

PUBLIC ADMINISTRATION PROGRAM

PROGRAM REVIEW PANEL REPORT

SEPTEMBER 15, 1999

PROGRAM REVIEW PANEL MEMBERS

- **Richard Griffin, Chair of PRP, Program Coordinator & Professor of Political Science**
- **John Thorp, Department Head, Social Sciences**
- **David Pilgrim, Professor of Sociology**
- **Donald Roy, Associate Professor of Political Science**
- **Khagendra Thapa, Program Coordinator & Professor of Surveying Engineering**
- **Jon Lynch, Assistant to City Manager, City of Big Rapids, Michigan**



ACADEMIC PROGRAM REVIEW PUBLIC ADMINISTRATION PROGRAM

Table of Contents

	<u>Page</u>
Section 1 - An Overview of the Public Administration Program.....	1
Section 2 - Graduate Follow-Up Survey.....	3
A. Data Analysis.....	3
B. Open-Ended Responses.....	4
C. Summary and Conclusions.....	5
D. Graduate Follow-Up Survey (Form).....	6
E. Graduate Follow-Up Survey (Results).....	9
Section 3 - Employer Follow-Up Survey.....	15
A. Data Analysis.....	15
B. Open-Ended Responses.....	16
C. Summary and Conclusions.....	16
D. Employer Survey (Form).....	17
Section 4 - Student Evaluation.....	19
A. Data Analysis.....	19
1. Biographical Data.....	20
2. Cross-Tabulation of Data.....	21
3. Open-Ended Responses.....	22
B. Summary and Conclusions.....	24
C. Employer Survey (Results).....	25
D. Student Evaluation (Form).....	29
E. Student Evaluation (Results).....	31
Section 5 - Faculty Perceptions.....	56
A. Data Analysis.....	56
B. Open-Ended Responses.....	57
C. Summary and Conclusions.....	59
D. Faculty Survey (Form).....	60
E. Faculty Survey (Results).....	62
Section 6 - Advisory Committee Perceptions.....	67
A. Data Analysis.....	67
B. Open-Ended Responses.....	69
C. Summary and Conclusions.....	70
D. Advisory Committee Survey (Form).....	71
E. Advisory Committee Survey (Results).....	73

	<u>Page</u>
Section 7 - Labor Market Analysis.....	79
A. The Marketable Graduate.....	79
B. Job Outlook.....	80
C. Employment Opportunities.....	81
Section 8 - Social Sciences Department Facilities and Equipment.....	85
A. The Commons Building.....	85
B. Starr Educational Center.....	86
Section 9 - Curriculum Evaluation.....	87
A. Social Sciences Faculty Academic Credentials.....	89
B. Bachelor of Science in Public Administration.....	90
C. Syllabi for Course in Bachelor of Science	
1. FSUS 100.....	92
2. PLSC 121.....	98
3. ECON 221.....	106
4. ECON 222.....	107
5. PLSC 251.....	108
6. ISYS 303.....	111
7. ISYS 311.....	113
8. MGMT 301.....	117
9. SSCI 310.....	118
10. PLSC 311.....	127
11. SOCY 340.....	132
12. ECON 431.....	140
13. ACCT 465.....	141
14. PLSC 481.....	142
15. PLSC 491.....	147
16. ENGL 150.....	166
17. ENGL 211.....	169
18. ENGL 250.....	172
19. ENGL 311.....	177
20. HIST 121.....	184
21. HIST 122.....	190
22. HIST 277.....	192
23. PSYC 150.....	195
24. PSYC 325.....	200
25. SOCY 121.....	202
26. SOCY 122.....	206
27. ANTH 122.....	208
28. MATH 115.....	211
29. COMM 121.....	212
30. COMM 325.....	215
31. COMM 385.....	219

	<u>Page</u>
32. ENGL 321.....	221
33. ENGL 323.....	225
34. ECON 305.....	228
35. ECON 331.....	229
36. ECON 312.....	230
37. MGMT 447.....	234
38. CRIM 110.....	238
39. CRIM 111.....	248
40. CRIM 220.....	257
41. CRIM 260.....	266
42. SOCY 450.....	284
43. SCWK 110.....	287
44. SCWK 130.....	293
45. SCWK 210.....	297
46. SCWK 310.....	308
47. SOCY 443.....	315
Section 10 - Enrollment Trends.....	326
A. Summary and Conclusions.....	326
B. Administrative Program Review.....	327
Section 11 - Program Productivity/Costs.....	328
A. Summary and Conclusions.....	328
B. Degree Program Costing.....	330
Section 12 - Conclusions.....	346
Section 13 - Recommendations.....	350
Section 14 - Appendices.....	351
Appendix A1 - Administrative Program Review - 1999.....	351
Appendix A2 - Administrative Program Review - 1997.....	352
Appendix B - N/A	
Appendix C - N/A	
Appendix D - N/A	
Appendix E - Evaluation Plan.....	353
Appendix F - Program Review Budget.....	355
Appendix G - N/A	
Appendix H - Program Review Panel Evaluation.....	356

SECTION 1

**AN OVERVIEW OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 1

AN OVERVIEW OF THE PUBLIC ADMINISTRATION PROGRAM

According to its mission statement, *Ferris State University will be a national leader in providing opportunities for innovative teaching and learning in career-oriented, technological and professional education.* The Public Administration Program is central to the University's mission. The Program provides innovative education both pedagogically and methodologically by involving the student in a multidisciplinary curriculum combining political science, law, economics, sociology, psychology, business administration, communication, social work, and criminal justice. Moreover, through its internship experience, the Program prepares the student for the expectations of career-oriented employment within the professional environment of the public administrative arena.

The Public Administration Program began officially during the 1997 Winter Semester. It is housed administratively in the Department of Social Sciences of the College of Arts and Sciences.

Among the reasons accepted by the University in initiating Public Administration were that the Program could both attract new students to Ferris State and retain students already in the University. Moreover, these goals could be achieved at minimal costs to the University since the Program was created fundamentally by designing an internship experience and merging it with already existing courses. Additionally, no new faculty members were required to initiate and/or to implement the Public Administration Program, as the faculty of the Department of Social Sciences, as well as faculty in supporting programs and departments,¹ are highly qualified and already employed by the University.

Since the Program is so new, it is difficult to assess its full or potential impact upon the University, the community, the state, or the nation. However, several events associated with Program implementation point to numerous positive aspects.

First, the Program's Advisory Board is composed of outstanding leaders from the University community, the community of Big Rapids, and the State of Michigan. These leaders include the past President and Vice-President of the Ferris State University Alumni Association, several outstanding graduates of the University, the Assistant City Manager of the City of Big Rapids, a Mental Health Counselor for Mecosta County, the Director Extended Ministries of the Salvation Army for south central Michigan, the Director of Michigan Government Television, and the Associate Director of the House Fiscal Agency of the Michigan House of Representatives. Positive "town and gown" networking among these leaders and Public Administration Program faculty, students,

¹ By "faculty in supporting programs in departments," we are referring to those non-Social Science faculty members who teach required courses in General Education, the Public Administration Core, and the Specializations.

and graduates has already and should continue to strengthen the Program in terms of professional, career-oriented impacts upon academic aspects of the Program, upon broadening the internship experience, and upon funneling students into the employment market.

Second, the first graduates of the Program have been accepted into outstanding professional and graduate schools. These are the Detroit College of Law and Michigan State University.

Third, a number of Public Administration students have already successfully completed internships. Included among these are several internships with the City of Big Rapids, as well as internships with the City of Reed City and the Detroit Pistons. In each case, the internship was a positive experience, and the sponsoring institution has indicated a willingness to continue to participate in the Public Administration internship program. In fact, two organizations, Michigan Public Television and the City of Reed City through a grant from Yoplait, are considering initiating and maintaining paid internships for FSU Public Administration students.

These circumstances combined with continued and perhaps even increasing levels of financial and institutional support from the University lead to promising expectations for the Public Administration Program. Specifically, the Program expects to continue to increase its student enrollment through the development of innovative recruiting campaigns, by offering an even larger variety of attractive Program Specializations, by expanding its already successful internship experience, and through further networking with career-oriented professionals in the employment field. In a word, the Public Administration Program is well positioned for continued growth and development in the new millennium.

SECTION 2

**GRADUATE FOLLOW-UP SURVEY OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 2

GRADUATE FOLLOW-UP SURVEY OF THE PUBLIC ADMINISTRATION PROGRAM

Since the Public Administration Program was initiated during the 1997 Winter Semester, it has only two graduates at this time. Both were contacted and completed the Graduate Follow-up Survey for a 100% response rate. Copies of both the survey instrument and the resultant data follow the narrative of this section.

DATA ANALYSIS

At the current time, one of the Public Administration Program's graduates is attending the Detroit College of Law in Lansing and is performing exceptionally well. The other is working in the family owned business in Ludington and has been accepted into the Michigan State University Masters of Public Administration Program beginning in the 1999 Fall Semester (Question 1 and 2). Thus, Questions 3 through 8, which deal with employment concerns and opportunities created upon graduation from Ferris State University are not relevant to these two particular Public Administration graduates. However, responses from Public Administration graduates to these six questions will be very important in future program reviews. Thus, the questions were included in this first Graduate Follow-Up Survey so that a base-line for on-going data analysis can be initiated.

As the data indicate, both graduates responded "excellent" (mean score of 5.00) to the following five Likert-type scale evaluation questions:

- (1.) whether they were "satisfied with the advising of the program" (Question 10);
- (2.) if they would "recommend this program to a friend" (Question 11);
- (3.) if they felt the program led to the development of "good problem solving/critical thinking skills" (Question 19);
- (4.) whether they felt the program aided them in developing "good professional ethics and responsibility" (Question 20); and
- (5.) if the Public Administration Program's academic advisors were "helpful" to them (Question 25).

Mean scores of 4.5 (average response between "excellent" and "good") were recorded for six additional questions. These questions asked whether these recent graduates believed that

- (1.) the program's core courses are important to the field of Public Administration (Question 12);
- (2.) they "received a well-rounded education from the Public Administration Program" (Question 15);
- (3.) they developed "good written communication skills" (Question 16);
- (4.) they developed "good oral communication skills" (Question 17);
- (5.) they developed "good people skills" (Question 18); and
- (6.) they developed "a good understanding/comprehension of scientific information (Question 21) from the Ferris State University Public Administration Program.

On three more questions, the graduates rated the Public Administration program as "good" (mean score of 4.00). These questions asked if the graduate

- (1.) was satisfied with the "academic preparation" she/he received for her job from the program (Question 9);
- (2.) developed "a good understanding/comprehension of administration skills (Question 22); and
- (3.) believed that the program has "proper resources" of the student to utilize (Question 23).

The Public Administration Program graduates responded with a mean score of 3.50 (between "good" and "average") on two questions. These were whether they believed that

- (1.) the courses in their Public Administration specialization were "beneficial" (Question 13); and
- (2.) they felt that they received a "well-rounded education at FSU" (Question 14).

Finally, on only one question was the mean response "average" (mean score of 3.00). This question asked if the Public Administration Program graduates felt that Ferris State University "properly prepare(d)" them "for graduate school" (Question 24).

OPEN-ENDED RESPONSES

Finally, following the biographical, employment, and Likert-type scale evaluation questions, the Graduate Follow-Up Survey requested that the Public Administration Program graduates "(b)riefly state what you think are the strengths and weaknesses of the Public Administration Program." The graduates gave the following open-ended responses. These responses are unedited and offered to the reader exactly as they appeared on the Survey.

"Strengths:

- Enthusiastic Program Director, with excellent credentials & field experience, and faculty
- Required externship in field
- Flexibility in area specialization, i.e. many options

Weaknesses:

- Minimal networking opportunities due to the fact this is a new program just beginning to gain recognition
- Ferris State University red tape, disorganization, & apathy (not at all related to the P.A. program but the University in general).

The P.A. was the perfect program for me – as it will be for many students. It provided an excellent general education and has opened many doors and a broad range of career options. I have also found it to be a well respected degree. It is an especially good option for students planning to pursue higher education in law, business, social services, M.P.A., & political science. I feel very fortunate to have had this degree program

implemented while I was at Ferris. This degree program & faculty was the only positive aspect of the University in my experience. See above.”

“Should study Microsoft Office Excel and Access. These are industry standards. Also, Power Point.”

SUMMARY AND CONCLUSIONS

The two initial **Public Administration Program graduates exhibit an extremely high degree of satisfaction in their evaluations of the Program.** In fact, no negative mean scores were recorded for any on the evaluation items, and neither graduate offered individual negative evaluations on any of the questions. As evidenced during the data analysis portion of this section, on only one question was the mean evaluation score “average,” and that related to the graduates’ opinion as to whether the University, not the Public Administration Program, properly prepared them for graduate school. This difference can especially be seen in the open-ended responses of the graduates.

On all other evaluation items, the mean scores were above “average,” and on 14 of the 17 items (82.4%), the mean scores were “good” or above. Moreover, on almost two-thirds (11 of 17) of the questions, the graduates offered “excellent” or “near excellent” (mean score of 4.50) evaluations.

With little doubt, it can be concluded, then, that **the Ferris State University Public Administration Program received very high evaluations from its initial graduates. They believe that that Program aided them in developing important life skills and will continue to be a very positive influence in their future professional, educational, and career paths.**

**GRADUATE FOLLOW-UP SURVEY OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY**

Please Complete and Return in the Enclosed Envelope

Name: _____

Phone: _____

Address: _____

Degree: _____

Specialization: _____

1. Are you currently enrolled at another college or university? If yes, where and in what program?

YES NO

2. Are you currently employed in the Public Administration profession? If yes, who is your employer?

YES NO

Name: _____

Address: _____

Position Title: _____

Work Phone: _____

3. Not including internships, did you work for your current employer prior to graduating from FSU?

YES NO

4. Does the job apply specific/general knowledge to your course of study?

YES NO

5. How many years of career-related experience have you accumulated, not including internships?

1 2 3 4 5 6+

6. How long did it take you to find a job?

Before Graduation
1 - 4 Months
5 - 9 Months
10 - 12 Months
More Than 1 Year

7. How did you locate your job?

Career Services
Newspaper Advertisement
Internships
Professors
Friends
Other _____

8. What is your current salary?	\$ 0 - 5,000	\$25,001 - 30,000
	5001 - 10,000	30,001 - 35,000
	10,001 - 15,000	35,001 - 40,000
	15,001 - 20,000	40,001 - 45,000
	20,001 - 25,000	45,001+

Please circle the appropriate response, with a score of "5" being excellent, and "1" being poor. If a question is not applicable, or you do not know the answer, respond "NA."

