for suspects; examine

Criminal Justice

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section 3 of 4

identifying information (such as tattoos or missing fingers); do photo lineups; capture images and documents through scanning, in addition to storing and retrieving; send images to remote sites; analyze crimes; track investigative activity; do vehicle tracking; practice evidence management and many more investigation functions commonly employed when investigating and solving crimes.

There are several other ways the Unicom system can be integrated into the criminal justice program, however, we feel the application of the above described uses represents a large enough challenge to the faculty at the present time.

TEACHER EDUCATION PROJECT INVOLVEMENT

The Criminal Justice Program is housed in the same building as the Teacher Education Department. Both faculty groups are responsible to the same dean. Should this project be funded, cooperative ventures can be initiated. Teacher educators who already employ technology as instructors will plan and conduct training sessions for those in Criminal Justice who will be using the College of Education Computer Laboratory for the first time. Senior level students in Teacher Education will be assigned as mentors to Criminal Justice students using the equipment. Some of the upgrades in equipment necessary for implementing the use of the Unicom System will have carry-over in the Teacher Education curriculum. For example, video imaging (part of Unicom) is also taught to teachers in training. Video projection devices needed by Criminal Justice faculty can also serve the Teacher Education faculty needs.

PROJECT PERSONNEL

The principle investigator for the grant is Dr. Alan Lawson. Dr. Tom Anderson will be responsible for the Teacher Education Program portion of the project. Dr. Anderson will assist Dr. Lawson and the other faculty who will initially be using the system. Dr. Anderson and Helen Bacon, Administrative Assistant for Criminal Justice and Teacher Education, will both provide technical assistance to faculty and students using the program. This support, with the initial training provided by Unicom System, Inc. and the Unicom software support contract should

provide adequate technical expertise to insure the success of the program. Curriculum and content expertise should not be an issue. Resumes of the faculty who will be using the system are enclosed.

EVALUATION PLAN

This project will be evaluated using questionnaires to measure the attitude and knowledge of students learning to use the National Incident-Based Reporting System and associated equipment. A comparison will be made between what the students know about using computerized systems as they enter the training period and when they complete the training. In addition, students will be queried on issues such as ease of use of the system, did they receive adequate preparation and guidance, and did the system help their learning.

An analysis will be conducted to ascertain whether students test scores can be raised by adding more hands-on practice to their assignments. Test scores of 1995/96 students will be compared to those of 1996/97. This will allow time for this proposal to be implemented and to take effect. Finally, the Criminal Justice faculty members have agreed to meet regularly to assess each instructor's experiences with the system and to compare notes and ideas.

OTHER CONSIDERATIONS

Unicomp Systems is currently being used by law enforcement and penal agencies in Texas, Ohio, Florida, Georgia, and Tennessee. Faculty members have talked to several individuals currently using the system who report being very pleased with it. The System is reported to be user friendly and the technical support is good. Unicomp has agreed to provide free delivery and installation of this product and three days of training for faculty and staff at no cost. In addition, they will provide a database for various simulated exercises. The faculty have verified that the University computing system is compatible with the Unicomp system and Computer Lab in Bishop Hall 206. Although the College of Education is currently suffering administratively with the absence of Dr. Whitener and the departure of Dr. Billy Hawkins, Dr. Whitener has assured us of his support of this project.

**CRIMINAL JUSTICE PROGRAM
BUDGET - TIMME GRANT APPLICATION
1995/96**

Incident-Based Reporting System

Michigan Incident-Based Reporting System \$2,165.00
Includes Incident Summary Output & Unlimited Narrative System

Photo-ID System

Automated Photo Line-Up with Name/Alias/Associate File \$995.00
Color Photo-ID System \$2,495.00
(Includes: Capture Board, Software, and 6' S-Video Cable)
JVC Video Camera Super VHS (Industrial grade; able to withstand student field abuse) \$2,395.00

Investigation Management

Crime Analysis Module \$399.00
Investigative Management (Incident-Based) \$399.00

Miscellaneous Software

Drug Investigation \$1,150.00
Michigan State-Specific Accident Reporting \$1,150.00
Multi-User Runtime License & Utilities \$399.00

One Year Software Support Contract

\$1,732.08

Total Proposed \$13,279.08

Total includes delivery, installation and three days training.

APPENDIX F

ADVISORY COMMITTEE PERCEPTIONS OF THE CRIMINAL JUSTICE PROGRAM FERRIS STATE UNIVERSITY

INSTRUCTIONS: Rate each item using the following guide:

EXCELLENT: nearly ideal, top 5 to 10%

GOOD: strong rating, top one-third

ACCEPTABLE: average, the middle-third

BELOW EXPECTATIONS: fair, bottom one-third

POOR: seriously inadequate, bottom 5 to 10%

A comment column has been provided if you wish to explain your rating.

	1	2	3	4	5	Comments
	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
Please rate each item below:						
1. Instructional program content and quality are:						
- Based on performance objectives that represent job skills and knowledge required for successful entry level employment.	1			2	5	
- Designed to provide students with practical job application experience.	2			3	5	
- Responsive to upgrading and retraining needs of employed persons.	3	1		3	3	1
- Periodically reviewed and revised to keep current with changing job practices and technology.	4			3	4	1
2. Instructional equipment is:						
- Well maintained.	5			3	1	4
- Current and representative of that used on the job.	6			3		5
3. Instructional facilities:						
- Provide adequate lighting, ventilation, heating, power and other utilities.	7			4	2	2
- Allocate sufficient space to support quality instruction.	8		1	3	2	2
- Meet essential health and safety standards.	9		1	2	2	3
4. Placement:						
- Services are available to students completing the program.	10		1	2	4	1
- Job opportunities exist for students completing the program or leaving with marketable skills.	11		1	2	5	
5. Follow-up studies on program completers and leavers (students with marketable skills):						
- Demonstrate that students are prepared for entry level employment.	12	1		3	1	3
- Collect information on job success and failure of former students.	13	1		1	1	5
- Provide information used to review and, where warranted, revise the program.	14	1	1	3	1	2

over please

ADVISORY COMMITTEE PERCEPTIONS OF THE CRIMINAL JUSTICE PROGRAM FERRIS STATE UNIVERSITY

Please answer the following:

1. What are the major strengths of the criminal justice program?

The fact that you can graduate with a BS degree and be a certified police officer, a big selling point to many police departments. Prepare the student for employment. Students receive a very marketable skill. As an adjunct instructor, I am not very familiar with the program. I would say, however, that the major strength has is the dedication of faculty and staff. Despite budget constraints and defects with administration, the instructors I come in contact with serve to maintain a high level of enthusiasm and interest. The quality and dedication of the CJ faculty. The excellent content of your programs. Certification, strong academics and internship program. I see a strength as providing a bachelor's degree for the student. This gives them a degree to market themselves and allows them more time to mature before entering the field. The internship is a strength to give them a dose of reality before entering their chosen field. Practice, orientation and knowledgeable experienced staff.

2. What are the major needs for improvement in the criminal justice program?

I feel we are probably as good as most in teaching communication skills, but if you want to be the best, there is probably room for improvement in that area, specifically writing. Improve on updating program, offer a master's program, increase faculty staff and employ or promote a department head with a strong change management style. Again, speaks for a distance, I would like to see a separate and independent facility with work labs and equipment. Students who have expressed themselves to me have said there is a need for more hands-on application for what they've learned from the books and lecture. You need more faculty and more funding to expand CJ programs. You need to establish a Masters degree program. Follow up on flaws identified by employers and graduates. Continue emphasis on placement. More discipline and respect for the job. I think this is conducive of the generation. There is a big difference between LCC Academy graduates and others including Ferris. The academy has the advantage of the 14 week concentrated program but their officers are a lot more disciplined than others. All the way from dress to the way they treat the public.

3. Do you have additional comments or suggestions for the program or for utilization of the advisory committee. If so, please state briefly.

I'd like to someday see a BS degree program for correction officers who can be certified as well. Keep up the good work. More communication, request more assistance from the committee and quarterly meetings. Yes, I suggest that you keep Sullivan on the payroll, along with a raise and company vehicle. For the record, yesterday I reached (8) @ 225, (8) 245, (8) 265, and (4) 275. After training, I went to the bakery and ate donuts. I would recommend a program for seniors that involves selected chiefs/sheriff's coming to campus to explain what they look for in new officers. They could also emphasize the ethics and standards needed in the career. I would like to know that when we make suggestions for the program that seem usable, workable, etc. that if they are implemented we receive feedback. Or if they are not utilized what has been done instead.

APPENDIX G

FACULTY PERCEPTIONS OF
OCCUPATIONAL EDUCATION PROGRAMS

Key punch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
1	2	3	4	5		

COMMENTS
(Please note explanatory
remarks or needs for im-
provement)

GOALS AND OBJECTIVES

1. Participation in Development of College Occupational Education Program Plan <i>Excellent</i> —Administrators and/or other supervisory personnel involved in developing and revising the college plan for this occupational program seek and respond to faculty, student and community input. <i>Poor</i> —Development of the plan for this program is basically the work of one or two persons in the college.	1		3	1	2		
2. Program Goals <i>Excellent</i> —Written goals for this program state realistic outcomes (such as planned enrollments, completions, placements) and are used as one measure of program effectiveness. <i>Poor</i> —No written goals exist for this program.	2		2	1	1	2	
3. Course Objectives <i>Excellent</i> —Written measurable objectives have been developed for all occupational courses in this program and are used to plan and organize instruction. <i>Poor</i> —No written objectives have been developed for courses in this program.	3				3	3	
4. Competency Based Performance Objectives <i>Excellent</i> —Competency based performance objectives are on file in writing, consistent with employment standards, and tell students what to expect and help faculty pace instruction. <i>Poor</i> —Competency based performance objectives have not been developed for courses in this program.	4			1	3	2	
5. Use of Competency Based Performance Objectives <i>Excellent</i> —Competency based performance objectives are distributed to students and used to assess student progress. <i>Poor</i> —Competency based performance objectives are not used with students for progress evaluation nor are students aware that they exist.	5			2	1	2	1
6. Use of Information on Labor Market Needs <i>Excellent</i> —Current data on labor market needs and emerging trends in job openings are systematically used in developing and evaluating this program. <i>Poor</i> —Labor market data is not used in planning or evaluation.	6			2	3	1	
7. Use of Information on Job Performance Requirements <i>Excellent</i> —Current data on job performance requirements and trends are systematically used in developing and evaluating this program and content of its courses. <i>Poor</i> —Job performance requirements information has not been collected for use in planning and evaluating.	7			1	1	4	

PROE

Michigan Community Colleges

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

Key: punch instructions
 1 Poor
 2 Below Expectations
 3 Acceptable
 4 Good
 5 Excellent
 Don't Know

COMMENTS
 (Please note explanatory remarks or needs for improvement)

GOALS AND OBJECTIVES (Continued)

8. Use of Profession/Industry Standards <i>Excellent</i> —Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses. <i>Poor</i> —Little or no recognition is given to specific profession/industry standards in planning and evaluating this program.	8					6	
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9. Use of Student Follow-Up Information <i>Excellent</i> —Current follow-up data on completers and leavers (students with marketable skills) are consistently and systematically used in evaluating this program. <i>Poor</i> —Student follow-up information has not been collected for use in evaluating this program.	9		2	3	1		
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PROCESSES

10. Adaptation of Instruction <i>Excellent</i> —Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as small group or individualized instruction, laboratory or "hands on" experiences, open entry/open exit, credit by examination). <i>Poor</i> —Instructional approaches in this program do not consider individual student differences.	10		1	1		3	1
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11. Relevance of Supportive Courses <i>Excellent</i> —Applicable supportive courses (such as anatomy and physiology, technical communications, technical mathematics) are closely coordinated with this program and are kept relevant to program goals and current to the needs of students. <i>Poor</i> —Supportive course content reflects no planned approach to meeting needs of students in this program.	11		1	1	4		
--	----	--	---	---	---	--	--

12. Coordination with Other Community Agencies and Educational Programs. <i>Excellent</i> —Effective liaison is maintained with other programs and educational agencies and institutions (such as high schools, other community colleges, four year colleges, area vocational schools, proprietary schools, CETA) to assure a coordinated approach and to avoid duplication in meeting occupational needs of the area or community. <i>Poor</i> —College activities reflect a disinterest in coordination with other programs and agencies having impact on this program.	12		1	3	2		
---	----	--	---	---	---	--	--

13. Provision for Work Experience, Cooperative Education or Clinical Experience. <i>Excellent</i> —Ample opportunities are provided for related work experience, cooperative education, or clinical experience for students in this program. Student participation is well coordinated with classroom instruction and employer supervision. <i>Poor</i> —Few opportunities are provided in this program for related work experience, cooperative education, or clinical experience where such participation is feasible.	13			1	2	3	
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FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

PROCESSES (Continued)

Respunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
1	2	3	4	5		

COMMENTS

(Please note explanatory remarks or needs for improvement)

14. Program Availability and Accessibility 14

Excellent—Students and potential students desiring enrollment in this program are identified through recruitment activities, treated equally in enrollment selection, and not discouraged by unrealistic prerequisites. The program is readily available and accessible at convenient times and locations.

Poor—This program is not available or accessible to most students seeking enrollment. Discriminatory selection procedures are practiced.

2 3 1

15. Provision for the Disadvantaged 15

Excellent—Support services are provided for disadvantaged (such as socioeconomic, cultural, linguistic, academic) students enrolled in this program. Services are coordinated with occupational instruction and results are assessed continuously.

Poor—No support services are provided for disadvantaged students enrolled in this program.

1 2 2 1

16. Provision for the Handicapped. 16

Excellent—Support services are provided for handicapped (physical, mental, emotional, and other health impairing handicaps) students enrolled in this program. Facilities and equipment adaptations are made as needed. Services and facilities modifications are coordinated with occupational instruction and results are assessed continuously.

Poor—No support services or facilities and equipment modifications are available for handicapped students enrolled in this program.

1 2 1 1

17. Efforts to Achieve Sex Equity 17

Excellent—Emphasis is given to eliminating sex bias and sex stereotyping in this program: staffing, student recruitment, program advisement, and career counseling; access to and acceptance in programs; selection of curricular materials; instruction; job development and placement.

Poor—Almost no attention is directed toward achieving sex equity in this program.

1 1 4

18. Provision for Program Advisement 18

Excellent—Instructors or other qualified personnel advise students (day, evening, weekend) on program and course selection. Registration procedures facilitate course selection and sequencing.

Poor—Instructors make no provision for advising students on course and program selection.

2 4

19. Provision for Career Planning and Guidance 19

Excellent—Day, evening, and weekend students in this program have ready access to career planning and guidance services.

Poor—Little or no provision is made for career planning and guidance services for students enrolled in this program.

2 2 2

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

	Keypunch Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know	COMMENTS (Please note explanatory remarks or needs for improvement)
	1	2	3	4	5			

RESOURCES (Continued)

<p>33. Maintenance and Safety of Instructional Equipment</p> <p><i>Excellent</i>—Equipment used for this program is operational, safe, and well maintained. <i>Poor</i>—Equipment used for this program is often not operable and is unsafe.</p>	33		2	1	3			
<p>34. Adequacy of Instructional Facilities</p> <p><i>Excellent</i>—Instructional facilities (excluding equipment) meet the program objectives and student needs, are functional and provide maximum flexibility and safe working conditions. <i>Poor</i>—Facilities for this program generally are restrictive, dysfunctional, or overcrowded.</p>	34	1	3	1	1			
<p>35. Scheduling of Instructional Facilities</p> <p><i>Excellent</i>—Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction. <i>Poor</i>—Facilities and equipment for this program are significantly under- or over-scheduled.</p>	35		2	2	1	1		
<p>36. Adequacy and Availability of Instructional Materials and Supplies</p> <p><i>Excellent</i>—Instructional materials and supplies are readily available and in sufficient quantity to support quality instruction. <i>Poor</i>—Materials and supplies in this program are limited in amount, generally outdated, and lack relevance to program and student needs.</p>	36		4	1	1			
<p>37. Adequacy and Availability of Learning Resources</p> <p><i>Excellent</i>—Learning resources for this program are available and accessible to students, current and relevant to the occupation, and selected to avoid sex bias and stereotyping. <i>Poor</i>—Learning resources for this program are outdated, limited in quantity, and lack relevance to the occupation.</p>	37		1	4	1			
<p>38. Use of Advisory Committees</p> <p><i>Excellent</i>—The advisory committee for this program is active and representative of the occupation. <i>Poor</i>—The advisory committee for this program is not representative of the occupation and rarely meets.</p>	38		2		4			
<p>39. Provisions in Current Operating Budget</p> <p><i>Excellent</i>—Adequate funds are allocated in the college operating budget to support achievement of approved program objectives. Allocations are planned to consider instructor budget input. <i>Poor</i>—Funds provided are seriously inadequate in relation to approved objectives for this program.</p>	39	1	4	1				
<p>40. Provisions in Capital Outlay Budget for Equipment</p> <p><i>Excellent</i>—Funds are allocated in a planned effort to provide for needed new equipment and for equipment replacement and repair, consistent with the objectives for this program and based on instructor input. <i>Poor</i>—Equipment needs in this program are almost totally unmet in the capital outlay budget.</p>	40	2	3	1				

PROE
 Michigan Community Colleges
 FACULTY PERCEPTIONS OF
 OCCUPATIONAL EDUCATION PROGRAMS

Keybench Instructions	Poor	Below Expectations	Acceptable	Good	Excellent	Don't Know
1	2	3	4	5		

COMMENTS
 (Please note explanatory remarks or needs for improvement)

ADDITIONAL STANDARDS IDENTIFIED BY COLLEGE							
41. I believe we have excellent faculty, that the basic program is good. Budget, equipment, facilities are below expectation or poor.	41						
42. Need smaller class to do more hands-on teaching. NEEDS: driving range firearms range labs to conduct investigations and scientific analysis of evidence more updated equipment to use in practical exercises better classroom equipment, overheads, VCRs	42						
43. Need more budget for faculty improvement and travel. Need time to develop long-term planning and program goals and direction.	43						
44. At the present, we are maintaining, not moving or looking toward the future. With the addition of a dept. head and another faculty, maybe this can begin to be solved.	44						
45. We can develop a masters degree with the addition of faculty and resources.	45						

APPENDIX H

Appendix H

PROGRAM REVIEW PANEL EVALUATION FORM

Program _____

Instructions: Circle the number which most closely describes the program you are evaluating.

1. Student Perception of Instruction

Average Score 4.625

5	4	3	2	1
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Currently enrolled students rate instructional effectiveness as extremely high

Currently enrolled students rate the instructional effectiveness as below average

2. Student Satisfaction with Program

Average Score 4

5	4	3	2	1
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Currently enrolled students are very satisfied with the program faculty, equipment, facilities, and curriculum

Currently enrolled students are not satisfied with program faculty, equipment, facilities, or curriculum

3. Advisory Committee Perceptions of Program

Average Score 3.625

5	4	3	2	1
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Advisory committee members perceive the program curriculum, facilities, and equipment to be of the highest quality

Advisory committee members perceive the program curriculum, facilities, and equipment needs improvement

4. Demand for Graduates

Average Score 3.75

5	4	3	2	1
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Graduates easily find employment in field

Graduates are sometimes forced forced to find positions of their field

5. Use of Information on Labor Market

Average Score 4.5

5	4	3	2	1
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The faculty and administrators use current data on labor market needs and emerging trends in job openings to systematically develop and evaluate the program

The faculty and administrators do not use labor market data in planning or evaluating the program

6. Use of Profession/Industry Standards

Average Score 4.75

5	4	3	2	1
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Profession/industry standards (such as licensing, certification, accreditation) are consistently used in planning and evaluating this program and content of its courses

Little or no recognition is given to specific profession/industry standards in planning and evaluating this program

7. Use of Student Follow-up Information

Average Score 3.75

5	4	3	2	1
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Current follow-up data on completers and leavers are consistently and systematically used in evaluating this program

Student follow-up information has not been collected for use in evaluating this program

8. Relevance of Supportive Courses

Average Score 3.75

5	4	3	2	1
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Applicable supportive courses are closely coordinated with this program and are kept relevant to program goals and current to the needs of students

Supportive course content reflects no planned approach to meeting needs of students in this program

14. Adaption of Instruction

Average Score 3.845

5	4	3	2	1
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Instruction in all courses required for this program recognizes and responds to individual student interests, learning styles, skills, and abilities through a variety of instructional methods (such as, small group or individualized instruction, laboratory or "hands on" experiences, credit by examination)

Instructional approaches in this program do not consider individual student differences

15. Adequate and Availability of Instructional Materials and Supplies


Average Score 2.5

5	4	3	2	1
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Faculty rate that the instructional materials and supplies as being readily available and in sufficient quantity to support quality instruction

Faculty rate that the instructional materials are limited in amount, generally outdated, and lack relevance to program and student needs

APPENDIX I

TO: Professor Al Lawson
FROM: Professor David Steeno 
SUBJECT: Vita for Academic Program Review Report
DATE: January 16, 1996

Attached is a copy of my vita for inclusion in the Academic Program Review Report which will be prepared for the Criminal Justice Program.

In addition, the following is a list of my professional activities for the school year 1995-1996:

Member, Academic Program Review Panel for Criminal Justice Program

Member, College of Education Search Committee for a Criminal Justice Program Department Head

Member, Criminal Justice Program Faculty Search Committee

Member, Criminal Justice Program Tenure Committee

Alma College Parent Board

Big Rapids High School Band Booster

Michigan Appellate Assigned Counsel System Volunteer (three cases on appeal)

Big Rapids Public Schools Bond Campaign Volunteer

Preparation of Michigan Criminal Law Text (begun during Spring Semester 1995 sabbatical)

VITA

PERSONAL

Name: David L. Steeno
Place of Birth: Green Bay, Wisconsin
Address: 520 Mecosta Avenue
Big Rapids, Michigan 49307
Telephone: (616) 592-2834 (work)
(616) 796-6413 (home)

EDUCATION

J.D., The Thomas M. Cooley Law School, Lansing, Michigan

M.S., Michigan State University, East Lansing, Michigan
Major: Criminal Justice Administration

B.S., University of Wisconsin, Madison, Wisconsin
Major: Political Science

High School Diploma, Sheboygan South High School, Sheboygan, Wisconsin

Certificate, American University, Institute of Correctional Administration, eight-week resident program of full-time graduate study in correctional theory and administration.

Certificate, University of Southern California, Institute of Police Administration, eight-week resident program of full-time graduate study in public administration.

In addition to the above, numerous training courses were attended while in the military to include a six-week Air Police Officers Course in Texas and a four-week Combat Security Police Course in Hawaii.

EXPERIENCE

1985 - Present Professor, Department of Criminal Justice and R.O.T.C.,
Ferris State University, Big Rapids, Michigan.

Instruct upper division legal courses within the Criminal Justice Program to include criminal law, constitutional criminal procedure, evidence, civil liability of criminal justice personnel and legal issues in corrections. Instructor for introductory course in criminal justice, upper level course in interview and interrogation and

report writing course. Internship coordinator for mandatory ten-week summer internship program. Tenure awarded September 5, 1989.

1978 - 1985

Associate Professor, Western Illinois University, Macomb, Illinois.

Teaching responsibilities in the Bachelor of Science and Master of Arts Degree Programs in the Department of Law Enforcement Administration. Primary teaching areas were criminal law, criminal procedure, evidence, civil law and civil and criminal liability of police and security personnel. Secondary responsibility for courses in security administration. Tenure awarded in May, 1983.

1976 - 1978

Attorney-at-Law, Schneider, Handlon and Steeno, Midland, Michigan.

Partner in a law firm engaged in the general practice of law. Full responsibility for the representation of clients in criminal and civil cases including pre-trial proceedings, motion practice, trial, appeals and post-conviction remedies. Active membership in the State Bar of Michigan and Federal Bar since 1976.

1975 - 1976

Law Intern and Research Clerk, Ingham County Prosecuting Attorney's Office, Lansing, Michigan.

Part-time position while attending law school. Worked approximately twenty hours per week with the Appellate and Consumer's Affairs Division conducting research, writing legal briefs and memoranda of law.

1973

Instructor and Assistant Coordinator of Law Enforcement Studies, Police Training Institute, University of Illinois, Champaign, Illinois.

Teaching responsibilities encompassing preparation for no less than sixty hours of classroom instruction out of the 240-hour basic law enforcement curriculum required for certification as a peace officer in Illinois. Planned and coordinated eight basic law enforcement classes annually, each of six weeks duration. Reviewed and recommended changes to the state approved curricula. Developed and improved instructional methods and material.

1971 - 1973

District Security Manager, Venture Stores, a Division of The May Department Stores Company, St. Louis, Missouri.

Responsible for the recruitment, training and supervision of 56 store detective and guard personnel in 7 retail stores. Supervised an executive staff consisting of management, check collection and investigative personnel. Performed security and safety inspections, business records audits and security surveys. Conducted investigations of major employee theft cases in a 3-state area. Acted as Director of Security in his absence.

MILITARY SERVICE

1966 - 1970 Chief, Operations and Training, 862nd Security Police Squadron, Minot Air Force Base, North Dakota.

Second-in-command of an 800 person unit having physical security and law enforcement functions. Directly supervised 8 junior officers. Responsible for training, missile security, aircraft security and base police functions. Duty in Vietnam with the 821st Combat Security Police Squadron. Nominated for a regular commission. Honorable discharge as a Captain.