	Excellent	Good	Average	Below Average	Poor	
9. Were you satisfied with academic preparation for your job?	5	4	3	2	1	NA
10. Were you satisfied with the advising of the program?	5	4	3	2	1	NA
11. Would you recommend this program to a friend?	5	4	3	2	1	NA
12. Were the core courses important to your field?	5	4	3	2	1	NA
13. Were the classes in your specialization beneficial?	5	4	3	2	1	NA
14. Do you feel you received a well-rounded education at FSU?	5	4	3	2	1	NA
15. Do you feel you received a well-rounded education from the Public Administration Program?	5	4	3	2	1	NA
16. Did you develop good written communication skills?	5	4	3	2	1	NA
17. Did you develop good oral communication skills?	5	4	3	2	1	NA
18. Did you develop good people skills?	5	4	3	2	1	NA
19. Did you develop good problem solving/critical thinking skills?	5	4	3	2	1	NA
20. Did you develop good professional ethics and responsibility?	5	4	3	2	1	NA
21. Did you develop a good understanding/comprehension of scientific information?	5	4	3	2	1	NA
22. Did you develop a good understanding/comprehension of administration skills?	5	4	3	2	1	NA
23. Were there proper resources for you to utilize?	5	4	3	2	1	NA
24. Did FSU properly prepare you for graduate school?	5	4	3	2	1	NA
25. Were the academic advisors helpful to you?	5	4	3	2	1	NA

26. Briefly state what you think are the strengths and weaknesses of the Public Administration Program:

Graduate Follow-up Survey of Public Administration Program Ferris State University

Frequencies

Prepared by: Assessment Services, 05/99

Statistics

	N		Mean	Std. Deviation	Median
	Valid	Missing			
G1 Currently enrolled at another college/univ	2	0	1.00	.00	
G2 Currently employed in PA profession	2	0	2.00	.00	
G3 Exclud'g intern, work for curr boss prior to FSU grad	1	1	1.00		
G4 Job apply specif/gen'l knowl'ge to course of study	1	1	2.00		
G5 Exclud'g intern, no. yrs career-rel'd exper	1	1	5.00		
G6 How long did it take you to find job	1	1	1.00		
G7 How did you locate your job	0	2			
G8 What is your current salary	1	1	4.00		
G9 Satisfied with academic prep for job	1	1	4.00		
G10 Satisfied with advising of program	2	0	5.00	.00	
G11 Recommend this program to a friend	2	0	5.00	.00	
G12 Were core courses important to your field	2	0	4.50	.71	4.50
G13 Were classes in specialization beneficial	2	0	3.50	.71	3.50
G14 Feel received well-rounded education at FSU	2	0	3.50	.71	3.50
G15 Feel rec'd well-rounded education from PA Prog	2	0	4.50	.71	4.50
G16 Develop good written communication skills	2	0	4.50	.71	4.50
G17 Develop good oral communication skills	2	0	4.50	.71	4.50
G18 Develop good people skills	2	0	4.50	.71	4.50
G19 Develop good problem solving/crit think'g skills	2	0	5.00	.00	
G20 Develop good professional ethics/responsibility	2	0	5.00	.00	
G21 Develop good understand'g/comprehension scientific info	2	0	4.50	.71	4.50
G22 Develop good understand'g/comprehension admin skills	2	0	4.00	.00	
G23 Were there proper resources to utilize	2	0	4.00	.00	
G24 FSU properly prepared you for grad school	1	1	3.00		
G25 Were academic advisors helpful to you	2	0	5.00	.00	

Frequency Table

G1 Currently enrolled at another college/univ

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	2	100.0	100.0	100.0

G2 Currently employed in PA profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	2	100.0	100.0	100.0

G3 Exclud'g intern, work for curr boss prior to FSU grad

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

G4 Job apply specif/gen'l knowl'ge to course of study

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

G5 Exclud'g intern, no. yrs career-rel'd exper

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	5+	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

G6 How long did it take you to find job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Before graduation	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

G7 How did you locate your job

		Frequency	Percent
Missing	System	2	100.0

G8 What is your current salary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	\$30,001-40,000	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

G9 Satisfied with academic prep for job

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

G10 Satisfied with advising of program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	100.0	100.0	100.0

G11 Recommend this program to a friend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	100.0	100.0	100.0

G12 Were core courses important to your field

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	50.0	50.0	50.0
	Excellent	1	50.0	50.0	100.0
Total		2	100.0	100.0	

G13 Were classes in specialization beneficial

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	50.0	50.0	50.0
	Good	1	50.0	50.0	100.0
Total		2	100.0	100.0	

G14 Feel received well-rounded education at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	50.0	50.0	50.0
	Good	1	50.0	50.0	100.0
Total		2	100.0	100.0	

G15 Feel rec'd well-rounded education from PA Prog

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	50.0	50.0	50.0
	Excellent	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

G16 Develop good written communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	50.0	50.0	50.0
	Excellent	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

G17 Develop good oral communication skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	50.0	50.0	50.0
	Excellent	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

G18 Develop good people skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	50.0	50.0	50.0
	Excellent	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

G19 Develop good problem solving/crit think'g skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	100.0	100.0	100.0

G20 Develop good professional ethics/responsibility

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	100.0	100.0	100.0

G21 Develop good understand'g/comprehension scientific info

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	50.0	50.0	50.0
	Excellent	1	50.0	50.0	100.0
	Total	2	100.0	100.0	

G22 Develop good understand'g/comprehension admin skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	100.0	100.0	100.0

G23 Were there proper resources to utilize

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	100.0	100.0	100.0

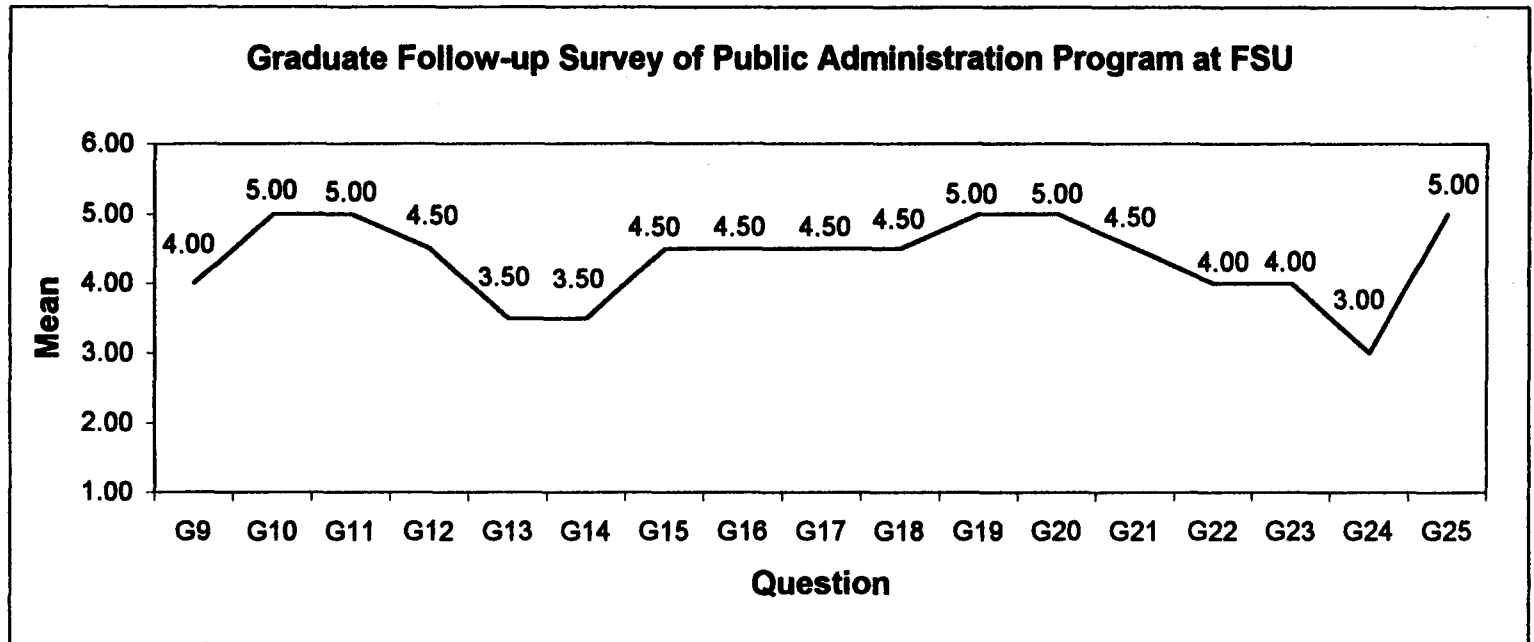
G24 FSU properly prepared you for grad school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	50.0	100.0	100.0
Missing	System	1	50.0		
Total		2	100.0		

G25 Were academic advisors helpful to you

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	2	100.0	100.0	100.0

Question	Mean
G9	4.00
G10	5.00
G11	5.00
G12	4.50
G13	3.50
G14	3.50
G15	4.50
G16	4.50
G17	4.50
G18	4.50
G19	5.00
G20	5.00
G21	4.50
G22	4.00
G23	4.00
G24	3.00
G25	5.00



- G9: Were you satisfied with academic preparation for your job?
- G10: Were you satisfied with the advising of the program?
- G11: Would you recommend this program to a friend?
- G12: Were the core courses important to your field?
- G13: Were the classes in your specialization beneficial?
- G14: Do you feel you received a well-rounded education at FSU?
- G15: Do you feel you received a well-rounded education from the Public Administration Program?
- G16: Did you develop good written communication skills?
- G17: Did you develop good oral communication skills?
- G18: Did you develop good people skills?
- G19: Did you develop good problem solving/critical thinking skills?
- G20: Did you develop good professional ethics and responsibility?
- G21: Did you develop a good understanding/comprehension of scientific information?
- G22: Did you develop a good understanding/comprehension of administration skills?
- G23: Were there proper resources for you to utilize?
- G24: Did FSU properly prepare you for graduate school?
- G25: Were the academic advisors helpful to you?

SECTION 3

**EMPLOYER FOLLOW-UP SURVEY OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 3

EMPLOYER FOLLOW-UP SURVEY OF THE PUBLIC ADMINISTRATION PROGRAM

As mentioned in the previous section of this report, only one of the two initial Public Administration graduates is employed in the job market at this time. Thus, achieving a 100% response rate on the Employer Follow-Up Survey was not difficult. Again, the employed graduate is presently working in a family owned business while waiting for the beginning of the 1999 Fall Semester when she will enter the Masters of Public Administration Program at Michigan State University. Also, as with the previous section, copies of both the survey instrument and the resultant data follow the narrative of this section.

DATA ANALYSIS

Since the number of respondents to this survey is only one, this must be viewed as a preliminary report, which will serve as the initial point for future base-line Employer Follow-Up evaluations of the Public Administration Program. This in its self makes the survey a worthwhile exercise.

The Employer Follow-Up Survey asks the employer to evaluate his/her experience with "(s)tudents graduating for the Public Administration Program" according to eleven Likert-type items. This initial employer evaluated the student as "excellent" (mean score of 5.00) on two items. These are the graduate's ability to

- (1.) "communicate well, in oral and written format, to supervisors, coworkers, clients and other professionals" (Question 7); and
- (2.) "participate in professional organizations" (Question 9).

On an additional six evaluative items, the employer rated the graduate as "good" (mean score of 4.00). The items are the graduate's ability to

- (1.) "apply knowledge of public administration principles" (Question 1);
- (2.) "identify, formulate and solve administrative problems" (Question 4);
- (3.) "understand professional and ethical responsibilities" (Question 6);
- (4.) "recognize the need for, and have the ability to engage in, lifelong learning" (Question 8);
- (5.) "lead teams and perform administrative tasks with minimal guidance" (Question 10); and
- (6.) "understand contemporary administrative problems" (Question 11).

On the final three questions, the employer rated the graduate's ability as "average" (mean score of 3.00). These are the graduate's ability to

- (1.) "conduct research" (Question 2);
- (2.) "analyze and interpret data" (Question 3); and
- (3.) "function well in multidisciplinary teams" (Question 5).

OPEN-ENDED RESPONSES

The open-ended segment of the Employer Follow-Up Survey asks the employer for input to two questions. The first of these (Question 12) requests that the employer “(b)riefly state what, if any, areas of concern your organization may have related to the education students receive from the Public Administration Program.” To this question the employer responded as follows.

“FSU students may need a two semester internship if payment can be arranged. This would provide graduates with self-confidence.

Use of computerized data control, as in Microsoft Access and Excel, would provide a basis of practical computer knowledge related to all public and private administration as policy analysis.”

Finally, the Survey requests that the employer “(b)riefly state what you think are the strengths and weaknesses of the Public Administration Program’ (Question 13). This employer responded

“The flexibility is a strength.

Solid core classes are strength, and I see the dilemma.

Possibly make ISYS more practical – really don’t have much lee-way here.”

SUMMARY AND CONCLUSIONS

On the Employer Follow-Up Survey, the Public Administration Program graduate’s performance abilities were evaluated as “excellent” or “good” on almost three-fourths (8 of 11 for 72.7%) and as “average on the remainder of the items. This demonstrates a **very high degree of employer satisfaction with the P.A. graduate.**

Finally, the employer recognized the importance of the Program’s flexibility as well as its core courses in graduating a student well-prepared to enter the job market. It was also mentioned that a second internship, if paid, and that the development of additional computer skills would both be of benefit to the Public Administration Program graduate.