SPEECHES/PRESENTATIONS

Panelist: "Opportunities in the Legal Profession", Legal Explorer's Post, Big Rapids, Michigan, January 9, 1995.

Speaker: "Legal Aspects of Investigations", American Society for Industrial Security 31st Annual Seminar and Exhibits, Dallas, Texas, October 2, 1985.

Panel Moderator: "Legal Liability and Jail Standards", Workshop on Corrections in the Community, Illinois Correctional Association, Macomb, Illinois, May 1-2, 1985.

Panelist: "Police and Private Security: Licensing and Contracting" and panelist, "Retail Security", Workshop, The Private Sector and Criminal Justice Services: The Issues and Responses, co-sponsored by the Section on Criminal Justice Administration, American Society for Public Administration, School of Public and Environmental Affairs of Indiana University, John Jay College of Criminal Justice--City University of New York, and the School of Criminology, Florida State University, Indianapolis, Indiana, March 23, 1985.

Speaker: "Security and the Law", Quad City Chapter of the American Society for Industrial Security, Moline, Illinois, May 9, 1984.

Speaker and Moderator: "Developing Security Internship and Co-op Programs", and Speaker, "Investigations--Legal Implications", American Society for Industrial Security 30th Annual Seminar and Exhibits, Chicago, Illinois, September 19-20, 1984.

Speaker: "White Collar Crime in the Private Sector", a conference sponsored by the School of Criminal Justice, Michigan State University and the State of Michigan Office of Criminal Justice Programs, East Lansing, Michigan, February 28, 1983. Television interview concerning conference aired February 28 and March 1, 1983 on WJIM-TV.

Speaker: "Legal Issues in Private Security", International Security Conference and Exposition, New York, New York, August 31, 1982; Chicago, Illinois, June 15, 1982; Los Angeles, California, February 23, 1982; New York, New York, September 25, 1981; Chicago, Illinois, June 12, 1981; Los Angeles, California, January 30, 1981; and New York, New York, October 1, 1980.

Speaker: "Rape Shield Laws: The Unconstitutional Exclusion of Probative Evidence", and panel chairman, "Rape Law and Law in Rape", Academy of Criminal Justice Sciences Annual Meeting, Louisville, Kentucky, March 27, 1982.

Speaker and Program Chairman: "Legal Aspects of Private Security", a conference sponsored by the Anderson Publishing Company, in Boston, Massachusetts, March 8-10, 1982; Dallas, Texas, November 16-18, 1981; and Miami, Florida, October 26-28, 1981.

Panelist: "The Relationship Between Public Police and Private Security: Potential or Peril?", Midwestern Association of Criminal Justice Educators, 1981 Annual Meeting, St. Louis, Missouri, October 23, 1981.

Panelist: "The Enforcement Function", Annual Spring Conference on Criminal Justice, Illinois State University, Normal, Illinois, April 30, 1981.

Speaker: "The Argument for Expanding the Role of Counsel at Pretrial Lineups", Annual Conference of Society of Police and Criminal Psychology, Atlanta, Georgia, October 24, 1980.

Panelist: "Quality for Academic Security Programs", American Society for Industrial Security 26th Annual Seminar and Exhibits, Miami Beach, Florida, September 23, 1980.

PUBLICATIONS

"Legal Issues in the Security/Loss Prevention Field", Chapter 5, Suggested Preparation for Careers in Security/Loss Prevention, Edited by Chuvala and Fischer, Kendall/Hunt Publishing Company, Dubuque, Iowa, 1991.

"The Legal Basis of Liability", Part II, Security Management, January 1983, Part I, Security Management, December, 1982 and "The Legal Basis of Authority", Security Management, May, 1982 excerpted from a chapter written for Physical Security Practices and Technology by Charles Schnabolk, Butterworth Publishers, 1983.

Portions were reprinted in Police Work, "Police/Security Interface issue, published by the Milwaukee Area Technical College, 1983. The articles also appear in Security Management Readings from 'Security Management' Magazine, edited by Shari Gallery, Butterworth Publishers, Boston, Massachusetts, 1984.

"Be Sure Your Security Is Legally Secure", Security World, June, 1981.

Commentary, "Liability of Moonlighting Police", Security Industry and Product News, November, 1980.

"Hiring Security Personnel: The Employment Interview", Security World, January, 1980.

"Give Your People the Opportunity to Fail: A Reply", Security Management, September, 1979. The article also appears in Security Management Readings from 'Security Management' Magazine edited by Shari Gallery, Butterworth Publishers, Boston, Massachusetts, 1984.

"Retail Security Tackles the Internal Threat", Security Management, October, 1978.

"Retail Security Faces the External Threat", Security Management, September, 1978.

"Loss Prevention in Retail Stores", Security World, December, 1973.

"Developing A Retail Loss Prevention Program", Security Management, November, 1973.

PUBLICATIONS IN WHICH QUOTED

Hotel/Motel Security and Safety Management, Vol. 4, No. 9, August 1986, pp. 5-7.

Hospital Security and Safety Management, Vol. 3, No. 10, February, 1983, p. 9 and Vol. 3, No. 8, December, 1982, pp. 5-8.

Security World, February, 1982, pp. 23, 24 and 26, January, 1982, p. 31 and August, 1981, p. 15.

Security Industry and Product News, April, 1981, p. 10.

TEXTBOOK ACKNOWLEDGMENTS

Introduction to Security, Green as revised by Robert J. Fischer, Fourth Edition, Butterworth Publishers, 1987, page xx.

Introduction to Private Security, Hess and Wroblewski, West Publishing Company, 1982, page xii.

Physical Security: Practices and Technology, Charles Schnabolk, Butterworth Publishers, 1983, page x.

CONSULTING

Michigan Municipal League, developed test items for the arrest, search and seizure portion of the written exam for "First Level Police Supervisors", Ann Arbor, Michigan 1992-1993.

Police Training Curriculum Development Project Constitutional Law Module, Kellogg Community College, May 20-July 1, 1986.

St. John's Hospital, "Legal Aspects of Hospital Security", Springfield, Illinois, May 23, 1985.

English and Associates, Inc. and Continental Testing Services, Inc., Lisle, Illinois. Developed test items regarding security law to be used in the State of Illinois Detective and Private Contractor examinations for individuals and companies wishing to be licensed by the Illinois Department of Registration and Education.

The Sherwin-Williams Corporate Security Conference, "Trends in Security Litigation", Cleveland, Ohio, September 14, 1982.

SCM Corporation, "Current Problems in Security Litigation", Corporate Security Conference, Amelia Island, Florida, November 2, 1981.

PROFESSIONAL MEMBERSHIPS (past and present)

Academy of Criminal Justice Sciences
 American Bar Association
 American Correctional Association
 American Society for Industrial Security
 Michigan Corrections Association
 Michigan Education Association
 Michigan Public Employer Relations Association
 Michigan Sheriffs Association
 Midwestern Association of Criminal Justice Educators
 National District Attorneys Association
 National Education Association
 Security Law Institute
 Society of Police and Criminal Psychology
 State Bar of Michigan

United States Circuit Court of Appeals, Sixth, Seventh and Eighth Circuits
 United States District Court, Eastern and Western Districts of Michigan

MEMBERSHIP IN PROFESSIONAL/HONORARY SOCIETIES

Alpha Phi Sigma National Criminal Justice Honor Society
 Outstanding Young Men in America
 Phi Alpha Delta Professional Legal Fraternity
 Who's Who in American Law
 Who's Who of Emerging Leaders in America
 Who's Who in the Midwest

COMMUNITY/COMMITTEE SERVICE

FSU College of Education CJ Department Head Search Committee, 1995-
 FSU Criminal Justice Program Faculty Search Committee, 1987, 1988, 1989, 1991,
 1992, 1993, 1995-
 FSU Criminal Justice Program Tenure Committee, 1989-
 FSU Judicial Disciplinary Hearing Board, 1990-
 Michigan Appellate Assigned Counsel System Participant 1986-
 FSU Criminal Justice Academic Program Review Panel, 1995-
 Big Rapids High School Band Boosters, 1995-
 Alma College Parent Board, 1995-
 Big Rapids Public Schools Bond Campaign Committee Volunteer, 1995
 Assistant Coach, American Youth Soccer Organization, 1990-1991
 State Bar of Michigan Committee on Defender Systems and Services, 1990-1991
 State Bar of Michigan Committee on Criminal Jurisprudence, 1987-1990
 FSU Academic Program Review Council, 1987-1991
 FSU Faculty Mentoring Program, 1987, 1993
 FSU College of Education Tenure Committee, 1993-1994
 FSU College of Education Promotion Committee, 1991-1992
 FSU College of Education Curriculum Committee, 1986-1990
 FSU College of Education Academic Program Review Committee, 1989
 FSU College of Education Library Committee, 1989
 FSU Department Policies and Procedures Committee, 1987-
 FSU Department Curriculum Committee, 1986-1989
 FSU Criminal Justice Graduate Program Development Committee, 1986-1990
 WIU Foundation Board of Directors, 1983-1985
 WIU Pre-Law Committee, 1980-1985
 American Society for Industrial Security Committee on Academic Programs in Colleges
 and Universities, 1982, 1984
 WIU College of Applied Sciences Distinguished Teaching Award Committee, 1984
 WIU Department Professional Status (Personnel) Committee, Chair, 1981-1982
 WIU Department Graduate Committee, 1979, 1981-1986
 WIU Department Grade Appeals Committee, Chair, 1979-1982, Member, 1982-1984

WIU Department Outstanding Teaching Award Committee, 1984

WIU Department Ad Hoc Committees: Search Committee, March-May, 1984, March-April 1983, March 1980; Review of Criminal Justice Programs in Illinois, 1980; Committee on 5-year Academic Plan, 1979.

Co-Advisor, WIU Student Chapter of the Quad Cities Chapter of the American Society for Industrial Security, 1982-1984

Oral Board Member, Police Officer I Candidates for the Department of Public Safety, Western Illinois University, June, 1981 and January 1980

SEMINARS AND CONFERENCES ATTENDED

"Michigan's Domestic Abuse Law", Michigan Association of Municipal Attorneys and the Michigan Municipal League, Lansing, Michigan, August 23, 1995.

"Prosecuting the Drunk Driver", Michigan Association of Municipal Attorneys and the Michigan Municipal League, Flint, Michigan, August 2, 1995.

"Advanced Criminal Defense Practice Conference", Criminal Defense Attorneys of Michigan, Traverse City, Michigan, November 4-5, 1994.

"Prosecuting the Drunk Driver", by the Michigan Municipal League, Lansing, Michigan, June 8, 1994.

"Advanced Criminal Defense Practice Conference", Criminal Defense Attorneys of Michigan, Traverse City, Michigan, November 5-6, 1993.

"How Does Michigan Really Deal With the Serious Juvenile Offender?", State Bar of Michigan Annual Meeting, Criminal Law Section, Grand Rapids, Michigan, October 1, 1993.

"What A Sentence Really Means: Practical Information on Prison and Non-prison Sanctions", Michigan Judicial Institute, the Michigan Department of Corrections, the Criminal Defense Attorneys of Michigan, and the Prosecuting Attorneys Coordinating Council, Grand Rapids, Michigan, December 6-7, 1991.

"Guilty Plea Appeals", Michigan Appellate Assigned Counsel System, Ann Arbor, Michigan, May 31, 1991.

"Effective Advocacy on Appeal", Michigan Appellate Assigned Counsel System, Lansing, Michigan, June 22, 1990.

"Personnel Law Update", Michigan Municipal League, Traverse City, Michigan, July 14, 1989.

"Orientation Training", Michigan Appellate Assigned Counsel System, Lansing, Michigan, June 2-3, 1989.

"Basics of Labor Relations Workshop", Michigan Public Employer Labor Relations Association, Cedar, Michigan, May 25-26, 1989.

"Legal Update: Criminal Law Enforcement", Michigan Municipal League, Lansing, Michigan, November 9, 1988.

"Governmental Immunity Seminar: Strategies for Fighting Back", National Lawyer's Guild, Detroit, Michigan, September 16, 1988 and October 14, 1988.

"Seminar on Employment Law Matters", presented by Miller, Canfield, Paddock and Stone, Fetzer Center, Western Michigan University, Kalamazoo, Michigan, May 18, 1993, June 2, 1989, June 6, 1988, June 17, 1987.

Michigan Public Employer Labor Relations Association Annual Meeting, Flint, Michigan, June 3, 1988.

"The Criminal Law Revolution--An Update of the New Criminal Law and Procedure", The Michigan Prosecuting Attorneys Coordinating Council, Department of Attorney General, Grand Rapids, Michigan, May 22, 1988.

"Legal Considerations in Managing Problem Employees", National Business Institute, Saginaw, Michigan, April 8, 1988.

"Public Sector Damage Suits", The Institute of Continuing Legal Education, Grand Rapids, Michigan, October 21, 1987.

"Civil Practice in the Federal District Courts", The Institute of Continuing Legal Education, Traverse City, Michigan, October 2, 1987.

"Juvenile Justice--The Winds of Change: A Rethinking of Achievable Goals", State Bar of Michigan Annual Meeting, Criminal Law Section, Grand Rapids, Michigan, September 18, 1987.

"Alternate Methods of Dispute Resolution: Dispute Resolution Without Litigation", State Bar of Michigan Seminar, Michigan State University, East Lansing, Michigan, May 15, 1987.

"Developing and Defending Wrongful Discharge Litigation", Michigan Institute of Continuing Legal Education 38th Annual Advocacy Institute, University of Michigan, Ann Arbor, Michigan, May 8-9, 1987.

"Scientific Evidence and Expert Witnesses" and "Law of Search and Seizure", Criminal Law Section of the State Bar of Michigan, Criminal Advocacy Mini-Lecture Series, Grand Rapids, Michigan, April 10, 1987.

"Labor Employment Law Update in Michigan", presented by the National Business Institute, Grand Rapids, Michigan, October 14, 1986.

"Police Civil Liability and the Defense of Citizen Misconduct Complaints", Americans for Effective Law Enforcement Workshop, Chicago, Illinois, September 15-17, 1986.

"Basic Skills Workshop", The Institute of Continuing Legal Education, Kalamazoo, Michigan, August 19, 1986.

"Criminal Law and Procedure Update", Lansing Community College, Lansing, Michigan, March 24, 1986.

"Sale of A Home", The Institute of Continuing Legal Education, East Lansing, Michigan, March 6, 1986.

"Arrest, Search and Seizure", Illinois Institute of Continuing Legal Education Seminar, November 11, 1985 and "Interrogation and Confessions", November 12, 1985.

Academy of Criminal Justice Sciences Annual Meeting, Chicago, Illinois, March 27-28, 1984.

"Manager Practical Law for the Security", sponsored by the American Society for Industrial Security, Washington, D.C., May 23-24, 1983.

"Litigation Standards", a working-seminar sponsored by the Crime Control Research Corporation's Security Law Institute, Washington, D.C., May 25, 1983.

"Criminal Interrogation" presented by John E. Reid and Associates, Moline, Illinois, April 14, 1983.

Midwestern Association of Criminal Justice Educators Annual Meeting, Indianapolis, Indiana, October, 1982 and Moline, Illinois, October, 1979.

"Legal Liability Seminar", sponsored by the W.H. Brownyard Insurance Corporation, Chicago, Illinois, June 18-19, 1980.

"Federal Criminal Practice", Illinois Institute of Continuing Legal Education Seminar, May 10, 1980.

"Illinois Civil Trial Evidence", Illinois Institute of Continuing Legal Education seminar, January 26, 1980.

"Handling DUI Cases", Illinois Institute of Continuing Legal Education Seminar, November 16, 1979.

"Prosecution of a Criminal Case", Illinois Institute of Continuing Legal Education Seminar, April 6, 1979.

"Seminar on Evidence", John Marshall Law School, Chicago, Illinois, March, 1979.

"The Trial of a Criminal Case" and "Michigan Rules of Evidence", The Institute of Continuing Legal Education, Bay City, Michigan, 1976.

FACULTY DEVELOPMENT COURSES ATTENDED

"Word for Windows", Ferris State University End User Computing Service, July 21, 1995.

"Windows Next Step", Ferris State University End User Computing Service, April 11, 1995.

"SIS+ Training", Ferris State University End User Computing Service, October 28, 1993.

School of Education Computer Lab Demonstration, presented by the Ferris State University Information/Learning Center, April 28, 1989.

"Foundations of Educational Law", Michigan State University School of Education, graduate course EAD 852G, Fall Quarter, 1987.

Basic Computing Class, Ferris State University, Academic Computing Office, 12 hours, completed January, 1987.

"Written Tests and Analysis", Ferris State University Testing Office, October 31, 1986.

SEMINARS/SYMPOSIA INSTRUCTED

Management Training Seminar, Performance Appraisals and Supervisor Liability, Big Rapids, Michigan, June 8-10, 1988 and August 17-19, 1988.

Management Training Seminar, Legal Issues in the Selection and Promotion of Police Personnel, Traverse City, Michigan, August 5-6, 1986, Plymouth, Michigan, July 1-2, 1986, Big Rapids, Michigan, June 18-19, 1986.

Critical Issues Training Seminar, "Criminal Law Update", Alpena, Michigan, November 7, 1990; Big Rapids, Michigan, April 25, 1990, June 5, 1989, August 28, 1989; Marquette, Michigan, May 27, 1988; Sault Ste. Marie, Michigan, May 22, 1987; Muskegon, Michigan, April 24, 1987; Ypsilanti, Michigan, December 5-6, 1986; Plymouth, Michigan, May 7, 1986; Big Rapids, Michigan, April 2 and 30, 1986.

"Hiring Security Personnel", Western Illinois University Student Chapter of the Quad city Chapter of the American Society for Industrial Security Meeting, April 4, 1984.

"Law School and Beyond", presented to the Phi Kappa Theta Fraternity, Macomb, Illinois, May 7, 1981.

"Getting Into Law School--And Staying There", presented to the Western Illinois University Political Science Department Seminar on Law class, February 17, 1981.

Presentation on Constitutional Law to the Western Illinois University Management Department Business Law class, February 25, 1980.

"Legal Elements of Shoplifting", Annual Shoplifting Seminar, Macomb Chapter of Commerce, October 24-25, 1978.

BOOK REVIEWS

Butterworth Publishers, Stoneham, Massachusetts

Anderson Publishing Company, Cincinnati, Ohio

West Publishing Company, Minneapolis, Minnesota

GERALD P. KRAUSE
404 Sanborn Avenue
Big Rapids, Michigan 49307
616/796-2247

EDUCATION:

University of Wisconsin Law School, J.D., May 1984
graduated cum laude
Wisconsin Law Review, Managing Editor (1983-84)
18 semester hours of criminal justice-related work

Mankato State University (MN), B.S. Law Enforcement, May 1978
graduated magna cum laude
Phi Kappa Phi Scholastic Honor Society

University of Minnesota, attended 1971-72

CRIMINAL JUSTICE TEACHING EXPERIENCE:

Currently **ASSISTANT PROFESSOR OF CRIMINAL JUSTICE** (tenure track), Ferris State University, Big Rapids, Michigan. The Law Enforcement Program at Ferris State University was the first pre-service collegiate training program in the country and is one of the largest law enforcement baccalaureate-granting programs in the country. It is also recognized as the program of choice among virtually every law enforcement agency in the State of Michigan.

During my six semesters at Ferris State University, I have taught the following semester-length courses:

Conflict Management & Interpersonal Communications (4 Credits, 3 Sections)
Covers issues relating to human relations, interpersonal communications, the impact of personal values, perceptions and beliefs, multicultural matters, victimology and mental illness, crisis intervention in the areas of family, elder and sexual abuse, personal stress management and ethical-related concerns for law enforcement professionals. I have also designed this as an intensive writing course, requiring a lengthy research paper.

Criminal Law (4 Credits, 3 Sections) - Covers traditional areas of crimes against persons, property, regulatory, contraband and public order crimes, as well as constitutional issues relating to criminal statutes, defenses to criminal liability, evidence, adult and juvenile justice systems and law enforcement liability issues.

Criminal Procedure (4 Credits, 6 Sections) - Covers in-depth the areas of arrest, search and seizure, identification procedures, right to counsel, the exclusionary rule and criminal due process. In addition to regular classroom requirements, each semester I have voluntarily held 16 hours of optional hands-on exercises covering arrest and search and seizure issues.

Legal Issues in Corrections (3 Credits, 1 Section) - Covers constitutional issues relating to prisoners' rights, disciplinary actions, probation and parole revocation hearings, use of force and corporal punishment by correctional personnel, civil liability matters and the judicial process.

Report Writing for Law Enforcement (3 Credits, 2 Sections) - Covers issues relating law enforcement report writing in this writing-intensive course as well as interviewing techniques, on-scene note taking and court testimony.

Law Enforcement Overview Course (1 Credit, 1 Section) - Designed as a senior-level course to prepare students taking the state law enforcement licensing examination. Covers criminal law, criminal procedure, warrant application, family violence intervention and juvenile law issues.

Criminal Justice Internship Coordination (24 Total Teaching Credits) - Each student is required to complete a 216 hour internship with a criminal justice agency. To date, I have supervised 65 students in this 4 credit internship. This is a writing-intensive course requiring numerous written incident reports and a final report at the conclusion of the internship. As coordinator for these students, I make on-site visits and discuss student progress with the sponsoring agencies.

In connection with the courses I teach, I have instituted a number of changes to course curriculum, including major revisions to the format and focus of the Report Writing class, incorporating extensive role playing techniques and writing requirements in the Conflict Management class, adding a number of hands-on arrest and search and seizure exercises for the Criminal Procedure class and creating the course materials in the Overview Course taught for the first time this semester.

OTHER CRIMINAL JUSTICE EXPERIENCE:

September 1977-August 1981 **POLICE OFFICER**, City of Rochester, Minnesota. Duties included criminal and accident investigation, traffic and criminal law enforcement and other routine policing functions. Graduated first in class at state police academy, February 1978. Minnesota P.O.S.T. License No. 4865 (February 1978-July 1984). Member, Board of Directors of Rochester Police Benevolent Association, 1978-80.

June 1976-September 1977 **RESERVE POLICE OFFICER**, City of North Mankato, Minnesota. Assisted regular full-time officers in the areas of traffic enforcement and criminal investigation.

May 1982-May 1983 **CLINICAL INTERN**, Legal Assistance to Institutionalized Persons Program, University of Wisconsin Law School. This clinical program is an integral part of the law school's nationally-recognized criminal justice program. My responsibilities included providing civil and criminal legal assistance to inmates in state correctional facilities and significant work on a criminal appeal heard by the Wisconsin Supreme Court.

September 1976-December 1976 **VOLUNTEER TUTOR**, Minnesota State Security Hospital, Saint Peter, Minnesota. Provided tutorial assistance to criminally insane patients enrolled in high school educational courses inside the institution.

August 1977-September 1977 **LAW ENFORCEMENT INTERN**, Blue Earth County Sheriff's Department, Mankato, Minnesota. Ride-along internship.

LEGAL EXPERIENCE:

October 1984 - April 1993 **SHAREHOLDER/PARTNER**, Thompson & Knight, Dallas, Texas (resident in Austin, Texas office, 1991-93), a 100-year old law firm and one of the 100 largest law firms in the country.

Areas of Practice: Construction and permanent lending for commercial real estate projects; commercial lending; multi-state lending transactions; commercial leasing; sale and purchase of commercial and residential real estate; land use; lender liability issues; loan administration and problem loan workouts.

May 1993-August 1983 **LAW CLERK**, Thompson & Knight, Dallas, Texas, and Brown McCarroll & Oakes Hartline, Austin, Texas. Tort and business litigation and real estate.

OTHER WORK EXPERIENCE:

September 1972 - March 1976 **INTELLIGENCE ANALYST**, United States Army. Vietnam-Era Veteran with the Army Security Agency, including two Southeast Asian tours in Thailand near the Laotian border. Honorable Discharge at the rank of E-5/Sgt. Awarded: Army Commendation Medal; Good Conduct Medal.

PUBLICATION & EDITORIAL EXPERIENCE:

Published Article: Comment, Municipal Liability - Failure to Provide Police Protection (1984 Wisconsin Law Review 499). This research article explores the extent of governmental liability for the failure or refusal to provide promised law enforcement protection to victims of crime.

Managing Editor, Wisconsin Law Review (1983-84). I had significant editorial duties including substantive editing of numerous lengthy published articles in the areas of search and seizure, drug interdiction, habeas corpus appeals and polygraph evidence.

DIVERSITY EXPERIENCE:

Faculty Advisor, Minority Students in Criminal Justice, Ferris State University. Serve in an advisory capacity to students of color in our Criminal Justice Program, January 1995 - present.

Member, "Diversity Counts," Ferris State University. A faculty organization working to incorporate multiculturalism across the curriculum, January 1995 - present.

Panelist, National Teleconference and Public Forum on "Healing Racism: Education's Role," Ferris State University, November 1993.

Conceived of Dallas Law Firm Minority Consortium, an organization of Dallas' largest law firms dedicated to recruitment and retention of minority lawyers. Major recruiter, 1988-93.

Conceived of Lawyers for Affordable Housing, an organization providing pro bono real estate legal services to low income persons. Advisory Board Member, 1989-93.