**EMPLOYER SURVEY
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY**

This survey is being conducted to assist the Public Administration Program at Ferris State University in its routine review of its curriculum. Please circle the appropriate response, with a score of "5" being excellent, and "1" being poor. If a question is not applicable, or you do not know the answer, respond "N/A."

Students graduating from the Public Administration Program are able to:

	Excellent	Good	Average	Below Average	Poor	
1. Apply knowledge of public administration principles	5	4	3	2	1	N/A
2. Conduct research	5	4	3	2	1	N/A
3. Analyze and interpret data	5	4	3	2	1	N/A
4. Identify, formulate and solve administrative problems	5	4	3	2	1	N/A
5. Function well in multidisciplinary teams	5	4	3	2	1	N/A
6. Understand professional and ethical responsibilities	5	4	3	2	1	N/A
7. Communicate well, in oral and written format, to supervisors, coworkers, clients, and other professionals	5	4	3	2	1	N/A
8. Recognize the need for, and have the ability to engage in, lifelong learning	5	4	3	2	1	N/A
9. Participate in professional organizations	5	4	3	2	1	N/A
10. Lead teams and perform administrative tasks with minimal guidance	5	4	3	2	1	N/A
11. Understand contemporary administrative problems	5	4	3	2	1	N/A

12. Briefly state what, if any, areas of concern your organization may have related to the education students receive from the Public Administration Program:

13. Briefly state what you think are the strengths and weaknesses of the Public Administration Program:

SECTION 4

**STUDENT EVALUATION OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 4

STUDENT EVALUATION OF THE PUBLIC ADMINISTRATION PROGRAM

During the 1999 Winter Semester, the Public Administration Program had a total enrollment of forty-five (45) students. Of these forty-five, forty-three (43) completed the Student Evaluation of the Public Administration Program Survey. This is a 95.6% response rate, which is remarkably high for any survey.

This high rate of response was achieved by utilizing the University's early registration process to aid in the distribution of the Survey and in the collection of the data. More specifically, all Public Administration Program students were strongly urged to attend an "advising and early registration" meeting during April, 1999. The main focus of this meeting was to advise each student on an individual basis concerning his/her future academic schedule and to aid each student in the choice of specific courses to be taken during the 1999 Summer and Fall Semesters. However, the Student Evaluation Survey was also administered to all Public Administration Program students in attendance. Over thirty (30) students attended the "advising and early registration" meeting and completed the Survey.

Those students not attending the meeting were surveyed utilizing assorted methods. Most were administered the Survey when they came to the Public Administration Program advisor's office to review their Summer and/or Fall schedules and receive a completed "Registration Clearance Form." In these cases, to insure anonymity, each student completing the Survey was administered the Survey in the Public Administration Association office, which is a separate office from the P.A. advisor's, and the completed Survey was deposited in a secured file folder.

Finally, in a very few cases (three or four), the surveyed student was contacted by way of his/her 1999 Winter schedule of classes. Here, a Department of Social Sciences faculty member who was instructing the student was asked to administer the Student Evaluation Survey to the identified student. These completed surveys were likewise deposited anonymously in the same secured file folder. As with previous section of this report, copies of the survey instrument and tables illustrating the data gathered from the instrument follow the narrative of this section.

DATA ANALYSIS

Likert-Type Evaluation Items. The Student Evaluation of the Public Administration Program Survey begins with fourteen (14) Likert-type evaluation items. The student is first asked to evaluate on a scale of "5" being excellent to "1" being poor the extent to which the Public Administration Program provides him/her with each of fourteen different types of abilities, resources, academic and career preparations, and support mechanisms.

As the data indicate, Public Administration Program students evaluate the Program between "excellent" and "good" on eleven (11) of the fourteen (14), or on over three-fourths (78.6%), of the survey items. These are remarkably high student evaluation scores for the P.A. Program. In descending order of mean scores on these eleven items, the students responded that "(t)he Public Administration Program provided" them with the following:

- (1.) adequate faculty advisement (Question 14 – mean score of 4.52);
- (2.) faculty adequately supportive of my educational experience (Question 13 – mean score of 4.49);
- (3.) the ability to develop people skills (Question 3 – mean score of 4.46);
- (4.) the ability to communicate effectively (Question 4 – mean score of 4.44);
- (5.) an understanding of professional ethics and responsibilities (Question 8 – mean score of 4.39);
- (6.) the ability to understand/comprehend public administration principles (Question 5 – mean score of 4.36);
- (7.) the proper resources for my use (Question 10 – mean score of 4.29);
- (8.) a working knowledge of available resources (Question 9 – mean score of 4.26);
- (9.) preparation for a career in public administration (Question 11 – score of 4.26);
- (10.) the ability for problem solving/critical thinking skills (Question 1 – mean score of 4.11); and
- (11.) the ability to develop writing skills (Question 2 – mean score of 4.08).

The final three items of the Student Evaluation also received more than adequate evaluation scores with their means mostly toward the upper limits of "good" to "average." These scores were that the Program provided them with

- (1.) an adequate preparation for law school (Question 12 – mean score of 3.93),
- (2.) the ability to utilize/enhance their knowledge of computers (Question 7 – mean score of 3.67), and
- (3.) the ability to understand/comprehend scientific information (Question 6 – mean score of 3.46).

This initial analysis of the data gathered from administering the Student Evaluation of the Public Administration Survey reveals an extremely high degree of satisfaction among students for the Program. Moreover, the students offer these high evaluations across virtually all items measured, although those items measuring people and professional abilities and skills tend to score a little higher than those measuring scientific and technological abilities (See tables at the end of this section).

Biographical Data. The Student Evaluation of the Public Administration Program Survey continues with four biographical questions. These are intended to provide an ecological view of the current Public Administration Program's student population (See tables).

Question 15 asks if the student entered the Program as a freshman, from another program at FSU, or as a transfer student. Since the P.A. Program is barely two years old, it is not surprising that over one-half (55.8%) of those students responding to the Survey entered

the Program from another of the University's programs. This provides empirical credence to at least one of the rationales that was accepted by the Academic Senate in initiating the Public Administration Program – that it will serve to retain a core of students at the University. It certainly is performing that function.

It is likewise highly significant that over one-third (34.9%) of the current Public Administration students entered the Program as a freshman. This provides supporting evidence for another of the rationales accepted by the Academic Senate in implementing the Program - that the Public Administration Program will attract new students to Ferris State University.

The next question, number 16, asks the student to specify his/her Area of Specialization. Currently, four areas are offered. These are Social Work, Communications, Criminal Justice, and Business & Economics. As the data indicate, the most popular Area of Specialization is Criminal Justice (30.2%), followed closely by Communications (27.9%). Over one-fifth (20.9%) of the students have chosen Business & Economic as an Area, a little over one in ten have chosen Social Work (11.6%), and 9.3% are still undecided. These numbers indicate that the student population of the Public Administration Program is well diversified in its choice of specializations within the profession.

Students were then asked that, "if available," would they pick another Area of Specialization – Legal Assistant or Media Specialist (Question 17). The response to this question is most interesting as almost 80 % responded positively, with those being split in a 60/40 direction toward Legal Assistant. This is especially insightful since the Public Administration Program has recently proposed a number of new Areas of Specializations to be added to its curriculum. These newly proposed Areas are Legal Studies, Television, Marketing, Public Relations, and Advertising. This proposal for these new Areas has been supported unanimously by the Department of Social Sciences faculty and the Curriculum Committee of the College of Arts & Sciences. Also, College of Arts & Sciences Dean Sue Hammersmith supports the proposal. Currently, the University Curriculum Committee is considering this proposal.

The final biographical question, Question 18, asks students to indicate their future academic/professional plans from among three differing career paths. Public Administration Program students were almost evenly divided among the three choices, as 34.9% of the students plan to attend law school, 32.6% plan to enter the job market upon graduation, and 30.2% plan to attend graduate school in either Public Administration or a related field. One student (2.3%) has yet to decide upon a future academic/professional path (See tables). Again, these numbers are illustrative of diverse future career interests among Public Administration Program students.

Cross-Tabulation of Data. The fourteen evaluation items were then cross-tabulated according to the four biographical questions to discover any significant intra-population variations in program evaluation among the Public Administration students. As the tables at the end of this section illustrate, no major variations were found. As a general

4	9.3	Exposure to diverse experiences
3	6.9	Strong ties to community (City Manager, etc.)
3	6.9	Knowledge of how govt. works
3	6.9	Get best internships
2	4.7	Small program
2	4.7	Develop public speaking skills

As the open-ended responses indicate, the students see a number of important strengths of the Public Administration Program. The strengths most often mentioned are the "flexibility of the curriculum" and the "P.A. advisor." Well over one-third (37.2%) of all students responding to the Survey list these as program strengths. Also, over a quarter (27.9%) of the respondents mention that the Program offers "depth and diversity" in its Area of Specializations and that the student Public Administration Association is a strength. Over 20 per cent said that the Program is characterized by "close students and faculty interaction" while 14 per cent like the "good job market and career choices" they will encounter upon graduation. Finally, an assortment of responses were each listed on less than 10 per cent of the surveys. These focus upon the Program's attributes which present the students with "exposure to diverse experiences," "knowledge of how government works," the "best internships," and the "development of public speaking skills," while the Program remains "small" yet maintains "strong ties to the community," especially with the City of Big Rapids.

Question 20:

WEAKNESSES OF THE
PUBLIC ADMINISTRATION PROGRAM

<u># of Responses</u>	<u>% of Respondents</u>	<u>Categorical Response</u>
9	20.9	More advertisement & publicity
7	16.3	New, smaller program
6	14.0	More core classes offered more often
5	11.6	More specializations
5	11.6	More paid internships
4	9.3	More faculty members
4	9.3	More student involvement & student-oriented events
4	9.3	More information & publicity about P.A. Association
3	7.0	More information on available jobs
3	7.0	Does not offer a Masters Degree

Fewer weaknesses than strengths were identified by the Public Administration Program students. Moreover, all of these "weaknesses" deal with the fact that Public Administration is a very new program in the initial stages of implementation and

development. Thus, rather than “weaknesses,” these responses are more along the lines of suggestions for “future developmental improvement” of the program.

Specifically, the students feel that Public Administration, which is a “new, small program” (16.3%), needs “more advertisement and publicity” (20.9%), “core classes offered more often” (14.0%), “more specializations” (11.6%), “more paid internships” (11.6%), “more faculty members” (9.3%), “more student involvement in the program especially through student-oriented events” (9.3%), “more information about and publicity for the student Public Administration” (9.3%), and “more information about available jobs” (9.3%). Also, three students (9.3%) believe that FSU should follow up the bachelor’s degree with a Masters in Public Administration.

SUMMARY AND CONCLUSIONS

The FSU Public Administration Program students exhibit an extremely widespread and high degree of satisfaction with the Program. This is particularly true with regards to evaluation items dealing with the P.A. Program’s advisor (Coordinator) and its faculty members and with those items measuring people and professional skills and activities.

Biographical data drawn from the Student Evaluation Survey provide strong evidence that the Public Administration Program is retaining students within the University, while attracting new students to Ferris. Moreover, these students are very well diversified in their choices among program specializations within the profession and in their future career plans. **The Public Administration Program is attracting new students to Ferris and retaining current Ferris students while providing a diversity of academic instruction and training for all of them.**

Public Administration Program students express a definite interest in expanding the Program’s curriculum to include new specializations in the areas of Legal Assistant and Media Specialist. If added to the curriculum, students would support these new specializations.

Finally, the students identified a large number of “strengths” and very few “weaknesses” of the Program. Those strengths mentioned most often deal with curriculum flexibility and professional specializations, with the faculty and the advisor (Coordinator), and with a positive career/job market. Identified “weaknesses,” on the other hand, are along the lines of suggestions for more advertisement and publicity for the Program and for future Program developments, such as additional specializations, internships, and faculty members, rather than negative attributes.

**Employer Survey of Public Administration Program
Ferris State University**

Frequencies

Prepared by: Assessment Services, 05/99

Statistics

	N		Mean
	Valid	Missing	
E1 Apply knowledge of public admin principles	1	0	4.00
E2 Conduct research	1	0	3.00
E3 Analyze and interpret data	1	0	3.00
E4 Identify, formulate and solve admin'tive problems	1	0	4.00
E5 Function well in multidisciplinary teams	1	0	3.00
E6 Understand professional/ethical responsibilities	1	0	4.00
E7 Communicate well, oral and written, with all	1	0	5.00
E8 Recognize need for/ability to engage in lifelong learning	1	0	4.00
E9 Participate in professional organizations	1	0	5.00
E10 Lead teams/perform admin'tive tasks/min guidance	1	0	4.00
E11 Understand contemporary admin'tive problems	1	0	4.00

Frequency Table

E1 Apply knowledge of public admin principles

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	100.0	100.0	100.0

E2 Conduct research

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	100.0	100.0	100.0

E3 Analyze and interpret data

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	100.0	100.0	100.0

E4 Identify, formulate and solve admin'tive problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	100.0	100.0	100.0

E5 Function well in multidisciplinary teams

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	100.0	100.0	100.0

E6 Understand professional/ethical responsibilities

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	100.0	100.0	100.0

E7 Communicate well, oral and written, with all

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	100.0	100.0	100.0

E8 Recognize need for/ability to engage in lifelong learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	100.0	100.0	100.0

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	1	100.0	100.0	100.0

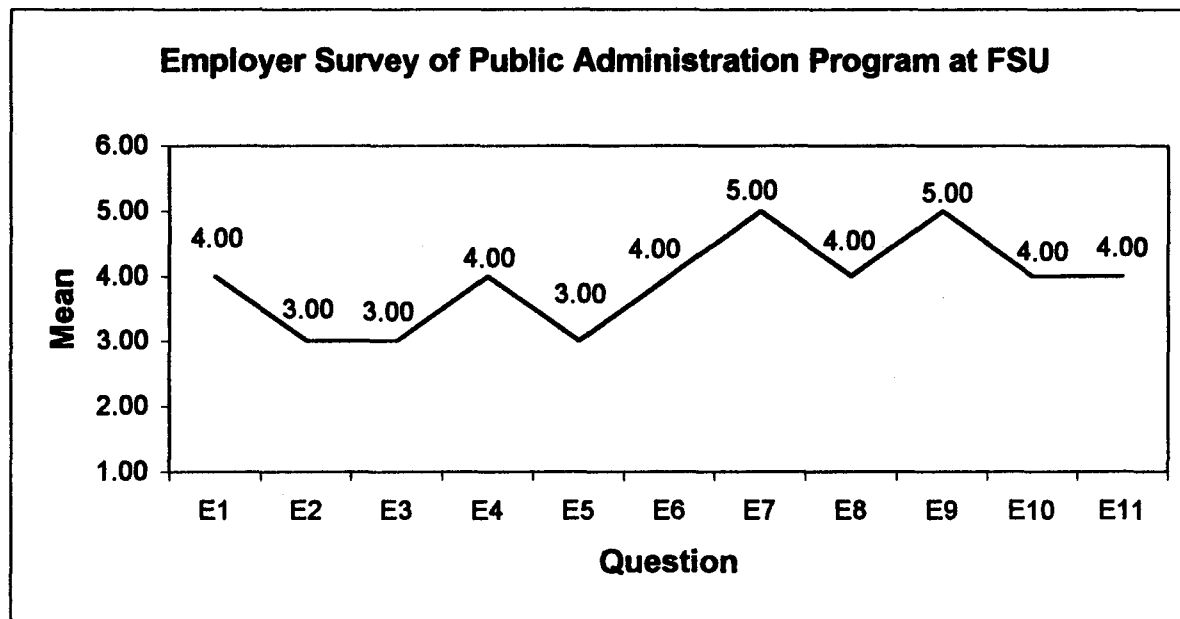
E10 Lead teams/perform admin'tive tasks/min guidance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	100.0	100.0	100.0

E11 Understand contemporary admin'tive problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	100.0	100.0	100.0

Question	Mean
E1	4.00
E2	3.00
E3	3.00
E4	4.00
E5	3.00
E6	4.00
E7	5.00
E8	4.00
E9	5.00
E10	4.00
E11	4.00



- E1: Apply knowledge of public administration principles.
- E2: Conduct research.
- E3: Analyze and interpret data.
- E4: Identify, formulate and solve administrative problems.
- E5: Function well in multidisciplinary teams.
- E6: Understand professionals and ethical responsibilities.
- E7: Communicate well, in oral and written format, to supervisors, coworkers, clients, and other professionals.
- E8: Recognize the need for, and have the ability to engage in, lifelong learning.
- E9: Participate in professional organizations.
- E10: Lead teams and perform administrative tasks with minimal guidance.
- E11: Understand contemporary administrative problems.

**STUDENT EVALUATION OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY**

This survey is being conducted to assist the Public Administration Program at Ferris State University in its routine review of its curriculum. Please circle the appropriate response, with a score of "5" being excellent, and "1" being poor. If a question is not applicable, or you do not know the answer, respond "NA."

The Public Administration Program provided me:

	Excellent	Good	Average	Below Average	Poor	
1. The ability for problem solving/critical thinking skills	5	4	3	2	1	NA
2. The ability to develop writing skills	5	4	3	2	1	NA
3. The ability to develop people skills	5	4	3	2	1	NA
4. The ability to communicate effectively	5	4	3	2	1	NA
5. The ability to understand/comprehend public administration principles	5	4	3	2	1	NA
6. The ability to understand/comprehend scientific information	5	4	3	2	1	NA
7. The ability to utilize/enhance my knowledge of computers	5	4	3	2	1	NA
8. An understanding of professional ethics and responsibilities	5	4	3	2	1	NA
9. A working knowledge of available resources	5	4	3	2	1	NA
10. The proper resources for my use	5	4	3	2	1	NA
11. Preparation for a career in Public Administration	5	4	3	2	1	NA
12. Preparation for Law School	5	4	3	2	1	NA
13. Faculty adequately supportive of my educational experience	5	4	3	2	1	NA
14. Adequate faculty advisement	5	4	3	2	1	NA

**STUDENT EVALUATION OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY**

This survey is being conducted to assist the Public Administration Program at Ferris State University in its routine review of its curriculum.

15. Did you enter Public Administration at FSU as: (circle one)

- A. A freshman? If so, why Public Administration? _____

- B. From another program at Ferris? If so, which one? _____
- C. A transfer student

16. What is your specialization in the Public Administration Program? (circle one)

- A. Social Work
- B. Communication
- C. Criminal Justice
- D. Business and Economics

17. If available, would you pick one of the following specializations? (circle one)

- A. Legal Assistant
- B. Media Specialist

18. Future Plans: (circle one)

- A. I plan to attend graduate school in Public Administration or a related field
- B. I plan to attend law school.
- C. I plan to enter the job market upon graduation from FSU

19. Briefly state three strengths of the Public Administration Program:

- A. _____
- B. _____
- C. _____

20. Briefly state three weaknesses of the Public Administration Program:

- A. _____
- B. _____
- C. _____

Frequencies

Prepared by: Assessment Services, 05/99

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
S1 Ability for problem solving/crit think skills	37	6	4.11	4.00	.70
S2 Ability to develop writing skills	38	5	4.08	4.00	.75
S3 Ability to develop people skills	41	2	4.46	5.00	.60
S4 Ability to communicate effectively	41	2	4.44	5.00	.63
S5 Ability to understand/comprehend PA principles	39	4	4.36	5.00	.74
S6 Ability to understand/comprehend scientific info	37	6	3.46	3.00	.80
S7 Ability to utilize/enhance computer knowledge	36	7	3.67	4.00	.89
S8 Understanding of professional ethics	41	2	4.39	5.00	.74
S9 Working knowledge of available resources	39	4	4.26	4.00	.82
S10 The proper resources for my use	41	2	4.29	5.00	.84
S11 Preparation for a career in PA	39	4	4.26	4.00	.82
S12 Preparation for Law School	30	13	3.93	4.00	.74
S13 Faculty adequately supportive of educ'l exper	41	2	4.49	5.00	.75
S14 Adequate faculty advisement	42	1	4.52	5.00	.97
S15 Did you enter PA at FSU as:	42	1	1.71	2.00	.60
S16 What is your specialization in the PA Program	39	4	2.67	3.00	.98
S17 If available, would you pick one of the following	34	9	1.38	1.00	.49
S18 Future Plans:	42	1	2.02	2.00	.81

S1 Ability for problem solving/crit think skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	7	16.3	18.9	18.9
	Good	19	44.2	51.4	70.3
	Excellent	11	25.6	29.7	100.0
	Total	37	86.0	100.0	
Missing	System	6	14.0		
Total		43	100.0		

S2 Ability to develop writing skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	20.9	23.7	23.7
	Good	17	39.5	44.7	68.4
	Excellent	12	27.9	31.6	100.0
	Total	38	88.4	100.0	
Missing	System	5	11.6		
Total		43	100.0		

S3 Ability to develop people skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	4.7	4.9	4.9
	Good	18	41.9	43.9	48.8
	Excellent	21	48.8	51.2	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

S4 Ability to communicate effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	7.0	7.3	7.3
	Good	17	39.5	41.5	48.8
	Excellent	21	48.8	51.2	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	6	14.0	15.4	15.4
	Good	13	30.2	33.3	48.7
	Excellent	20	46.5	51.3	100.0
	Total	39	90.7	100.0	
Missing	System	4	9.3		
Total		43	100.0		

S6 Ability to understand/comprehend scientific info

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	4	9.3	10.8	10.8
	Average	15	34.9	40.5	51.4
	Good	15	34.9	40.5	91.9
	Excellent	3	7.0	8.1	100.0
	Total	37	86.0	100.0	
Missing	System	6	14.0		
Total		43	100.0		

S7 Ability to utilize/enhance computer knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	1	2.3	2.8	2.8
	Below Average	1	2.3	2.8	5.6
	Average	13	30.2	36.1	41.7
	Good	15	34.9	41.7	83.3
	Excellent	6	14.0	16.7	100.0
	Total	36	83.7	100.0	
Missing	System	7	16.3		
Total		43	100.0		

S8 Understanding of professional ethics

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	6	14.0	14.6	14.6
	Good	13	30.2	31.7	46.3
	Excellent	22	51.2	53.7	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	2	4.7	5.1	5.1
	Average	3	7.0	7.7	12.8
	Good	17	39.5	43.6	56.4
	Excellent	17	39.5	43.6	100.0
	Total	39	90.7	100.0	
Missing	System	4	9.3		
Total		43	100.0		

S10 The proper resources for my use

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	10	23.3	24.4	24.4
	Good	9	20.9	22.0	46.3
	Excellent	22	51.2	53.7	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

S11 Preparation for a career in PA

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	20.9	23.1	23.1
	Good	11	25.6	28.2	51.3
	Excellent	19	44.2	48.7	100.0
	Total	39	90.7	100.0	
Missing	System	4	9.3		
Total		43	100.0		

S12 Preparation for Law School

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	9	20.9	30.0	30.0
	Good	14	32.6	46.7	76.7
	Excellent	7	16.3	23.3	100.0
	Total	30	69.8	100.0	
Missing	System	13	30.2		
Total		43	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	1	2.3	2.4	2.4
	Average	3	7.0	7.3	9.8
	Good	12	27.9	29.3	39.0
	Excellent	25	58.1	61.0	100.0
	Total	41	95.3	100.0	
Missing	System	2	4.7		
Total		43	100.0		

S14 Adequate faculty advisement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Poor	2	4.7	4.8	4.8
	Average	2	4.7	4.8	9.5
	Good	8	18.6	19.0	28.6
	Excellent	30	69.8	71.4	100.0
	Total	42	97.7	100.0	
Missing	System	1	2.3		
Total		43	100.0		

S15 Did you enter PA at FSU as:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	A Freshman	15	34.9	35.7	35.7
	From another program at FSU	24	55.8	57.1	92.9
	A Transfer student	3	7.0	7.1	100.0
	Total	42	97.7	100.0	
Missing	System	1	2.3		
Total		43	100.0		

S16 What is your specialization in the PA Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Social Work	5	11.6	12.8	12.8
	Communication	12	27.9	30.8	43.6
	Criminal Justice	13	30.2	33.3	76.9
	Business and Economics	9	20.9	23.1	100.0
	Total	39	90.7	100.0	
Missing	System	4	9.3		
Total		43	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	21	48.8	61.8	61.8
	2	13	30.2	38.2	100.0
	Total	34	79.1	100.0	
Missing	System	9	20.9		
Total		43	100.0		

S18 Future Plans:

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Grad school in PA or related field	13	30.2	31.0	31.0
	Law school	15	34.9	35.7	66.7
	Enter job market upon graduation	14	32.6	33.3	100.0
	Total	42	97.7	100.0	
Missing	System	1	2.3		
Total		43	100.0		

Crosstabs

S15 Did you enter PA at FSU as: * S1 Ability for problem solving/crit think skills Crosstabulation

Count

		S1 Ability for problem solving/crit think skills			Total
		Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman	2	7	3	12
	From another program at FSU	5	9	7	21
	A Transfer student		2	1	3
Total		7	18	11	36

S15 Did you enter PA at FSU as: * S2 Ability to develop writing skills Crosstabulation

Count

		S2 Ability to develop writing skills			Total
		Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman	3	5	5	13
	From another program at FSU	6	8	7	21
	A Transfer student		3		3
Total		9	16	12	37

S15 Did you enter PA at FSU as: * S3 Ability to develop people skills Crosstabulation

Count

		S3 Ability to develop people skills			Total
		Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman		6	8	14
	From another program at FSU	1	11	11	23
	A Transfer student	1	1	1	3
Total		2	18	20	40

S15 Did you enter PA at FSU as: * S4 Ability to communicate effectively Crosstabulation

Count

		S4 Ability to communicate effectively			Total
		Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman		5	9	14
	From another program at FSU	3	10	10	23
	A Transfer student		2	1	3
Total		3	17	20	40

S15 Did you enter PA at FSU as: * S5 Ability to understand/comprehend PA principles Crosstabulation

Count

		S5 Ability to understand/comprehend PA principles			Total
		Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman	2	3	9	14
	From another program at FSU	4	8	9	21
	A Transfer student		1	2	3
Total		6	12	20	38

S15 Did you enter PA at FSU as: * S6 Ability to understand/comprehend scientific info Crosstabulation

Count

		S6 Ability to understand/comprehend scientific info				Total
		Below Average	Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman	2	4	5	1	12
	From another program at FSU	2	10	7	2	21
	A Transfer student			3		3
Total		4	14	15	3	36

S15 Did you enter PA at FSU as: * S7 Ability to utilize/enhance computer knowledge Crosstabulation

Count

		S7 Ability to utilize/enhance computer knowledge				Total	
		Poor	Below Average	Average	Good		Excellent
S15 Did you enter PA at FSU as:	A Freshman	1	1	3	4	3	12
	From another program at FSU			10	8	2	20
	A Transfer student				2	1	3
Total		1	1	13	14	6	35

S15 Did you enter PA at FSU as: * S8 Understanding of professional ethics Crosstabulation

Count

		S8 Understanding of professional ethics			Total
		Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman	2	5	8	15
	From another program at FSU	3	7	12	22
	A Transfer student		1	2	3
Total		5	13	22	40

S15 Did you enter PA at FSU as: * S9 Working knowledge of available resources Crosstabulation

Count

		S9 Working knowledge of available resources				Total
		Below Average	Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman	1	1	5	7	14
	From another program at FSU	1	2	10	8	21
	A Transfer student			1	2	3
Total		2	3	16	17	38

S15 Did you enter PA at FSU as: * S10 The proper resources for my use Crosstabulation