UNIVERSITY & DEPARTMENTAL SERVICE:

Over the past two years I have been involved in a number of administrative matters within our department. I have conducted placement surveys of past graduates, coordinated development of our department's outcomes assessment program, developed recruitment materials for use by community college and high school counselors and drafted a state-required student substance abuse policy. In addition, I assist our program director with a number of administrative matters on a day-to-day basis, especially relative to university and external communications.

I serve, or have served, on numerous University-wide faculty committees including committees relating to space allocation, assessment of student judicial services and the library. I am presently serving on a search committee for a new director of student judicial services.

CIVIC INVOLVEMENT:

Board Member of "Dallas Together," a mayoral commission that investigated economic and social problems in the City of Dallas, Texas, 1988-90.

Volunteer Attorney, Legal Services of North Texas, provided pro bono legal services to low income persons, 1985-90. Received Distinguished Service Awards, 1988 and 1989.

Co-Chair, University of Wisconsin Law School Alumni Fund Raising, Class of 1984 Fund, raising funds for the law school, 1984 - present.

Board Member, Mecosta County (Michigan) Planning Commission, review and approve various requests to land use changes and variances, 1994 - present.

Board Member, Big Rapids (Michigan) Plan Board, review and approve proposed real estate site development and rewriting the 20-year comprehensive plan for the community, January 1995 - present.

Member, Big Rapids (Michigan) Historic Preservation Commission, working on historic preservation issues in the community, 1993 - present.

MEMBERSHIPS:

State Bar of Michigan
State Bar of Texas (inactive)
State Bar of Wisconsin (inactive)
American Bar Association
Criminal Law Section - American Bar Association & Michigan
American Academy of Criminal Justice Sciences

PERSONAL DATA:

Born April 1, 1953, in Waseca, Minnesota. Married to Wisconsin native Ellen A. Abbott. Interests include distance running, bicycling and backpacking.

RESUME

NAME

Alan L. Lawson

ADDRESS

10078 Hemlock Avenue
Paris, Michigan 49338

TELEPHONE

Residence - (616) 796-7860
Work - (616) 592-2833

PERSONAL HISTORY

U.S. Citizen
Birthplace: Hart, Michigan
Date of Birth: January 3, 1945
Married, 3 Children
Height: 5'11"
Weight: 190 lbs.

EDUCATION:

B.S. 6/68

The School of Police Administration and Public Safety;
Michigan State University, East Lansing, Michigan. Major:
Law Enforcement Administration.

M.S. 12/70

The School of Criminal Justice Administration; Michigan
State University; East Lansing, Michigan. Major: Criminal
Justice Administration. Masters Thesis Topic: "Use of
Video Tape Recorders in Police Training Programs."

Ph.D. 1/82

The School of Education; Michigan State University; East
Lansing, Michigan. Major: Educational Administration.
Dissertation Topic: "A Comparative Follow-Up Study of M.S.
and B.S. Graduates in Criminal Justice Ten Years After
Graduation."

TECHNICAL TRAINING:

January 1972

Federal Bureau of Narcotics and Dangerous Drugs Training
School, Detroit, Michigan. This was a two week course
covering a number of topics related to narcotics
investigation.

Criminal Justice

APRC ~~1995~~ 1995-1996

section 4 of 4

October 1977

"Criminal Investigative Aspects of Forensic Pathology." Consisted of 24 hours of lecture sponsored by the Michigan Region 8 Training Council. Awarded certificate of completion.

May 1982

American Society of Industrial Security Region VI Seminar on Electronic Protection. This was a two day course covering Perimeter and Interior Protection Applications, CCTV Applications and Equipment, and Legal Implications of Electronic Surveillance and Electronic Eavesdropping Countermeasures.

September 1982

Michigan State University of Criminal Justice, one week program on "Forensic Pathology: The Investigation of Violent Death."

July 1985

Attended a seminar conducted by Norman Spain, a security management consultant, on "Civil Law for Security Managers."

EXPERIENCE IN FIELD:

September 1972 to present

Full Professor; Ferris State University, Big Rapids, Michigan.

Full-time instructor in the Criminal Justice Program. Responsible for teaching a wide variety of criminal justice courses including criminal investigation, law enforcement administration, security management and administration, current issues, etc. In addition, I am involved on a continual basis with a variety of research, consulting and community service projects related to the criminal justice field.

March 1972 to September 1974

Assistant Director; Department of Public Safety, University of Massachusetts, Amherst, Massachusetts.

March 1972 to September 1974 (continued)

Responsible to the Director of Public Safety for the management of all departmental administrative affairs including budgeting, purchasing, planning, records maintenance, staffing, and training of all staff and line personnel. I had command responsibilities over approximately 115 personnel.

March 1972 to September 1974

Director; University of Massachusetts Criminal Justice Training Institute. Responsible for the design implementation and operation of police and correctional training programs conducted by the Institute throughout the State of Massachusetts.

March 1973 to June 1974

Security Consultant: Security Department, Hampshire College, Amherst, Massachusetts.

Responsible for assessing the security needs of the College in reference to personnel, facilities and equipment in addition to coordinating and supervising the present security operation.

September 1972 to January 1973

Instructor (part-time); Greenfield Community College, Greenfield, Massachusetts.

Responsible for the preparation, instruction and evaluation of courses in "Police Procedures."

July 1971 to March 1972

Special Agent; Metropolitan Narcotics Squad, Lansing, Michigan.

Responsible for detection, investigation, case preparation and prosecution of state and federal narcotics and dangerous drugs violations.

July 1968 to July 1971

Police Officer; Michigan State University Department of Public Safety, East Lansing, Michigan.

July 1968 to July 1971 (continued)

July, 1968 to September, 1970 assigned to patrol division performing routine patrol duties; September, 1970 to July, 1971 assigned to investigative section, responsible for the investigation, case preparation, and prosecution of all assigned cases.

February 1971 to June 1971

Instructor (part-time); Jackson Community College, Jackson, Michigan.

Responsible for the preparation, instruction, and evaluation of a course in "Police Operations."

April 11 1971 to November 1971

Instructor (part-time); Michigan Law Enforcement Training Council, Lansing, Mid-Michigan Police Academy, Lansing, Michigan.

Responsible for the preparation, instruction, and evaluation of courses in "Criminal Investigation" and "Narcotics Enforcement."

PROFESSIONAL ORGANIZATIONS:

Michigan Criminal Justice Educators Association

Mid-Western Criminal Justice Educators Association

American Society for Industrial Security

PUBLICATIONS:

Books:

Lawson, Alan, and Joyce, Robert. Criminal Law and Procedures Manual, University of Massachusetts Publishers, Amherst, MA, 1974.

Journals:

"University of Massachusetts Police Training Institute," September-October, 1972, Campus Law Enforcement Journal, Vol. 2, No. 4, p. 25.

UNPUBLISHED RESEARCH MANUSCRIPTS:

"A Comparative Follow-Up Study of M.S. and B.S. Graduates in Criminal Justice Ten Years After Graduation," January, 1982.

"Use of Video Tape Recorders in Police Training Programs," December, 1970.

"Investigation of the Feasibility of Establishing a Criminal Investigation Unit for the Lansing Metropolitan Area," June, 1970.

"Internal Deficiencies in Current Police Community Relations Programs," July, 1968.

CONSULTING: (1985 to present)

October 1992
to present

Serving as an expert witness for the law firm of Hoekenga and Farrell P.C. representing the Pontiac Police Officers Association contesting the validity of a promotional examination used by the City of Pontiac.

November 1992 to
October 1993

Retained by the Mecosta County Community's Corrections Board to complete a study of the Mecosta County Corrections System and prepare a report and grant application for the county. The County received \$50,000 which was the maximum attainable.

December 1992

Runner-up to the Distinguished Faculty Award for the University.

June 1991
to present

Working under a contract with the Michigan Municipal League to assist them in the development of a validated first-line road patrol supervisory examination.

February 1991
to present

Assisted the Mecosta County Sheriff's Department on the development of a supervisory examination.

September 1989
to May 1990

Granted one year sabbatical leave from the university to conduct an occupational analysis (task analysis) of the first-line supervisor positions; i.e., sergeants and lieutenants, in the various county, city and state law enforcement agencies in the State of Michigan. From the task analysis, validated promotional examinations and training curricula are to be constructed for use by Michigan law enforcement agencies. Much of the work was funded by a faculty research grant I was awarded from the University Research Committee for \$7,087.00.

September 1989
to present

Conducted several schools for Michigan law enforcement personnel on proper precision driving techniques and liability issues on emergency and pursuit driving.

August 1988
to present

Serve as a consultant to the law firm of Plunkett, Cooney, Rutt, Watters, Stanczyk and Pederson, Attorneys at Law, as an expert witness in cases involving fatal shootings, police handling of mentally impaired, jail security, policy and procedures, etc.

June and
August 1988

Conducted a series of two two-day seminars on various topics involved in first-line supervision to groups of supervisory personnel from various police departments in Michigan and Illinois.

June 1988

Served as an expert witness to the law firm of Sprik and Andersen, Grand Rapids, Michigan, in a drug case involving a police informant who was assaulted with a gun and then had acid thrown in his face.

March 1988

Served as an expert witness to the law firm of Williams, Klukowski, Drew and Fotieo, P.C., Grand Rapids, Michigan, in a case involving the severe beating of a patron of the Lime Light Bar with a pool cue.

November/
December 1987

Conducted a series of three "Managing Problem Employees" seminars to various wardens, deputy wardens and other command personnel in various locations around the state of Michigan for the Michigan Department of Corrections.

November 1987

Conducted a two day seminar in the Detroit area on "Managing Problem Employees" to various police command personnel in the Southeastern Michigan region.

August 1987

Served as a consultant to the law firm of Plunkett, Cooney, Rutt, Watters, Stanczyk and Pederson, Attorneys at Law, as an expert witness in a case involving a fatal shooting of a person by a Michigan State Police Officer.

July 1987

Conducted a seminar in Grand Haven, Michigan on "Managing Problem Employees" to various police command personnel in the West Central Michigan area.

May 1987

Served as a consultant to the Perry Drug Corporation concerning problems the firm was experiencing with employee theft.

May/June 1986

Conducted a series of precision driving schools to law enforcement officers from around the state of Michigan on driving techniques and the particular issues involved in the operation of a police vehicle as a result of numerous new liability suits involving law enforcement high speed driving. There were a total of five schools conducted during this time; most of which were over the break between Spring Quarter and Summer Quarter.

April 1986

Made a presentation to members of the Chamber of Commerce of the cities of Montague and Muskegon on strategies for reducing management fraud. This meeting was attended not only by management of major corporations in that area such as Howmett and Sealed Power, but also members of several smaller businesses. This meeting was a result of concern in the field in general by many business personnel over the problem of employee theft and business fraud.

March 1986

Made a presentation in Lansing on the topic of rural crime to the Michigan Christmas Tree Growers Association. The topic of this session was the general status of rural crime followed by recommendations on how the various Christmas tree plantation owners could protect themselves from both thievery of their product and various other liability issues surrounding that industry. There were approximately three hundred persons present at this presentation.

February 1986

Made a presentation to a group of visiting criminal justices from Saudi Arabia who were here at Ferris under a special grant received by the Criminal Justice Institute. The presentation dealt with an overall description of the narcotics problems in the United States along with the various investigative techniques employed in this country for combating this particular crime.

October 1985 -
April 1986

Served as a special consultant to the City of Sault Ste. Marie and the County of Chippewa to perform an independent professional evaluation of the feasibility of combining dispatch and record keeping functions of the two agencies. In addition, a separate "needs assessment" was performed in order to identify the training deficiencies that these two organizations currently have. A 72 page report was completed with this project.

October 1985

Served as a consultant to the law firm of Garlington, Sluiter, and Agents - Attorneys at Law, as an expert witness in a case involving a fatal shooting at a bar in Grand Rapids.

October 1985

Conducted a special one-day presentation to law enforcement personnel from around the state of Michigan on the allocation and distribution of manpower. This type of presentation is currently of particular significance to law enforcement personnel due to the greater competition for the tax dollar and the resultant strain on departmental budgets.

August 1985

Conducted a one-day presentation to area chiefs, sheriffs, supervisory personnel, and officers on the use of deadly force by law enforcement personnel. There have been numerous changes in the field of law enforcement involving the use of deadly force, particularly in light of the tremendous growth in liability suits against law enforcement personnel.

July 1985

Conducted a one-day presentation for law enforcement personnel from around the state of Michigan on the latest advancements in criminal investigation techniques.

June 1985

Conducted a one-day presentation to area chiefs, sheriffs, and supervisory personnel on the topic of developing policies and procedures. Discussion included the function and significance of policy and procedure in a law enforcement agency and the training for them.