Count

		S10 The proper resources for my use			Total
		Average	Good	Excellent	
S15 Did you enter	A Freshman	4	4	7	15
PA at FSU as:	From another program at FSU	5	4	13	22
	A Transfer student		1	2	3
Total		9	9	22	40

S15 Did you enter PA at FSU as: * S11 Preparation for a career in PA Crosstabulation

Count

		S11 Preparation for a career in PA			Total
		Average	Good	Excellent	
S15 Did you enter	A Freshman	3	4	7	14
PA at FSU as:	From another program at FSU	6	6	10	22
	A Transfer student		1	1	2
Total		9	11	18	38

S15 Did you enter PA at FSU as: * S12 Preparation for Law School Crosstabulation

Count

		S12 Preparation for Law School			Total
		Average	Good	Excellent	
S15 Did you enter	A Freshman	4	4	4	12
PA at FSU as:	From another program at FSU	5	8	2	15
	A Transfer student		1	1	2
Total		9	13	7	29

S15 Did you enter PA at FSU as: * S13 Faculty adequately supportive of educ'l exper Crosstabulation

Count

		S13 Faculty adequately supportive of educ'l exper				Total
		Below Average	Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman		1	3	11	15
	From another program at FSU	1	2	7	12	22
	A Transfer student			1	2	3
Total		1	3	11	25	40

S15 Did you enter PA at FSU as: * S14 Adequate faculty advisement Crosstabulation

Count

		S14 Adequate faculty advisement				Total
		Poor	Average	Good	Excellent	
S15 Did you enter PA at FSU as:	A Freshman	1	1	3	10	15
	From another program at FSU	1	1	4	17	23
	A Transfer student			1	2	3
Total		2	2	8	29	41

Crosstabs

S16 What is your specialization in the PA Program * S1 Ability for problem solving/crit think skills Crosstabulation

Count

		S1 Ability for problem solving/crit think skills			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1	1	1	3
	Communication	2	4	2	8
	Criminal Justice	3	7	3	13
	Business and Economics	1	5	3	9
Total		7	17	9	33

S16 What is your specialization in the PA Program * S2 Ability to develop writing skills Crosstabulation

Count

		S2 Ability to develop writing skills			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1	1	1	3
	Communication	2	5	2	9
	Criminal Justice	5	3	5	13
	Business and Economics	1	6	2	9
Total		9	15	10	34

S16 What is your specialization in the PA Program * S3 Ability to develop people skills Crosstabulation

Count

		S3 Ability to develop people skills			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work		3	1	4
	Communication	1	4	6	11
	Criminal Justice		7	6	13
	Business and Economics	1	3	5	9
Total		2	17	18	37

S16 What is your specialization in the PA Program * S4 Ability to communicate effectively Crosstabulation

Count

		S4 Ability to communicate effectively			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work		2	2	4
	Communication	1	4	6	11
	Criminal Justice		6	7	13
	Business and Economics	2	3	4	9
Total		3	15	19	37

S16 What is your specialization in the PA Program * S5 Ability to understand/comprehend PA principles Crosstabulation

Count

		S5 Ability to understand/comprehend PA principles			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1	1	1	3
	Communication		3	7	10
	Criminal Justice	3	4	6	13
	Business and Economics	2	1	6	9
Total		6	9	20	35

S16 What is your specialization in the PA Program * S6 Ability to understand/comprehend scientific info Crosstabulation

Count

		S6 Ability to understand/comprehend scientific info				Total
		Below Average	Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1		1	1	3
	Communication		4	4		8
	Criminal Justice	2	5	5	1	13
	Business and Economics	1	3	4	1	9
Total		4	12	14	3	33

S16 What is your specialization in the PA Program * S7 Ability to utilize/enhance computer knowledge Crosstabulation

Count

		S7 Ability to utilize/enhance computer knowledge					Total
		Poor	Below Average	Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work			1	1	1	3
	Communication	1		4	2	1	8
	Criminal Justice		1	5	5	1	12
	Business and Economics			3	4	2	9
Total		1	1	13	12	5	32

S16 What is your specialization in the PA Program * S8 Understanding of professional ethics Crosstabulation

Count

		S8 Understanding of professional ethics			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1	1	1	3
	Communication	2	5	5	12
	Criminal Justice	2	5	6	13
	Business and Economics		1	8	9
Total		5	12	20	37

44

S16 What is your specialization in the PA Program * S9 Working knowledge of available resources Crosstabulation

Count

		S9 Working knowledge of available resources				Total
		Below Average	Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1		1	2	4
	Communication	1	1	5	3	10
	Criminal Justice		1	5	6	12
	Business and Economics			3	6	9
Total		2	2	14	17	35

S16 What is your specialization in the PA Program * S10 The proper resources for my use Crosstabulation

Count

		S10 The proper resources for my use			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	2		2	4
	Communication	3	3	5	11
	Criminal Justice	2	4	7	13
	Business and Economics	1	2	6	9
Total		8	9	20	37

S16 What is your specialization in the PA Program * S11 Preparation for a career in PA Crosstabulation

Count

		S11 Preparation for a career in PA			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	2		2	4
	Communication		5	4	9
	Criminal Justice	3	4	6	13
	Business and Economics	4		5	9
Total		9	9	17	35

S16 What is your specialization in the PA Program * S12 Preparation for Law School Crosstabulation

Count

		S12 Preparation for Law School			Total
		Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1	1		2
	Communication	3	4	1	8
	Criminal Justice	3	3	4	10
	Business and Economics	2	3	2	7
Total		9	11	7	27

S16 What is your specialization in the PA Program * S13 Faculty adequately supportive of educ'l exper Crosstabulation

Count

		S13 Faculty adequately supportive of educ'l exper				Total
		Below Average	Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1		1	2	4
	Communication			3	8	11
	Criminal Justice		2	4	7	13
	Business and Economics		1	3	5	9
Total		1	3	11	22	37

S16 What is your specialization in the PA Program * S14 Adequate faculty advisement Crosstabulation

Count

		S14 Adequate faculty advisement				Total
		Poor	Average	Good	Excellent	
S16 What is your specialization in the PA Program	Social Work	1		1	3	5
	Communication	1		3	7	11
	Criminal Justice		2	2	9	13
	Business and Economics			2	7	9
Total		2	2	8	26	38

Crosstabs

S17 If available, would you pick one of the following * S1 Ability for problem solving/crit think skills Crosstabulation

Count

		S1 Ability for problem solving/crit think skills			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	3	13	4	20
	2	3	1	4	8
Total		6	14	8	28

S17 If available, would you pick one of the following * S2 Ability to develop writing skills Crosstabulation

Count

		S2 Ability to develop writing skills			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	4	10	6	20
	2	4	2	3	9
Total		8	12	9	29

S17 If available, would you pick one of the following * S3 Ability to develop people skills Crosstabulation

Count

		S3 Ability to develop people skills			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	2	11	8	21
	2		4	7	11
Total		2	15	15	32

S17 If available, would you pick one of the following * S4 Ability to communicate effectively Crosstabulation

Count

		S4 Ability to communicate effectively			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	2	8	11	21
	2	1	5	5	11
Total		3	13	16	32

S17 If available, would you pick one of the following * S5 Ability to understand/comprehend PA principles Crosstabulation

Count

		S5 Ability to understand/comprehend PA principles			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	4	3	12	19
	2	1	6	4	11
Total		5	9	16	30

S17 If available, would you pick one of the following * S6 Ability to understand/comprehend scientific info Crosstabulation

Count

		S6 Ability to understand/comprehend scientific info				Total
		Below Average	Average	Good	Excellent	
S17 If available, would you pick one of the following	1	2	7	7	3	19
	2	1	4	4		9
Total		3	11	11	3	28

S17 If available, would you pick one of the following * S7 Ability to utilize/enhance computer knowledge Crosstabulation

Count

		S7 Ability to utilize/enhance computer knowledge				Total
		Poor	Average	Good	Excellent	
S17 If available, would you pick one of the following	1	1	6	10	3	20
	2		4	1	2	7
Total		1	10	11	5	27

S17 If available, would you pick one of the following * S8 Understanding of professional ethics Crosstabulation

Count

		S8 Understanding of professional ethics			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	1	8	11	20
	2	4	2	6	12
Total		5	10	17	32

S17 If available, would you pick one of the following * S9 Working knowledge of available resources Crosstabulation

Count

		S9 Working knowledge of available resources				Total
		Below Average	Average	Good	Excellent	
S17 If available, would you pick one of the following	1	2	1	7	10	20
	2		1	5	4	10
Total		2	2	12	14	30

S17 If available, would you pick one of the following * S10 The proper resources for my use Crosstabulation

Count

		S10 The proper resources for my use			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	5	5	10	20
	2	1	3	8	12
Total		6	8	18	32

S17 If available, would you pick one of the following * S11 Preparation for a career in PA Crosstabulation

Count

		S11 Preparation for a career in PA			Total
		Average	Good	Excellent	
S17 If available, would you pick one of the following	1	4	5	11	20
	2	2	5	3	10
Total		6	10	14	30

S17 If available, would you pick one of the following * S12 Preparation for Law School Crosstabulation

Count

		S12 Preparation for Law School			Total
		Average	Good	Excellent	
S17 If available, would you	1	5	8	6	19
pick one of the following	2	1	3	1	5
Total		6	11	7	24

S17 If available, would you pick one of the following * S13 Faculty adequately supportive of educ'l exper Crosstabulation

Count

		S13 Faculty adequately supportive of educ'l exper				Total
		Below Average	Average	Good	Excellent	
S17 If available, would you	1	1		7	12	20
pick one of the following	2		1	3	8	12
Total		1	1	10	20	32

S17 If available, would you pick one of the following * S14 Adequate faculty advisement Crosstabulation

Count

		S14 Adequate faculty advisement				Total
		Poor	Average	Good	Excellent	
S17 If available, would you	1	2		4	15	21
pick one of the following	2		1	2	9	12
Total		2	1	6	24	33

Crosstabs

S18 Future Plans: * S1 Ability for problem solving/crit think skills Crosstabulation

Count

		S1 Ability for problem solving/crit think skills			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	1	6	4	11
Future	Law school	3	10	1	14
Plans:	Enter job market upon graduation	3	2	6	11
Total		7	18	11	36

S18 Future Plans: * S2 Ability to develop writing skills Crosstabulation

Count

		S2 Ability to develop writing skills			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	2	6	4	12
Future	Law school	3	7	4	14
Plans:	Enter job market upon graduation	4	3	4	11
Total		9	16	12	37

S18 Future Plans: * S3 Ability to develop people skills Crosstabulation

Count

		S3 Ability to develop people skills			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	1	4	7	12
Future	Law school	1	8	6	15
Plans:	Enter job market upon graduation		6	7	13
Total		2	18	20	40

S18 Future Plans: * S4 Ability to communicate effectively Crosstabulation

Count

		S4 Ability to communicate effectively			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	1	5	6	12
Future	Law school		6	9	15
Plans:	Enter job market upon graduation	2	6	5	13
Total		3	17	20	40

S18 Future Plans: * S5 Ability to understand/comprehend PA principles Crosstabulation

Count

		S5 Ability to understand/comprehend PA principles			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	1	3	9	13
Future	Law school	2	5	7	14
Plans:	Enter job market upon graduation	3	4	4	11
Total		6	12	20	38

S18 Future Plans: * S6 Ability to understand/comprehend scientific info Crosstabulation

Count

		S6 Ability to understand/comprehend scientific info				Total
		Below Average	Average	Good	Excellent	
S18	Grad school in PA or related field	1	4	6	1	12
Future	Law school	3	4	5	1	13
Plans:	Enter job market upon graduation		6	4	1	11
Total		4	14	15	3	36

S18 Future Plans: * S7 Ability to utilize/enhance computer knowledge Crosstabulation

Count

		S7 Ability to utilize/enhance computer knowledge					Total
		Poor	Below Average	Average	Good	Excellent	
S18 Future Plans:	Grad school in PA or related field			6	3	2	11
	Law school	1	1	4	6	1	13
	Enter job market upon graduation			3	5	3	11
Total		1	1	13	14	6	35

S18 Future Plans: * S8 Understanding of professional ethics Crosstabulation

Count

		S8 Understanding of professional ethics			Total
		Average	Good	Excellent	
S18 Future Plans:	Grad school in PA or related field	1	2	10	13
	Law school	3	8	4	15
	Enter job market upon graduation	1	3	8	12
Total		5	13	22	40

S18 Future Plans: * S9 Working knowledge of available resources Crosstabulation

Count

		S9 Working knowledge of available resources				Total
		Below Average	Average	Good	Excellent	
S18 Future Plans:	Grad school in PA or related field		1	3	8	12
	Law school	2	1	7	4	14
	Enter job market upon graduation		1	6	5	12
Total		2	3	16	17	38

S18 Future Plans: * S10 The proper resources for my use Crosstabulation

Count

		S10 The proper resources for my use			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	3	2	8	13
Future	Law school	4	6	5	15
Plans:	Enter job market upon graduation	2	1	9	12
Total		9	9	22	40