Terry M. Nerbonne
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Ferris State University
Big Rapids, MI 49307
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CURRICULUM VITAE of TERRY M. NERBONNE

November 1995

EDUCATIONAL RECORD

Ph.D.: Michigan State University, East Lansing, Michigan.

Doctor of Philosophy: Education (December 1980)

Major: Highway Traffic Safety Administration

Cognate: Criminal Justice

Dissertation: An Evaluation of the Time Formats Used for Teaching the Michigan State University Highway Traffic Introductory Traffic Accident Investigation Course.

M.S.: Michigan State University, East Lansing, Michigan.

Major: Highway Traffic Safety Administration

B.S.: Michigan State University, East Lansing, Michigan.

Major: Criminal Justice

EDUCATIONAL EXPERIENCE

FERRIS STATE UNIVERSITY
BIG RAPIDS, MICHIGAN

8/73 Hired as Assistant Professor in the Criminal Justice Program.

Responsibilities included:

- 1) Designing and implementing a new baccalaureate degree program.
- 2) Teaching the following core courses: Introduction to Criminal Justice, Criminal Investigation, Traffic Law, Accident Investigation, Patrol Techniques, Police Community Relations, Crime Prevention, Crisis Intervention, Defensive Tactics, and Police Precision Driving.

3) Advising students.

4) Working on committees:

- a) Member of the Academic Senate.**
- b) Member of the Academic Senate Executive Board.**
- c) Member of the Senate Governance Committee.**
- d) Member of the Graduate Alumni Assessment Committee.**
- e) Member of the Criminal Justice Master's Degree Curriculum Development Committee.**
- f) Member of the Criminal Justice Department's Tenure Committee, Curriculum Review Committee and the Program Review Committee.**
- g) Served on the All-University Semester Implementation Team.**
- h) Served on the MAGB Distinguished Faculty Award Committee.**
- i) Served on the All-College Athletic Advisory Committee.**
- j) Served on the All-College Student Intern Work Study Committee.**
- k) Served as chairman of the Ferris State University Time Capsule Committee for the 1984 Centennial.**
- l) Served on the Search Committee for selection of the Dean of the School of General Education.**
- m) Served on the committee to develop a policy statement on faculty evaluation and tenure for the School of General Education.**
- n) Served on the Promotion Committee for the School of Education.**
- o) Served on the Search Committee for selection of the Director of Public Safety for Ferris State University.**
- p) Served on the Academic Senate representing the School of Education.**
- q) Served on the Academic Senate Appointments Committee.**
- r) Served on the First-Year Experience Task Force.**
- s) Served on the Minority Retention Committee.**

5) Student organization involvement:

- a) Faculty Advisor to Lambda Alpha Epsilon, the American Criminal Justice Association Fraternity.**

6) Public Address Announcer for Ferris volleyball games.

- 8/77** Promoted to Associate Professor and Acting Coordinator of the Criminal Justice Program, Ferris State University.
- 5/84 to present** Promoted to Full Professor in the Criminal Justice Program, Ferris State University.
- 9/85** Promoted to Coordinator of the Criminal Justice Program, Ferris State University. Responsible for the administration of the Criminal Justice Program.
- 9/91** Awarded merit within rank.

9/91 to present Assumed all responsibilities of the Department Head of the Criminal Justice Program.

**NORTHERN MICHIGAN UNIVERSITY
MARQUETTE, MICHIGAN**

8/72 to 8/73 Hired as Director of Law Enforcement Programs. Responsibilities included:

- 1) Designing, implementing and administering a two-year associate degree program in Law Enforcement and Criminal Justice.
- 2) Teaching four core classes in the associate degree program: Introduction to Criminal Justice, Police Administration, Police Operations, and Criminal Investigations.
- 3) Coordinating eighty police and legal instructors for a seven-week training program at the Upper Peninsula Basic Police Academy.
- 4) Developing curriculum, implementing, and coordinating inservice schools such as narcotics and dangerous drugs, criminal investigation, juvenile investigation, accident investigation, and command schools.
- 5) Preparing appropriate grant application materials.
- 6) Maintaining effective liaison with law enforcement agencies and personnel.
- 7) Planning and designing curriculum for a Bachelor of Science Degree Program in Criminal Justice.
- 8) Reviewing and evaluating training grant applications from local governmental jurisdictions to insure statewide coordination of effort.

EXPERIENCE IN FIELD

**LANSING POLICE DEPARTMENT
LANSING, MICHIGAN**

4/68 to 8/72 Hired as police officer, Lansing Police Department, Lansing, Michigan. Assignments included:

- 1) Patrol Division - foot beats and cruiser patrols.

- 2) Traffic Safety and Police Community Relations Division - developing and presenting programs dealing with various police subjects to schools and to adult groups.
- 3) Personnel and Training Division - Police Instructor for Mid-Michigan Police Academy.
- 4) Member of special crowd control unit.
- 5) Member of Police Community Relations team.

**WURZBURG'S DEPARTMENT STORE
LANSING, MICHIGAN**

4/70 to 8/72 Hired as part-time security agent. Duties included:

- 1) Store security.
- 2) Assessing store security needs.

PROFESSIONAL AND CONSULTING ACTIVITIES

- 11/95 Served as Instructor in a four-hour course of instruction on Self Defense for Women for the Select Sixty Women's Group.
- 5/95 Served as Instructor in a four-hour course of instruction on Team Building for the 1995 Michigan State Police Sergeant's Conference.
- 5/95 Served as Instructor on the Legal Aspects of Authorized Emergency Vehicle Operation for the West Shore Police Training consortium.
- 5/95 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 4/95 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 4/95 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 3/95 Served as Instructor in a four-hour course of instruction on Team Building for the Michigan State Police Executive Development School.
- 1/95 Served as Instructor in a four-hour course of instruction on Team Building for the Michigan State Police Training Academy staff.

- 11/94 Served as Instructor in a four-hour course of instruction on Self Defense for Women for the Ferris State University Professional Women's Association.
- 11/94 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 8/94 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 6/94 Instructor on the Legal Aspects of Authorized Emergency Vehicle Operation for Mason County Ambulance and Firefighters.
- 5/94 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 5/94 Served as Instructor in a two-day Police Precision Driving School for the West Central Michigan Law Enforcement Training Consortium.
- 4/94 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 1/94 Served in a two-day "Occupant Protection" Instructor Program for the Michigan Law Enforcement Officers Training Council.
- 9/93 Served as Instructor in an eight hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving for the West Michigan Police Training Consortium.
- 7/93 Consultant to the Michigan Law Enforcement Officers Training Council to develop an Occupant Protection Police Training Program for the State of Michigan.
- 6/93 Instructor in a five-day Precision Driving Instructor Certification Training School sponsored by Jackson Community College.
- 5/93 Served as Instructor in a two-day Police Precision Driving School at Muskegon Community College.
- 4/93 Served as Instructor in a two-day Police Precision Driving School at West Shore Community College.
- 11/92 Consultant to the Michigan Municipal League to assist in preparing a written examination for "First Level Police Supervisors."
- 11/92 & 9/92 Instructor in a five-day "First Line Supervisor" Program, Ferris State University, Big Rapids, Michigan.
- 9/92 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.

- 8/92 Served as Instructor in an eight-hour course of instruction on the Legal Aspects of Police Pursuit and Emergency Driving for the Saginaw Police Department.
- 7/92 Instructor in a five-day Precision Driving Instructor Certification Training School sponsored by Delta Community College.
- 6/92 Served as Instructor in a five-day Precision Driving Instructor Certification Training School sponsored by Jackson Community College.
- 6/92 Presenter in the Management Development Retreat at Ferris State University.
- 10/91 Served as Instructor in a two-day "Police Policy and Procedure Development" program - Kentwood Police Department.
- 7/91 Instructor in a five-day PPCT "Spontaneous Knife Defense and Impact Weapon" instructor program for police personnel - Northern Michigan University, Marquette, Michigan.
- 5/91 Instructor in a five-day "Jail Supervisor" program - Ferris State University, Big Rapids, Michigan.
- 3/91 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 2/91 Served as Instructor in an eight-hour block of instruction on Legal Aspects of Police Pursuit and Emergency Driving at Schoolcraft Community College.
- 10/90 Served as Instructor in a two-day Police Policy Development Workshop in Plymouth, Michigan.
- 10/90 Project Leader, Protective Services Area, in the Vocational Technical Education Curriculum Project for the Michigan Department of Education.
- 10/90 Served as Instructor in an eight-hour block of instruction on the Legal Aspects of Police Pursuit and Emergency Driving at Schoolcraft Community College.
- 10/90 Addressed the Michigan State Police Post Commanders' Workshop on Police Pursuit and Emergency Driving.
- 10/90 Member of the Michigan Spouse Abuse Task Force to develop a domestic violence curriculum for police officers in the State of Michigan.
- 10/90 Instructor in the National Police Pursuit Driving Workshop held in Detroit, Michigan.

- 9/90 Served as Instructor of an eight-hour block of instruction on Police Emergency and Pursuit Driving at Alpena Community College.
- 9/90 Addressed the Spouse Abuse Task Force Workshop on research in the area of mandatory arrest procedures for domestic violence assault cases.
- 7/90 Served as Instructor of an eight-hour block of instruction on Police Emergency and Pursuit Driving for the Criminal Justice Institute.
- 6/90 Served as Instructor in a two-day Police Policy Development Workshop at the Northwestern University Traffic Institute Command School.
- 4/90 Served as Instructor in a three-day Police Precision Driving School at West Shore Community College.
- 3/90 Served as Instructor in a two-day Police Policy Development Workshop in Ann Arbor, Michigan.
- 2/90 Served as Instructor in an eight-hour block of instruction on Legal Aspects of Police Emergency and Pursuit Driving at Schoolcraft Community College.
- 2/90 Addressed the Michigan Chiefs of Police Mid-Winter Conference on Policy and Procedure Developments in the Area of Police Pursuit and Emergency Driving.
- 11/89 Served as Instructor in a three-day Police Precision Driving School sponsored by Delta College.
- 7/89 & 9/89 Served as Instructor in the Emergency Vehicle Response Training Workshop conducted by the Michigan Law Enforcement Training Council.
- 5/89 & 8/89 Served as Instructor of an eight-hour block of instruction on Police Emergency and Pursuit Driving for the Criminal Justice Institute, Ferris State University.
- 8/89 Consultant for the Criminal Justice Institute, Ferris State University to conduct a Comprehensive Multi-State Analysis of Law Enforcement/Local Corrections Training and Management Resources.
- 4/89 Served as Instructor of an eight-hour block of instruction on Police Policy Development at the Northwestern Traffic Institute Command School at Eastern Michigan University.
- 1987 to 1989 Consultant to the Michigan Law Enforcement Officers Training Council to revise and update the current state-mandated precision driving curriculum and develop the instructor training course.
- 12/88 Served as Instructor in a three-day Police Precision Driving School sponsored by West Shore Community College.

- 1987 to 1989 Research Assistant for the National Precision Driving Task Force to develop a standardized precision driving course for the U.S. Department of Transportation.
- 5/88 Consultant to the Continuing Education Division, Northern Michigan University, to present seminars entitled:
- 1) Police Policy and Procedure Development
 - 2) Liability Issues in Regard to Police Pursuit and Emergency Driving
 - 3) Liability Issues in Regard to Police Use of Non-Deadly Force
- 5/88 Consultant to the City of Flushing, Michigan, to provide a management review of the Flushing Police Department.
- 6/87 Consultant for the Criminal Justice Institute, Ferris State College, to present a two-day Management Tune-Up Training Seminar entitled, "The Art and Science of Police Policy Development."
- 5/87 Presented the Michigan mandated precision driving course at the National Precision Driving Task Force Meeting in Lansing, Michigan.
- 5/87 Served as Instructor in a three-day Defensive Driving School sponsored by Jackson Community College in cooperation with Chrysler Motor Company.
- 4/87 Served as Instructor of an eight-hour block of instruction on Police Policy Development at the Northwestern Traffic Institute Police Command School at Eastern Michigan University.
- 3/87 Consultant to the National Forest Service, Department of Agriculture, to present a two-day training seminar entitled, "Non-Deadly Force and Civil Liabilities."
- 1986 Consultant to Meijer Corporation to conduct a job task analysis and to develop a training program for their security division.
- 3/86 to 8/86 Consultant for the Criminal Justice Institute, Ferris State University to present nine two-day Critical Issues Training Seminars entitled:
- 1) Police Precision Driving Practices.
 - 2) The Decision Process in Non-Lethal Subject Control.
- 3/86 to 8/86 Consultant for the Criminal Justice Institute, Ferris State University to present six two-day Management Tune-Up Training Seminars entitled, "The Art and Science of Police Policy Development."