S18 Future Plans: * S11 Preparation for a career in PA Crosstabulation

Count

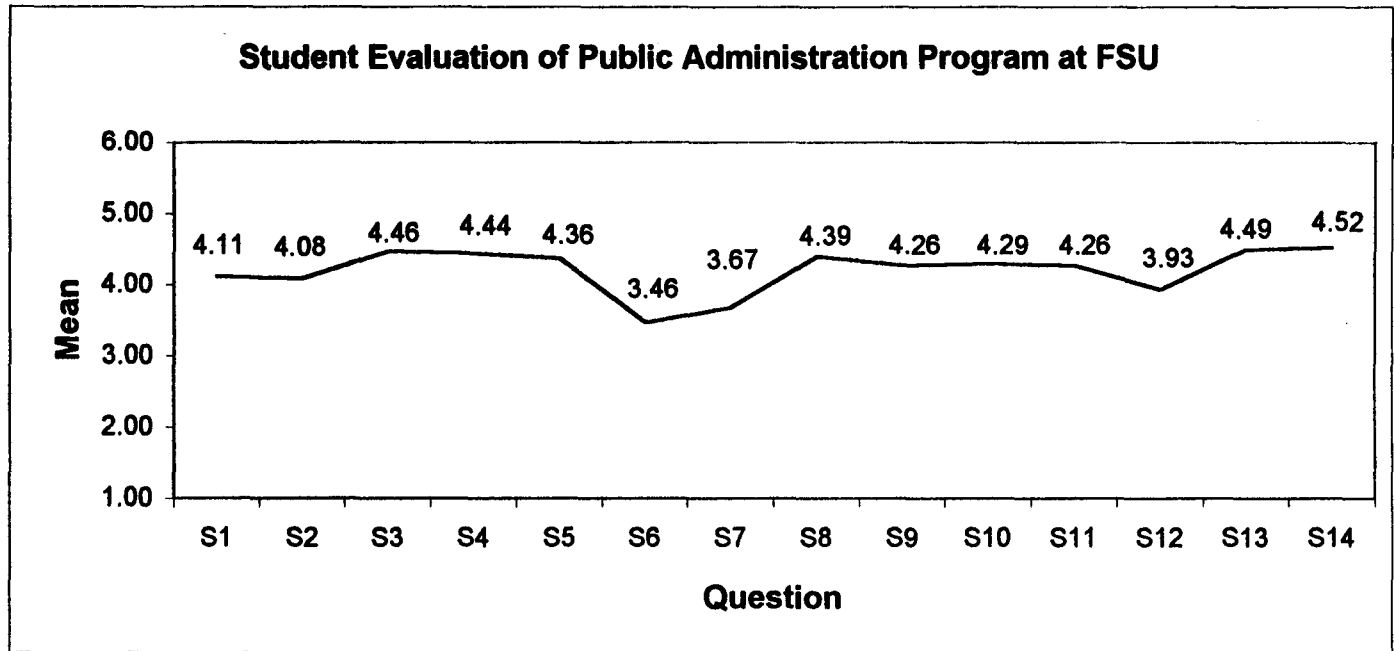
		S11 Preparation for a career in PA			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	4	1	7	12
Future	Law school	3	7	5	15
Plans:	Enter job market upon graduation	2	3	6	11
Total		9	11	18	38

S18 Future Plans: * S12 Preparation for Law School Crosstabulation

Count

		S12 Preparation for Law School			Total
		Average	Good	Excellent	
S18	Grad school in PA or related field	3	5	1	9
Future	Law school	4	6	5	15
Plans:	Enter job market upon graduation	2	2	1	5
Total		9	13	7	29

Question	Mean
S1	4.11
S2	4.08
S3	4.46
S4	4.44
S5	4.36
S6	3.46
S7	3.67
S8	4.39
S9	4.26
S10	4.29
S11	4.26
S12	3.93
S13	4.49
S14	4.52



55

- S1: The ability for problem solving/critical thinking skills.
- S2: The ability to develop writing skills.
- S3: The ability to develop people skills.
- S4: The ability to communicate effectively.
- S5: The ability to understand/comprehend public administration principles.
- S6: The ability to understand/comprehend scientific information.
- S7: The ability to utilize/enhance my knowledge of computers.
- S8: An understanding of professional ethics and responsibilities.
- S9: A working knowledge of available resources.
- S10: The proper resources for my use.
- S11: Preparation for a career in Public Administration.
- S12: Preparation for Law School.
- S13: Faculty adequately supportive of my educational experience.
- S14: Adequate faculty advisement.

SECTION 5

**FACULTY PERCEPTIONS OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 5

FACULTY PERCEPTIONS OF THE PUBLIC ADMINISTRATION PROGRAM

All full-time faculty members of the Social Sciences Department were surveyed to determine their perceptions and evaluations of the Public Administration Program. This includes twenty-three (23) faculty in Political Science, Anthropology, Sociology, Social Work, Psychology, and Geography. As with the previous data collection and analysis sections, copies of the survey instrument and the data follow this narrative.

The data were collected by putting a copy of the survey instrument in each faculty member's mail box in the Social Sciences Department and requesting that each member complete the survey and return it to the ballot box located in the Departmental office. Since this method is used for collecting data and information for the Department and for the College of Arts & Sciences and is also used in voting for faculty representation to the Academic Senate, faculty members are very well acquainted with the process. This familiarity, as well as the positive enthusiasm of faculty to participate in the Program Review process, resulted in a 100% (23 of 23) survey return rate.

DATA ANALYSIS

The Faculty Perceptions of the Public Administration Program Survey asks the Social Science faculty to evaluate the Program according to twelve (12) Likert-type items. As with the other surveys, the evaluations can range between "excellent" (score of 5) and "poor" (score of 1).

As the data indicate, the faculty rate the Program between "excellent" and "good" on eleven (11) of the twelve (12) questions, or on 91.7% of the evaluation items. More specifically, in descending order, the faculty responded that the Public Administration Program is better than "good" and approaches "excellent" on the following measures – that

- (1.) the Public Administration Program is consistent with the goals and objectives of the Social Science Department (Question 2 – mean score of 4.74);
- (2.) the cost of the FSU Public Administration Program is inexpensive compared to other FSU baccalaureate programs (Question 5 – mean score of 4.71);
- (3.) the Social Science Department support the Public Administration Program (Question 3 – mean score of 4.45);
- (4.) the Public Administration Program is consistent with the FSU Mission Statement (Question 1 – mean score of 4.43);
- (5.) the specializations of the Public Administration Program should be increased whenever possible (Question 6 – mean score of 4.39);
- (6.) Public Administration students learn the importance of participating in professional organizations (Question 10 – mean score of 4.33);
- (7.) Public Administration students learn to recognize the need for and develop the ability to engage in life long learning (Question 9 – mean score of 4.30);

- (8.) the Public Administration Program allows the student to develop good oral and written communication skills (Question 8 – mean score of 4.26);
- (9.) the Public Administration Program allows the student to develop good people skills (Question 7 – mean score of 4.25);
- (10.) the Public Administration Program trains students to lead teams and perform administrative tasks with minimal guidance (Question 11 – mean score of 4.13); and
- (11.) the B.S. in Public Administration at FSU is a quality degree compared to other baccalaureate degrees in Public Administration at similar institutions (Question 12 – mean score of 4.06).

On only one item, Question 4 (“The FSU Administration supports the Public Administration Program”), does the mean response score of the Social Science Faculty dip below the “good” category. Even in this isolated case, however, the mean faculty response was above “average” with a score of 3.69.

It is apparent that the Social Sciences Faculty strongly supports the Public Administration Program. Moreover, the faculty feels that the Program is consistent with the objectives, goals, and missions of both the Social Sciences Department and the University. Public Administration is seen as an “inexpensive” program whose specializations should be increased “whenever possible” and as a “quality degree” compared to comparable degrees at “similar institutions.” Finally, the faculty perceives that the Program develops important abilities and significant skills in its students. Among these are the abilities to recognize the importance of participating in professional organizations and to engage in life long learning and oral and written communication skills, people skills, leadership skills, and administrative task performance skills,

OPEN—ENDED RESPONSES

The following comments were gathered from Department of Social Science faculty members’ responses to the Question 13 of the Survey. The question asks the faculty to “(b)riefly state what you think are the strengths and weaknesses of the Public Administration Program.”

“The Ferris Public Administration Program provides our students the opportunity to gain skills of value in today’s competitive job market. Its multidisciplinary approach is particularly useful in giving ‘the big picture,’ so necessary in the complex world we face as we move into the 21st century. A weakness is that more support to the program is needed in order to increase the number of faculty that directly and primarily serve the program. Current faculty need to be supplemented in order to provide more course offerings, and to expose the students to a broader range of faculty backgrounds. The line vacated by Wendell Mott’s retirement should be filled. The limited resources made available to the Public Administration Program have been well used. It deserves expanded support.”

“Strength: Provides a good training in intelligent citizenship which is badly needed now. Offers additional skills for becoming a successful public official.
Weaknesses: I don’t see any!”

"It lacks tradition and support from head."

"Strengths: 1. Program's interdisciplinary nature.
2. Focus on professional training & internships.
3. The highly qualified faculty.

Note: I know of no weaknesses."

"Good rapport w/ students –
Seems to be very accessible to students."

"Program has good flexibility. However, specializations (# of) need to be increased in order to make program even more flexible."

"Coordinator involvement is excellent.
Program curriculum not well publicized with faculty.
Diversity of students in program is lacking.
Not sure about administration efforts or allocated funds.
More autonomy would probably help."

"The strengths are the courses and faculty who teach them, the jobs available, the low cost of the Program.
Weaknesses include the lack of support from other colleges, especially the College of Business."

"A strength is that the Program is located in a strong Social Sciences Department.
A weakness is that the Program has to put up with the incompetent leadership at FSU."

"Strengths – Able faculty.
Weaknesses – Student body (of FSU) interested only in Business & Technology."

"The strength of the Program is the broad academic course work and training in numerous technological fields.
The weakness of the Program is that graduates may have difficulty locating employment at an entry level, however the undergraduate degree is excellent preparation for graduate education in numerous technological fields."

"I am most impressed with the Program's ability to foster discussion and on-going dialogue about important matters of the day. I don't see any other areas where students gather to debate policy, history & politics with concern on a daily basis like the P.A. Program. Their students also contribute much in my own classes. I also believe that the field itself is promising and Ferris students should be contributing to the field. **I strongly support this program (emphasis added).**"

SUMMARY AND CONCLUSIONS

The Department of Social Sciences Faculty overwhelmingly supports the Public Administration Program. According to their perceptions, the Public Administration is **an inexpensive program, which provides quality education** for its graduates and is consistent with the goals, objectives and mission of the University. Its graduates are also provided with a full array of beneficial educational and career-oriented skills and abilities.

Faculty members also state that **the Program's multidisciplinary approach is a major strength**, which provides students with a comprehensive, holistic educational experience and with **valuable skills in "today's competitive job market."** They perceive Public Administration students as providing useful contributions in their classrooms and as improving the intellectual and educational environments of the University.

The primary perceived "weaknesses" of the Program involve the lack of institutional supports. While faculty members indicate that the Public Administration Program has used its limited resources "well," they call for **increased institutional support for the Program in the areas of increased faculty, course offerings, specializations, and autonomy.**

FACULTY PERCEPTIONS OF PUBLIC ADMINISTRATION PROGRAM FERRIS STATE UNIVERSITY

This survey is being conducted to assist the Public Administration Program in its routine review of its academic program. Please circle the appropriate response with a score of "5" being excellent and "1" being poor. If a question is not applicable, or you don't know the answer, please respond "NA."

	Excellent	Good	Average	Below Average	Poor	NA
1. The Public Administration Program is consistent with the FSU Mission Statement	5	4	3	2	1	NA
2. The Public Administration is consistent with the objectives and goals of the FSU Social Science Department	5	4	3	2	1	NA
3. The FSU Social Science Faculty support the Public Administration Program	5	4	3	2	1	NA
4. The FSU Administration supports the Public Administration Program	5	4	3	2	1	NA
5. The cost of the FSU Public Administration Program is inexpensive compared to other FSU baccalaureate programs	5	4	3	2	1	NA
6. The specializations in the Public Administration Program should be increased whenever possible	5	4	3	2	1	NA
7. The Public Administration Program allows the student to develop good people skills	5	4	3	2	1	NA
8. The Public Administration Program allows the student to develop good oral and written communication skills	5	4	3	2	1	NA
9. Public Administration students learn to recognize the need for and develop the ability to engage in lifelong learning	5	4	3	2	1	NA
10. Public Administration students learn the importance of participating in professional organizations	5	4	3	2	1	NA
11. The Public Administration Program trains students to lead teams and perform administrative tasks with minimal guidance	5	4	3	2	1	NA
12. The B.S. in Public Administration at FSU is a quality degree comparable to other baccalaureate degrees in Public Administration at similar institutions	5	4	3	2	1	NA

13. Briefly state what you think are the strengths and weaknesses of the Public Administration Program:

Frequencies

Prepared by: Assessment Services, 05/99

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
F1 PA Prog consistent with Mission Statement	23	0	4.43	5.00	.73
F2 PA Prog consistent w/Soc Sci Dept goals	23	0	4.74	5.00	.45
F3 FSU Soc Sci faculty support PA Program	22	1	4.45	5.00	.74
F4 FSU Administration supports PA Program	16	7	3.69	4.00	1.14
F5 PA Prog cost comparatively inexpensive	17	6	4.71	5.00	.59
F6 PA Prog specializations increased when poss	18	5	4.39	5.00	.92
F7 PA Prog allows stu's develop good people skills	20	3	4.25	4.50	.91
F8 PA Prog stu's develop good oral/writ comm skills	19	4	4.26	4.00	.73
F9 PA stu's recog/develop engage lifelong learning	20	3	4.30	4.00	.57
F10 PA stu's learn importance pro organizations	21	2	4.33	4.00	.66
F11 PA Prog trains stu's lead teams/admin tasks	16	7	4.13	4.00	.81
F12 BS in PA quality deg comp to other schools	16	7	4.06	4.00	.68

F1 PA Prog consistent with Mission Statement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	13.0	13.0	13.0
	Good	7	30.4	30.4	43.5
	Excellent	13	56.5	56.5	100.0
	Total	23	100.0	100.0	

F2 PA Prog consistent w/Soc Sci Dept goals

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	6	26.1	26.1	26.1
	Excellent	17	73.9	73.9	100.0
	Total	23	100.0	100.0	

F3 FSU Soc Sci faculty support PA Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	13.0	13.6	13.6
	Good	6	26.1	27.3	40.9
	Excellent	13	56.5	59.1	100.0
	Total	22	95.7	100.0	
Missing	System	1	4.3		
Total		23	100.0		