- 12/84, 12/85 & 12/86 Served as Instructor in a week-long precision driving instructor certification training school sponsored by the Michigan Law Enforcement Officers Training Council.
- 1985 Appointed to an advisory committee by the Michigan Law Enforcement Officers Training Council to revise and update the current state-mandated precision driving curriculum.
- 1985 Consultant for the Gerholz Institute for Lifelong Learning, Ferris State University, to present the following one-day police management workshops:
- 1) Patrol Allocation Techniques.
 - 2) Policy and Procedure Development for Police Executives.
 - 3) Law Enforcement Policy Making: Police Emergency, and Pursuit Driving.
 - 4) Law Enforcement Policy Making: The Use of Non-Deadly Force.
- 1985 & 1984 Consultant to the Michigan Municipal League to present seminars on Law Enforcement Policy Making, Police Emergency and Pursuit Driving.
- 6/84 & 6/83 Served as Instructor in a week-long defensive tactics instructor certification training school sponsored by the Michigan Law Enforcement Officers Training Council.
- 5/84 Consultant to Eastern Michigan University, Division of Continuing Education, Office of Professional Development and Department of Public Safety to present two day-long programs entitled:
- 1) Executive "Tune-Up" Part One--Police Screening and Selection.
 - 2) Executive "Tune-Up" Part Two--Policy and Procedure Workshop for Police Executives.
- 12/83 Appointed to a committee by the Michigan Law Enforcement Officers Training Council to revise and update the current state-mandated defensive tactics curriculum.
- 4/83 Served as workshop participant to revise the traffic component of the mandated police basic training curriculum.
- 6/82 Served as Committee Chairman of a research team headed by the Research and Development Section of the Michigan Law Enforcement Officers Training Council. The organizational objectives of the committee were to assist the M.L.E.O.T.C. in achieving:

- 1) The development of training modules for the mandated basic training program that will be used to standardize instruction throughout the statewide M.L.E.O.T.C. training system.
 - 2) The development of a comprehensive final examination (mastery test) that will be given to all individuals who are preparing to graduate from one of the M.L.E.O.T.C. certified regional or pre-service basic training programs.
- 1979 Consultant to Montcalm Community College in the design of their associate degree program in Criminal Justice.
- 1975 Consultant to Nazareth College for design of their baccalaureate degree program in Criminal Justice.
- 1974 &
1973 Consultant to Michigan Law Enforcement Officers Training Council in the development of a standardized test bank in criminal law and traffic subjects.
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AWARDS

- 1993 Awarded the Ferris State University Distinguished Teacher Award.
- 1992 Nominated for the MAGB Distinguished Faculty Award.
- 1990 Awarded the Michigan Legislature Teaching Excellence Award.
- 1990 Finalist, Ferris State University Distinguished Teacher Award.
- 1989 A Resolution: "Recognizing and Applauding for the Significant Contribution to Law Enforcement Training through participation and support to the National Law Enforcement Driver Training Project." Presented by the International Association of Directors of Law Enforcement Standards and Training.
- 1982 A Resolution: "For the significant contribution to the Michigan Law Enforcement Officers Training Council as a developer and subject matter expert for the traffic curriculum instruction program for state-wide recruit training."

The following publications have had my involvement:

- 1993 "Michigan Occupant Protection Guide", produced by the State of Michigan, Department of State Police, Michigan Law Enforcement Officers Training Council. Served as co-developer and author.
 - 1989 "Michigan Law Enforcement Driver Training Reference Guide," produced by State of Michigan Department of State Police Michigan Law Enforcement Officers Training Council. Served as research associate and contributor.
 - 1989 "Guidelines for the Evaluation and Structuring of a Driver Training Process for Law Enforcement Personnel: A Task Force Report," by the International Association of Directors of Law Enforcement Standards and Training. Served as an advisor and reviewer.
 - 1989 "A Comprehensive Multi-State Analysis of Law Enforcement/Local Corrections Training and Management Resources." Served as a project consultant.
 - 1988 A Management Review of the Flushing City Police Department Project Report.
 - 1987 "A Job and Task Analysis of the Positions of Store Detective and Courtesy Clerk Within the Meijer Corporation and the Development of Curriculum Outlines." Major consultant report by Dr. Terry Nerbonne, Mr. William Nash and Dr. Robert L. Parsons.
 - 1983 "Traffic Law Subject Area Instructors and Student Lesson Guide Manual," published by the Michigan Law Enforcement Officers Training Council.
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UNPUBLISHED RESEARCH MANUSCRIPTS

- 1985 "Law Enforcement Policy Making, Police and Pursuit Driving." A research paper developed for presentation to Police Chief Executives for the development of policy and procedures in the area of police emergency and pursuit driving.
- 1980 "An Evaluation of the Time Formats Used in Teaching the Michigan State University Highway Traffic Safety Center Introductory Traffic Accident Investigation Course."
- 1972 "Characteristics of Revoked or Suspended Drivers."
- 1970 "Stay Away From Strangers," Lansing Police Department.

RESEARCH ACTIVITIES

Page 12

- 1990 Conducted a year and one-half long research project for the Michigan State Police to study their high-speed driving incidents.
 - 1990 Conducted a national research project with Mr. Darrell L. Ross to study the use of force by correctional officers to overcome prisoner's resistance in federal and state correctional institutions.
 - 1989 Research study to analyze law enforcement and correctional training and management resources in Florida, Mississippi, Alabama and Georgia.
 - 1987-89 Research assistant for the National Precision Driving Task Force to develop a standardized precision driving course for the International Association of Directors of Law Enforcement Standards and Training.
 - 1987 A research study to conduct a job task analysis of store detective and courtesy clerk positions within the Meijer Corporation.
 - 1985 Conducted a research project dealing with the civil liabilities along with a prescriptive package for police pursuit and emergency driving.
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TECHNICAL TRAINING

- 8/93 Two-day "Domestic Violence" instructor program for police personnel.
- 5/93 Two-day "Pressure Point Control Tactics Management System" Instructor Recertification Program.
- 1/92 One-day "Michigan Accident Crash Report" instructor program for police personnel.
- 6/91 Three-day "Spontaneous Knife Defense" instructor program for police personnel.
- 7/90 One-week Pressure Point Control Tactics Management System Advanced Instructor Certification School.
- 7/90 Three-day Advanced Instructor Training Program for Police Driving Instructors at the Ford Motor Company's Test Grounds.
- 1/90 One-week Executive Protection Driving Course conducted by the Detroit Metropolitan Police Academy.
- 7/89 Three - day Emergency Vehicle Response Training Workshop conducted by the Michigan Law Enforcement Officers Training Council.

- 9/88 Two-day Advanced Instructor Training Program in the General Motors Advanced Driver Training Course.
- 1/88 One-week Pursuit Driving Training Colloquy conducted by the Department of the Treasury, Federal Law Enforcement Training Center.
- 1/86 One-week Pressure Point Control Tactics Management System Instructor Certification School conducted by the Justice System Training Association.
- 10/84 One-week Precision Driving Instructor Certification Training School conducted by the Michigan Law Enforcement Officers Training Council.
- 6/84 Two-day Do-Rite Restraint Instructor's School conducted by the Charles F. Pegg Center for Law Enforcement.
- 6/83 One - week Advanced Defensive Tactics Instructor School conducted by the Michigan Law Enforcement Officers Training Council.
- 7/82 Three-day Defensive Tactics Instructor Certification Training School conducted by the Michigan Law Enforcement Officers Training Council.
- 7/79 Two-week Motor Vehicle Traffic Accident Investigation School conducted by the Traffic Institute, Northwestern University.
- 6/78 One-week Police Traffic Accident Investigation School conducted by the Highway Traffic Center, Michigan State University.
- 10/77 One-day Criminal Investigation Aspects of Forensic Pathology Workshop sponsored by the Michigan Region Eight Training Council.
- 6/75 One-week Police Alcohol Training School conducted by the Highway Traffic Safety Center, Michigan State University.
- 12/72 One-week Federal Bureau of Narcotics and Dangerous Drugs Training School conducted by the Bureau of Narcotics and Dangerous Drugs, U.S. Department of Justice.
- 11/72 One-week Police Community Relations Workshop conducted by Michigan State University and the National Conference of Christians and Jews.
- 11/71 One-week Scuba Diving Training School conducted by the Michigan State Police.
- 9/71 One-week School Safety Education Seminar conducted by Michigan State University.

PROFESSIONAL ORGANIZATIONS

Member of the Association of Professional Law Enforcement Emergency Vehicle Response Trainers.

Member of the Michigan Criminal Justice Educators Association.

Member of the Michigan Law Enforcement Training Directors Association.

Past Member of the International Association of Police Planners and Research Officers.

Past Member of the National Academy of Criminal Justice Sciences.

EXPERT WITNESS

Served as an expert witness in over 100 cases in the fields of:

- 1) Police Emergency and Pursuit Driving.**
 - 2) Defensive Tactics and the Use of Non-Lethal Force.**
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GRANT DEVELOPMENT

- 1982** **Co-authored a proposal to provide a thirteen-month English/Traffic-Training Program for thirty sergeants with the Saudi Arabian Traffic Department, Ministry of the Interior. As a result, twenty-two Saudi Arabian command officers spent one year at Ferris State University, from October, 1985 to October, 1986, studying English and Criminal Justice Management and Traffic Control under a \$150,000 grant.**

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CURRICULUM VITAE of FRANCIS L. CROWE

November, 1995

EXPERIENCE

1987 - Present Associate Professor (1992) and Corrections Coordinator (1991); Ferris State University, College of Education, Big Rapids, Michigan 49307.

As Corrections Coordinator, I am responsible for the administration of the Generalist/Corrections track and must maintain liaison with the Michigan Correctional Officers Training Council, the Michigan Department of Corrections and the American Correctional Association.

Criminal Justice Institute. Providing instruction for Introduction to Corrections, Introduction to Law Enforcement, Criminal Justice Report Writing and upper division Corrections courses (MCOTC approved). Internship Coordinator for mandatory ten week summer term internship program. Academic Advisor to more than 100 students.

1989 - Present Adjunct Instructor and Consultant; Mid-Michigan Community College, Harrison, Michigan 48625

Corrections Officers Training Program. Training individuals for a career with the Michigan Department of Corrections (MCOTC approved). Also developed a five credit hour practicum which has been added to the curriculum.

1985 - 1988 Adjunct Instructor; Montcalm Community College, Sidney, Michigan 48885

College Opportunity Prison Extension. Taught Criminal Justice and Social Science courses to inmates serving prison sentences at the Michigan Reformatory, Michigan Training Unit, Riverside, and Ionia Temporary Facility.

1975 - 1987 Probation Agent; Department of Corrections, Kent County Circuit Court, Grand Rapids, Michigan 49503

Conducted presentence investigations and supervised a case load of persons convicted of felonies and high misdemeanors. Involved working with area judges, community service providers, police, attorneys, school personnel, victims and many others as well as offenders and their families.

EXPERIENCE (Continued)

1973 - 1975 Criminal Justice Coordinator; West Michigan Regional Planning Commission (Region 8 Criminal Justice Planning Commission).

LEAA Grant writing for a nine county area. Technical assistance, crime data analyzing, program development and monitoring.

1967 - 1972 Probation/Parole Officer; Oakland County Circuit, Pontiac, Michigan 48053

Conducted presentence investigations and supervised convicted felons.

EDUCATION

Doctor of Education

Educational Leadership (Criminal Justice Cognate)

Western Michigan University, Kalamazoo, Michigan

Graduated: June 25, 1994

Dissertation topic: "A Study in Leadership and Conflict in the Informal Organization of a Correctional Setting: A Paradigm Shift in Correctional Treatment."

Specialty Program in Alcohol and Drug Abuse (SPADA) Western Michigan University; Graduated 1983.

Master of Public Administration (Criminal Justice emphasis). Thesis topic: "The Probation Officer's Manual." Western Michigan University; Graduated with Honors, 1980.

Bachelor of Science (Political Science and Psychology) Eastern Michigan University, Ypsilanti, Michigan; Graduated 1966.

Department of Education, 1984. Aquinas College, Grand Rapids, Michigan, Completed nine hours of teaching methodology.

AFFILIATIONS and CERTIFICATIONS

Academy of Criminal Justice Sciences - Member

National Community Sentencing Association - Member

Correctional Education Association - Professional Member

American Correctional Association - Professional Member

Michigan Corrections Association - Professional Member

Department of Mental Health - Certified Substance Abuse Counselor

Midwestern Criminal Justice Association - Member

Michigan Sheriff's Association - Member

Michigan Jail Association - Member

International Association of Residential & Community

Alternatives - Member

SELECTED PRESENTATIONS - PAPERS

43rd International Conference of the Corrections Education Association. "Back Out There." Paper explaining the ex-offender's reintegration process. Presented July 12, 1988, Grand Rapids, Michigan.

LAMBDA ALPHA EPSILON, Chapter of the American Criminal Justice Association. "Job Search Strategies in Criminal Justice", November 1988.

Kent County Probate Court, Juvenile Division. "Interns and the Court", Grand Rapids, Michigan, February 1989.

8 Cap, Inc., "Why Fund An Internship Training Program?" Mid-Michigan Community College, Mt. Pleasant, Michigan, June 6, 1990.

Mid-Michigan Correctional Facility Delegation, "A Career in Corrections." Moderator for a distinguished panel of corrections officials informing the Criminal Justice student body of careers with the Michigan Department of Corrections. Ferris State University, Big Rapids, Michigan, October 23, 1990 and October 8, 1991.

Mid-Michigan Community College, MCOTC graduation, "Other Career Paths For The Corrections Officer", Harrison, Michigan, April 26, 1991.

National Conference of the National Community Sentencing Association. "Correctional Leadership: The Dynamics of Motivation and Engagement" (paper presented) and Conference panelist in the closing plenary session, "Blacks In The Criminal Justice System: A National Crisis", August 4-7, 1991, Detroit, Michigan.

National Conference on Corrections and Higher Education. "The Corrections Practicum: A Symposium." A "how to" program on developing, designing and implementing a corrections internship. Co-presentation with John Zappala, Associate Dean of Continuing Education, Mid-Michigan Community College, November 21, 1991, Columbus, Ohio.

Academy of Criminal Justice Sciences, "A March Down Freedom Road: The Development of a Black Scholar." A paper examining certain obstacles and unorthodox roads traveled by some Blacks to become dynamic leaders. Also, a panel member discussing sexual harassment and affirmative action. March 10-14, 1992, Pittsburgh, Pennsylvania.

Midwestern Criminal Justice Association, "The Correctional Treatment Paradigm." A co-presentation with Mr. Peter Wickenden, College Senior, on treatment programs during the past 30 years and "Post Release Stress Syndrome", emotional and physical effects on individuals released from prison. Academy of Criminal Justice Sciences, October 8, 1992, Chicago, Illinois.

Academy of Criminal Justice Sciences, "The Three Dimensions of

SELECTED PRESENTATIONS - PAPERS (Continued)

Correctional Treatment: A Paradigm Shift." Explaining cognitive approaches to changing offender behavior. March 16-20, 1993, Kansas City, Missouri.

Midwestern Criminal Justice Association, "The Correctional Practicum: Melding Practice With Theory." A paper illustrating the great opportunity in field placement programs for both student and professor. September 14-18, 1993. Chicago, Illinois.

Tenth Annual Correctional Symposium, "Changing Criminal Thinking Patterns: A Cognitive Model." A three-dimensional approach to addressing the criminal's cognitive and social decision-making deficiencies. December 5-8, 1993, Lexington, Kentucky.

Academy of Criminal Justice Sciences, "Institutional Conflict: A Humanistic Perspective." A cognitive approach to help inmates better deal with conflict. March 8-12, 1994. Chicago, Illinois.

Midwestern Criminal Justice Association, "Managing Inmate Conflict: A Cognitive Model". The management of inmate conflict resolution modes to more accurately assess and classify inmates. September 15, 1994. Chicago, Illinois.

Academy of Criminal Justice Sciences, "A Study in Correctional Leadership and Conflict within the Correctional Setting" Research findings concerning the inmates use of conflict resolution skills. March 7-11, 1995. Boston, Massachusetts.

Midwestern Criminal Justice Association, "Correctional Treatment: Back to Basics." Changing offender behavior must focus on correcting a "cycle of thinking errors" that lead most offenders into a world of Crime: October 10-17, 1995. Chicago, Illinois.

American Criminal Justice Association Region Four Conference, "Liability Issues in Community Corrections." A co-presentation with Ms. Rita Dooley, Mecosta County Community Corrections Director, giving a historical perspective of community corrections and the concept has impacted the Criminal Justice System. October 26-27, 1995. Big Rapids, Michigan.

PROFESSIONAL INVOLVEMENT/RESEARCH

Correctional Education Association - Strand Leader (Probation and Parole). Supervised and designed program for 43rd CEA International Conference, 1987-1988.

Supervisor's Training Program, Criminal Justice Institute. Coordinator for two 46-hour Police Command Officers' Training Program, June 1988 and August 1988.

PROFESSIONAL INVOLVEMENT/RESEARCH (Continued)

Mid-Michigan Community College - Consultant. Designed and implemented a five credit hour practicum that has been added to the curriculum, Summer 1990.

Michigan Department of Corrections - Consultant. "A Quantitative Analysis of the Multivariant Sentencing Structure in Michigan." A major research project on sentencing patterns in Kalamazoo, Michigan. Also established a baseline for additional research. Submitted September 18, 1991.

Michigan Corrections Officers Training Council, Advisory Committee member for Ferris State University's Correctional curriculum development, 1990-1991, 1991-1992.

Michigan Association of the Vocational Industrial Clubs of America, State Leadership Conference and Skill Olympics, Grand Rapids, Michigan. May 1-3, 1992. Judged the Law Enforcement Skill Contest.

Office of Community Corrections, Lansing, Michigan; Project Director for writing a comprehensive plan for Mecosta County grant awarded by the Community Corrections Advisory Board to the Center of Criminal Justice Technology, July 6, 1992.

Mecosta County General Elections. "Meet The Candidates". Directed a debate between Prosecutor James Samuels and challenger Mike Mathews. Big Rapids, Michigan; October 27, 1992.

Michigan Corrections Officers Training Council's annual meeting. Appointed to chair a Committee on Minority Recruitment, Lansing, Michigan; November 15, 1992.

Criminal Justice Institute. "Mental Cruelty In Prisons". Guest speaker, Mr. Peter Wickenden, Ex-Federal prisoner and graduate student. Organized the program. Big Rapids, Michigan; September 23, 1993.

Corrections Training Officers Development Program. Criminal Justice Institute, Big Rapids, Michigan. June 8-10, 1994.

Mecosta County Community Corrections Advisory Board Member, appointed by the Board of Commissioners to monitor the program and develop a comprehensive corrections plan for the county. The board members consist of Criminal Justice officials, judges, county officials, prosecutor, sheriff and chief of police. February 15, 1995.

PUBLICATIONS

Correctional and Higher Education Monograph. "The Correctional Practicum: Invitational Education in Participation, Self-Awareness and Professionalism",

PUBLICATIONS (Continued)

Eastern Kentucky University, February 1993: pp. 26-34 (ACJS Refereed).

MI Office of Community Corrections. "Mecosta County Community Corrections Plan", (108 pages), March, 1993.

Corrections Today. "The Real Thing: Off-Campus Course Helps Students Prepare for Career in Corrections". pp. 178-181. April, 1993.

American Jails. "The Correctional Practicum: Melding Theory with Practice", September-October, 1995 (Refereed).

Journal of Offender Rehabilitation. "Qualifying Conflict Resolution Styles Among Prison Inmates." Pending Publication (Refereed).

UNIVERSITY SERVICE

University Summer Term Curriculum Committee, 1989-1990, 1990-1991, Chair.

University - Mentor to new Criminal Justice faculty member, 1989-1990, 1991-1992.

College of Education, Curriculum Committee, 1994-1995.

College of Education, Promotions Committee, 1990-1991, 1991-1992, 1992-1993, 1993-1994.

College of Education, Sabbatical Committee, 1988-89, 1989-90, 1990-91, 1991-92, 1992-93, 1993-94.

College of Education, Nominating Committee for the Outstanding Student Award (alumni awards), 1990-91, 1991-92, 1992-93, 1993-94, 1994-95.

Criminal Justice Institute, Departmental Policies and Procedures Committee, 1987 - present.

Criminal Justice Institute - Departmental Curriculum Committee, 1987 - present.

Criminal Justice Institute - Faculty Search Committee, 1987-1988, 1988-1989, 1989-1990, 1990-91, 1991-92, 1992-93, 1994-95, Chair, 1995-96, Chair.

Criminal Justice Institute - Departmental Internship Committee, 1990-1991 - present.

Criminal Justice Institute - Semester Conversion Committee, 1990-1991, 1991-92, 1992-93.

UNIVERSITY SERVICE (Continued)

Criminal Justice Institute - Program Review Committee for Certification, 1990-1991, present.

SELECTED SEMINARS, CONFERENCES and WORKSHOPS

Perfect Daughters: Adult Daughters Of Alcoholics, Two-day seminal with Robert Ackerman, Western Michigan University, Kalamazoo, Michigan, November 16-17, 1989.

Managing Difficult To Control Adolescents Without Coercion: A Reality Therapy - Control Theory Approach, a one day seminar with William Glasser, M.D., Department of Psychology, University of Notre Dame, South Bend, Indiana, May 17, 1990.

Computerized Jail Management, Mecosta County Sheriff's Department, Big Rapids, Michigan, May 31, 1990.

The Massey Triad, Western Michigan University, July 10 and July 24, 1990.

Challenges For Alternative Sentencing In Our Communities: Substance Abusers And Other Special Needs Offenders. The National Community Service Sentencing Association, Minneapolis, Minnesota, September 19-22, 1990.

Into The Future, Michigan Corrections Association's 58th Annual Conference, Grand Rapids, Michigan, October 10-12, 1990.

Sentenced To Serve: Justice In The 1990's, The National Community Sentencing Association's National Conference, Detroit, Michigan, August 4-7, 1991.

The Role of Post-Secondary Education and Corrections, National Conference on Corrections and Higher Education, Columbus, Ohio, November 21-23, 1991.

What A Sentence Really Means: Practical Information on Prison and Non-Prison Sanctions. Michigan Judicial Institute, Grand Rapids, Michigan, December 7, 1991.

Values: The Hidden Motivators, Creative Consultants, Flint, Michigan, February 7 and 8, 1992.

Total Quality Approach To Improved Outcomes, Michigan Institute for Educational Management, Lansing, Michigan, February 11, 1992.

The Legacy of the Conservative Ideology, Academy of Criminal Justice Sciences, Pittsburgh, Pennsylvania, March 10-14, 1992.

SELECTED SEMINARS, CONFERENCES and WORKSHOPS (Continued)

Dacum - Task Analyses, National Occupational Competency Testing Institute, Ferris State University, Big Rapids, Michigan. March 27, 1992.

Applied Technical and Vocational Education, Leadership Development Program, Oakland Community College, Auburn Hills, Michigan. April 3-4, 1992.

Confronting and Treating Adolescent Sex Offenders, Dr. Stanton Samenow, The Children's Village and Probation Officer's Professional Association of Indiana, South Bend, Indiana, September 23, 1992.

Academics & Practice: Integrating Theory and Practice in the 1990's, Annual meeting of the Midwestern Criminal Justice Association, Chicago, Illinois, October 7-9, 1992.

Seven Habits of Highly Effective People, Plante and Moran, Grand Rapids, Michigan, January 21, 1993.

Class, Race and Gender, Academy of Criminal Justice Sciences, Kansas City, Missouri, March 16-30, 1993.

Cognitive Self-Change Program (CSC), Dr. Jack Bush, Ionia, Michigan. June 6-7, 1993.

"Criminal Justice At The Crossroads". Midwestern Criminal Justice Association, Chicago, Illinois, September 14-18, 1993.

Gender Issues and Self-Defeating Behavior in Treatment, Dr. Robert Ackerman, Forest View Counseling Center, Grand Rapids, Michigan, November 12, 1993.

Innovative Alternatives in Corrections, Tenth Annual Correctional Symposium, Lexington, Kentucky, December 5-8, 1993.

Criminal Justice: Theory and Practice. Midwestern Criminal Justice Association, Chicago, Illinois, September 14-16, 1994.

We've Come This Far, But Where Are We Going? Michigan Corrections Association's 62nd Annual Conference. Lansing, MI, October 5-7, 1994.

Justice at the Crossroads. Academy of Criminal Justice Science. Boston, Massachusetts, March 7-11, 1995.

Back to Basics. Midwestern Criminal Justice Association. Chicago, Illinois, October 10-17, 1995.

Liability Issues in Criminal Justice. American Criminal Justice Association. Big Rapids, Michigan, October 26-27, 1995.

COURSES TAUGHT

CRIM 110 - Introduction to the Criminal Justice System
CRIM 111 - Introduction to Corrections
CRIM 319 - Conflict Management in Corrections
CRIM 321 - Law Enforcement Report Writing
CRIM 322 - Corrections Report Writing
CRIM 350 - Internship: Law Enforcement and Corrections
CRIM 360 - Delinquency Prevention and Control
CRIM 370 - Correctional Institutions and Facilities
CRIM 380 - Probation and Parole
CRIM 475 - Correctional Clients
CRIM 497 - Independent Study
CRIM 499 - Senior Assessment