F4 FSU Administration supports PA Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	3	13.0	18.8	18.8
	Average	4	17.4	25.0	43.8
	Good	4	17.4	25.0	68.8
	Excellent	5	21.7	31.3	100.0
	Total	16	69.6	100.0	
Missing	System	7	30.4		
Total		23	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	4.3	5.9	5.9
	Good	3	13.0	17.6	23.5
	Excellent	13	56.5	76.5	100.0
	Total	17	73.9	100.0	
Missing	System	6	26.1		
Total		23	100.0		

F6 PA Prog specializations increased when poss

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	1	4.3	5.6	5.6
	Average	2	8.7	11.1	16.7
	Good	4	17.4	22.2	38.9
	Excellent	11	47.8	61.1	100.0
	Total	18	78.3	100.0	
Missing	System	5	21.7		
Total		23	100.0		

F7 PA Prog allows stu's develop good people skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	1	4.3	5.0	5.0
	Average	3	13.0	15.0	20.0
	Good	6	26.1	30.0	50.0
	Excellent	10	43.5	50.0	100.0
	Total	20	87.0	100.0	
Missing	System	3	13.0		
Total		23	100.0		

F8 PA Prog stu's develop good oral/writ comm skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	13.0	15.8	15.8
	Good	8	34.8	42.1	57.9
	Excellent	8	34.8	42.1	100.0
	Total	19	82.6	100.0	
Missing	System	4	17.4		
Total		23	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	4.3	5.0	5.0
	Good	12	52.2	60.0	65.0
	Excellent	7	30.4	35.0	100.0
	Total	20	87.0	100.0	
Missing	System	3	13.0		
Total		23	100.0		

F10 PA stu's learn importance pro organizations

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	2	8.7	9.5	9.5
	Good	10	43.5	47.6	57.1
	Excellent	9	39.1	42.9	100.0
	Total	21	91.3	100.0	
Missing	System	2	8.7		
Total		23	100.0		

F11 PA Prog trains stu's lead teams/admin tasks

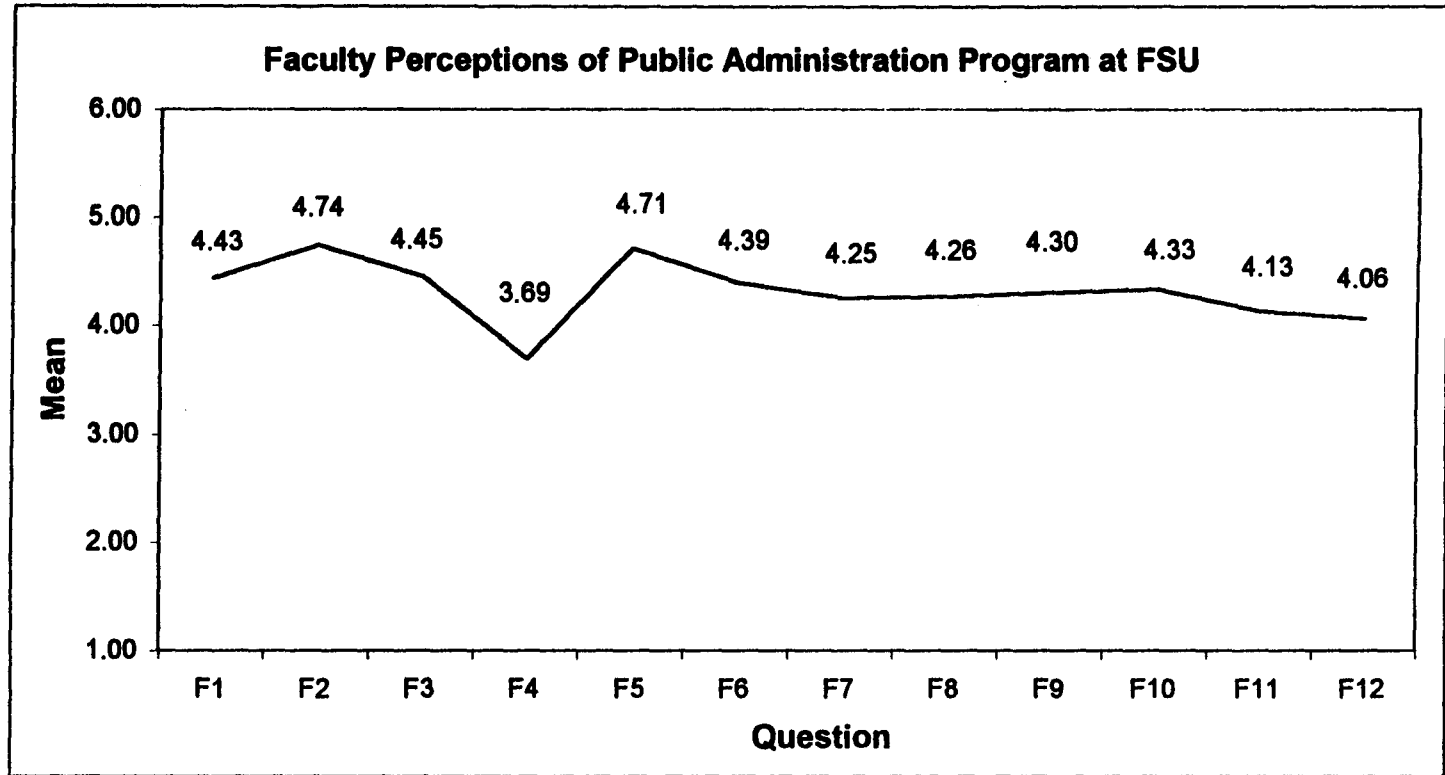
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	4	17.4	25.0	25.0
	Good	6	26.1	37.5	62.5
	Excellent	6	26.1	37.5	100.0
	Total	16	69.6	100.0	
Missing	System	7	30.4		
Total		23	100.0		

F12 BS in PA quality deg comp to other schools

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	3	13.0	18.8	18.8
	Good	9	39.1	56.3	75.0
	Excellent	4	17.4	25.0	100.0
	Total	16	69.6	100.0	
Missing	System	7	30.4		
Total		23	100.0		

Question Mean

F1	4.43
F2	4.74
F3	4.45
F4	3.69
F5	4.71
F6	4.39
F7	4.25
F8	4.26
F9	4.30
F10	4.33
F11	4.13
F12	4.06



- F1: The Public Administration Program is consistent with the FSU Mission Statement.
- F2: The Public Administration Program is consistent with the objectives and goals of the FSU Social Science Department.
- F3: The FSU Social Science Faculty support the Public Administration Program.
- F4: The FSU Administration supports the Public Administration Program.
- F5: The cost of the FSU Public Administration Program is inexpensive compared to other FSU baccalaureate programs.
- F6: The specializations in the Public Administration Program should be increased whenever possible.
- F7: The Public Administration Program allows the student to develop good people skills.
- F8: The Public Administration Program allows the student to develop good oral and written communication skills.
- F9: Public Administration students learn to recognize the need for and develop the ability to engage in lifelong learning.
- F10: Public Administration students learn the importance of participating in professional organizations.
- F11: The Public Administration Program trains students to lead teams and perform administrative tasks with minimal guidance.
- F12: The B.S. in Public Administration at FSU is a quality degree comparable to other baccalaureate degrees in Public Administration at similar institution

SECTION 6

**ADVISORY COMMITTEE PERCEPTIONS OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 6

ADVISORY COMMITTEE PERCEPTIONS OF THE PUBLIC ADMINISTRATION PROGRAM

The Advisory Committee for the Public Administration Program consists of seven members. Each member of the Committee was selected because of a significant contribution and/or unique orientation he/she can offer to the Program. These members, along with a brief description of their backgrounds, are as follows:

Monica Zuchowsky, President, Michigan Government Television, Lansing, MI, past President and Vice-President, Ferris Alumni Association, graduate of the former Ferris State University Public Administration Program;¹

Allen D. Valenzio, Associate Director, House Fiscal Agency, Michigan House of Representatives, Lansing, MI, graduate of the former Ferris Public Administration Program;

Jon Lynch, Assistant to the City Manager, City of Big Rapids, Big Rapids, MI;

Jerry Retzlof, Director of Extended Ministries, Salvation Army Corps, Battle Creek and Albion, MI;

Patty Welby-Johnson, Counselor, Community Mental Health of Mecosta County, Big Rapids, MI;

Kristen Campbell, law student, Detroit College of Law, East Lansing, MI, graduate of the current Ferris State University Public Administration Program;² and

Lillie Cain, business owner, graduate student, Masters of Public Administration Program, Michigan State University, East Lansing, MI, graduate of the current Ferris State University Public Administration Program.

During the 1999 Winter Semester, the annual meeting of the Public Administration Program Advisory Committee was held in the Arts & Sciences Commons Building at Ferris State University. Committee members were given a blank copy of the "Advisory Committee Perceptions of the Public Administration Program" survey form and were asked to return the completed instrument via U.S. Mail at their earliest convenience following their return home from the meeting. Six of the seven Committee members fulfilled this request for an 85.7% (6 of 7) survey return rate. Since the survey is anonymous and since the completed surveys were returned in blank envelopes, most of which had Grand Rapids postmarks, it is impossible to determine the identity of the missing survey. Again, as with previous data collection and analysis sections, copies of the survey instrument and the resultant data follow this narrative.

¹ By "former" Ferris State University Public Administration Program, we are referring to that Program that was closed as the unfortunate victim of the fiscal restructuring process, which took place at the University during the 1980s.

² By "current" Ferris State University Public Administration Program, we are referring to the present Program, which was initiated in 1997.

Likert-type items. For the purposes of commonality and comparison among surveys, the Advisory Committee Survey followed the lead of the former surveys by requesting that the respondent evaluate each item according to a range between "excellent" (score of 5) and "poor" (score of 1).

According to the analyzed data, the Committee ranks the Program between "excellent" (score of 5) and "good" (score of 4) on over 88% (15 of 17) of the evaluation items. In descending rank order, these are as follows:

- (1.) the Public Administration Program serves a valuable function at FSU (Question 1 – mean score of 4.83);
- (2.) the Public Administration courses and faculty have a reputable academic foundation (Question 3 – mean score of 4.83);
- (3.) the Public Administration faculty are involved in professional development and continuing education (Question 13 – mean score of 4.83);
- (4.) the Public Administration faculty have adequate academic credentials and experience (Question 14 – mean score of 4.83);
- (5.) the Committee member would or has referred students into the Public Administration Program (Question 2 – mean score of 4.67);
- (6.) the Public Administration Program is administered effectively (Question 5 – mean score of 4.67);
- (7.) the facilities and equipment in the Public Administration Program are sufficient to support quality education (Question 4 – mean score of 4.50);
- (8.) the Public Administration Program costs are in line with other baccalaureate programs at FSU (Question 8 – mean score of 4.50);
- (9.) the graduates of the Public Administration Program are properly prepared to enter the profession (Question 12 – mean score of 4.50);
- (10.) the Public Administration Baccalaureate is a quality degree compared to other baccalaureate degrees in Public Administration at similar institutions (Question 9 – mean score of 4.40);
- (11.) the Public Administration Program provides the knowledge and expertise needed by the profession (Question 10 – mean score of 4.33);
- (12.) there is a high demand for students from the Public Administration Program (Question 11 – mean score of 4.33);
- (13.) the Public Administration Program is well advertised and promoted throughout FSU (Question 6 – mean score of 4.17);
- (14.) the Public Administration Program curriculum meets the needs of the profession (Question 17 – mean score of 4.17); and
- (15.) the Public Administration Program has an adequate number of faculty (Question 15 – mean score of 4.00).

The Program received ranks between "good" (score of 4) and "average" (score of 3) on the remaining two items. Also in descending rank order, these are:

- (1.) the Public Administration Program is well advertised and promoted outside of FSU (Question 7 – mean score of 3.60); and
- (2.) the Public Administration Program receives adequate financial support from the

university (Question 16 – mean score of 3.00).

With little doubt, members of the Public Administration Advisory Committee strongly support the Program. Across a wide matrix of evaluation items, including quality of course work, faculty, facilities and equipment, and professional preparation, individual Committee members rank the Program at or near the top of the evaluation scale. Moreover, they see the Program as providing a “valuable function” for the University and the profession at “costs” which are “in line” with other FSU programs.

Only in the areas of advertisement and promotion of the Program outside of FSU and with regards to “adequate financial support” did their evaluations dip below “good.” Here, they feel that the University should offer more positive support for the Public Administration Program.

OPEN-ENDED RESPONSES

Public Administration Program Advisory Committee members offered the following open-ended responses to the Survey. Question 18 requests that the Committee member “(b)riefly state what you think are the strengths and weaknesses of the Public Administration Program.” Their responses follow.

“Strengths – involved in community
Well rounded curriculum
Choice in field of interest

Weakness – relatively new program – **but growing!**”

“Weakness – Really needs a statistic class in the core curriculum of an advanced nature.

Strength – The program’s ability to use or enhance other areas of study.

Would like to see the local gov’t area of study.

Would like to see more recruitment from community colleges, not as ‘seamless’ as GRCC.

Really want to learn more about the computer game and Sederberg’s simulations on Public Adm.”

“+ Committed faculty with broad knowledge base on P.A.

– Lack of integration with other curricula at Ferris.”

“Strengths:

- Enthusiastic Program Director (w/ excellent credentials & field experience) & faculty
- Required internship in field
- Flexibility in field of specialization, i.e. many options

Weaknesses:

- Minimal networking opportunities due to the fact that this is a new program – just beginning to gain recognition.
- Ferris State University red tape, disorganization & apathy (not at all related to the P.A. program, but the University in general).

If it were not for the implementation of this program during my Ferris education, I would have left school w/minimal positive feelings.

The program was new & exciting, with an enthusiastic director. The program cut through a lot of the apathy & red tape/disorganization I had experienced in my prior pursuits at FSU.

The program itself provided an excellent general education & wide range of options. It is an especially good program for students wishing to pursue higher education in a broad range of areas: law, business, P.A., social work, etc..."

SUMMARY AND CONCLUSIONS

As the data indicate, **the Advisory Committee for the Public Administration Program give the Program very high rankings in almost all areas of evaluation.** Committee members believe that the Program serves the University well, that the Program has an excellent faculty and is administered effectively, that the University's facilities and equipment sufficiently support the Program, that Program costs are reasonable, and that the Program is well advertised and promoted internally within FSU. Most importantly, the members strongly agree that **there is a high demand for students from this Program because its graduates are properly prepared to enter the profession.** This is because the Program offers a quality degree whose curriculum meets the needs of the profession and whose graduates are provided with the knowledge and expertise needed for success in the Public Administration profession.

Finally, while Advisory Committee members evaluate the University's financial and external advertisement and promotional support for the Public Administration Program as "average" or better, they do indicate that Ferris could increase its support for the Program in these areas. This is especially relevant since **the Public Administration Program is a young, but growing, program, which they perceive as enjoying high degrees of success to date.**

**ADVISORY COMMITTEE PERCEPTIONS OF
PUBLIC ADMINISTRATION PROGRAM
FERRIS STATE UNIVERSITY**

This survey is being conducted to assist the FSU Public Administration Program in its academic program review study. Please circle the appropriate response with a score of "5" being excellent, and a "1" being poor. If a question is not applicable, or you don't know the answer, please respond "NA."

	Excellent	Good	Average	Below Average	Poor	
1. The Public Administration Program serves a valuable function at FSU	5	4	3	2	1	NA
2. I would/have refer(red) students into the Public Administration Program	5	4	3	2	1	NA
3. In general, the Public Administration courses and faculty have a reputable academic foundation	5	4	3	2	1	NA
4. The facilities and equipment in the Public Administration program are sufficient to support quality education	5	4	3	2	1	NA
5. The Public Administration Program is administrated effectively	5	4	3	2	1	NA
6. The Public Administration Program is well advertised and promoted throughout FSU	5	4	3	2	1	NA
7. The Public Administration Program is well advertised and promoted outside of FSU	5	4	3	2	1	NA
8. The Public Administration Program costs are in line with other baccalaureate programs at FSU	5	4	3	2	1	NA
9. The Public Administration Baccalaureate is a quality degree comparable to other baccalaureate degrees in Public Administration at similar institutions	5	4	3	2	1	NA
10. The Public Administration Program provides the knowledge and expertise needed by the profession	5	4	3	2	1	NA
11. There is a high demand for students from the Public Administration Program	5	4	3	2	1	NA

12. The graduates of the Public Administration program are properly prepared to enter the profession	5	4	3	2	1	NA
13. The Public Administration faculty are involved in professional development and continuing education	5	4	3	2	1	NA
14. The Public Administration faculty have adequate academic credentials and experience	5	4	3	2	1	NA
15. The Public Administration Program has an adequate number of faculty	5	4	3	2	1	NA
16. The Public Administration Program receives adequate financial support from the university	5	4	3	2	1	NA
17. The Public Administration Program curriculum meets the needs of the profession	5	4	3	2	1	NA

18. Briefly state what you think are the strengths and weaknesses of the Public Administration Program:

Ferris State University

Frequencies

Prepared by: Assessment Services, 06/99

Statistics

	N		Mean	Median	Std. Deviation
	Valid	Missing			
A1 The PA Program serves a valuable fxn at FSU	6	0	4.83	5.00	.41
A2 I would/have refer(red) students to PA Program	6	0	4.67	5.00	.52
A3 PA courses/faculty have reputable academic foundation	6	0	4.83	5.00	.41
A4 Facil's/equipmt sufficient to support quality ed	4	2	4.50	5.00	1.00
A5 PA Program is administrated effectively	6	0	4.67	5.00	.52
A6 PA Program well advertised/promoted in FSU	6	0	4.17	4.50	1.17
A7 PA Prog. well advertised/promoted outside FSU	5	1	3.60	4.00	1.14
A8 PA Prog. costs in line w/ other FSU bacc prog's	4	2	4.50	4.50	.58
A9 PA Bacc. quality deg comparable to others sim inst's	5	1	4.40	5.00	.89
A10 PA Prog. provides knowledge/expertise needed by profession	6	0	4.33	4.00	.52
A11 There is high demand for students from PA Prog.	6	0	4.33	4.50	.82
A12 PA prog. grads properly prep'd to enter profession	6	0	4.50	4.50	.55
A13 PA faculty involved in pro devmt/contin'g ed	6	0	4.83	5.00	.41
A14 PA fac adequate acad credentials/experience	6	0	4.83	5.00	.41
A15 PA Prog. has adequate number of faculty	4	2	4.00	4.00	.82
A16 PA Prog. receives adequate finan'l support from FSU	4	2	3.00	3.00	.82
A17 PA Prog curriculum meets needs of profession	6	0	4.17	4.00	.75

A1 The PA Program serves a valuable fxn at FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	16.7	16.7	16.7
	Excellent	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

A2 I would/have refer(red) students to PA Program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	33.3	33.3	33.3
	Excellent	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

A3 PA courses/faculty have reputable academic foundation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	16.7	16.7	16.7
	Excellent	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

A4 Facil's/equipmt sufficient to support quality ed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	16.7	25.0	25.0
	Excellent	3	50.0	75.0	100.0
	Total	4	66.7	100.0	
Missing	System	2	33.3		
Total		6	100.0		

A5 PA Program is administrated effectively

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	33.3	33.3	33.3
	Excellent	4	66.7	66.7	100.0
	Total	6	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	1	16.7	16.7	16.7
	Good	2	33.3	33.3	50.0
	Excellent	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

A7 PA Prog. well advertised/promoted outside FSU

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	1	16.7	20.0	20.0
	Average	1	16.7	20.0	40.0
	Good	2	33.3	40.0	80.0
	Excellent	1	16.7	20.0	100.0
	Total	5	83.3	100.0	
Missing	System	1	16.7		
Total		6	100.0		

A8 PA Prog. costs in line w/ other FSU bacc prog's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	2	33.3	50.0	50.0
	Excellent	2	33.3	50.0	100.0
	Total	4	66.7	100.0	
Missing	System	2	33.3		
Total		6	100.0		

A9 PA Bacc. quality deg comparable to others sim inst's

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	16.7	20.0	20.0
	Good	1	16.7	20.0	40.0
	Excellent	3	50.0	60.0	100.0
	Total	5	83.3	100.0	
Missing	System	1	16.7		
Total		6	100.0		

A10 PA Prog. provides knowledge/expertise needed by profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	4	66.7	66.7	66.7
	Excellent	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	16.7	16.7	16.7
	Good	2	33.3	33.3	50.0
	Excellent	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

A12 PA prog. grads properly prep'd to enter profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	3	50.0	50.0	50.0
	Excellent	3	50.0	50.0	100.0
	Total	6	100.0	100.0	

A13 PA faculty involved in pro devmt/contin'g ed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	16.7	16.7	16.7
	Excellent	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

A14 PA fac adequate acad credentials/experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Good	1	16.7	16.7	16.7
	Excellent	5	83.3	83.3	100.0
	Total	6	100.0	100.0	

A15 PA Prog. has adequate number of faculty

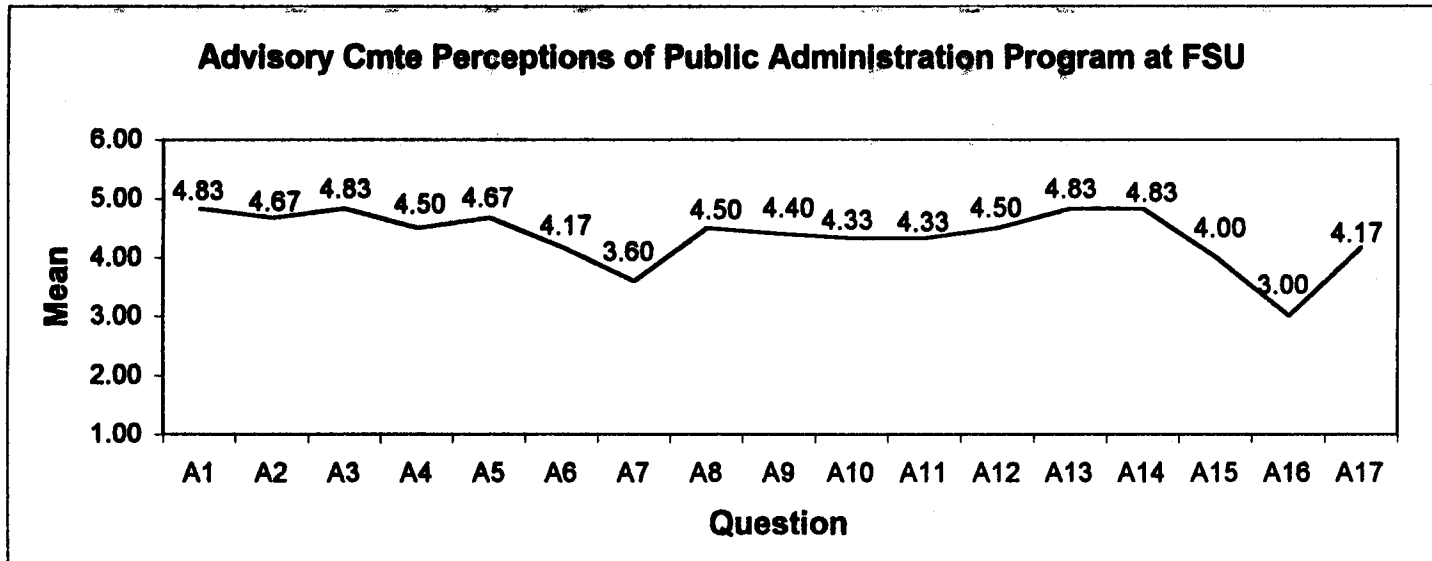
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	16.7	25.0	25.0
	Good	2	33.3	50.0	75.0
	Excellent	1	16.7	25.0	100.0
	Total	4	66.7	100.0	
Missing	System	2	33.3		
Total		6	100.0		

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Below Average	1	16.7	25.0	25.0
	Average	2	33.3	50.0	75.0
	Good	1	16.7	25.0	100.0
	Total	4	66.7	100.0	
Missing	System	2	33.3		
Total		6	100.0		

A17 PA Prog curriculum meets needs of profession

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Average	1	16.7	16.7	16.7
	Good	3	50.0	50.0	66.7
	Excellent	2	33.3	33.3	100.0
	Total	6	100.0	100.0	

Question	Mean
A1	4.83
A2	4.67
A3	4.83
A4	4.50
A5	4.67
A6	4.17
A7	3.60
A8	4.50
A9	4.40
A10	4.33
A11	4.33
A12	4.50
A13	4.83
A14	4.83
A15	4.00
A16	3.00
A17	4.17



- 78
- A1: The Public Administration Program serves a valuable function at FSU.
 - A2: I would/have refer(red) students into the Public Administration Program.
 - A3: In general, the Public Administration courses and faculty have a reputable academic foundation.
 - A4: The facilities and equipment in the Public Administration program are sufficient to support quality education.
 - A5: The Public Administration Program is administrated effectively.
 - A6: The Public Administration Program is well advertised and promoted throughout FSU.
 - A7: The Public Administration Program is well advertised and promoted outside of FSU.
 - A8: The Public Administration Program costs are in line with other baccalaureate programs at FSU.
 - A9: The Public Administration Baccalaureate is a quality degree comparable to other baccalaureate degrees in Public Administration at similar institutions.
 - A10: The Public Administration Program provides the knowledge and expertise needed by the profession.
 - A11: There is a high demand for students from the Public Administration Program.
 - A12: The graduates of the Public Administration program are properly prepared to enter the profession.
 - A13: The Public Administration faculty are involved in professional development and continuing education.
 - A14: The Public Administration faculty have adequate academic credentials and experience.
 - A15: The Public Administration Program has an adequate number of faculty.
 - A16: The Public Administration Program receives adequate financial support from the university.
 - A17: The Public Administration Program curriculum meets the needs of the profession.

SECTION 7

LABOR MARKET ANALYSIS

SECTION 7 LABOR MARKET ANALYSIS

As a graduate of Ferris State with a Bachelor of Science degree in Public Administration, you will have developed the intellectual and practical skills to find entry-level employment in federal, state, regional, and local governmental agencies. Numerous positions exist in the private sector for persons knowledgeable about government policy and procedures. Additionally non-profit community and social service organizations will find your credentials attractive.¹

This report will summarize employment opportunities for graduates entering the labor market with a bachelors degree in Public Administration. Background data utilized in this effort was gathered from various sources including professional associations, the Michigan Occupational Information Service, and the United States Bureau of Labor Statistics 1998-1999 Occupational Outlook Handbook.

Upon reviewing employment prospects for individuals with a Public Administration (PA) degree two trends in local government employment appear. Position announcements appearing during the past six months in the *Michigan Municipal Review*, a publication of the Michigan Municipal League, and the *ICMA Newsletter*, a publication of the International City Managers Association, appear to support these specific findings.

THE MARKETABLE GRADUATE

First, local units of government seek candidates with some degree of experience. Even entry level positions are offered with requirements for at least basic work experiences in the public sector. All candidates being equal, a depth of practical experience in a given area of local government administration becomes a point of distinction and marketability.

Secondly, many positions in local government in Michigan require some specialization. Many positions are grounded in such fields as accounting, construction code administration, personnel administration, land use planning, and public safety. Today's technology dependent work place also creates positions related to information management, communications, and geographic information systems. Again, candidates with a background in one of the key fields become more marketable in that area than an individual with a generalist PA degree.

These notions are supported by the *1998-1999 Occupational Outlook Handbook* published by the U.S. Bureau of Labor Statistics. With regard to positions in local government this report finds:

¹ Ferris State University Web Site, Acadmeics.

Generally, a town, city, or county manager in a smaller jurisdiction is required to have expertise in a wide variety of areas. Those who work for larger jurisdictions specialize in financial, administrative, and personnel matters. Working in management support positions in government is a prime source of the experience and personal contacts required in eventually securing a manager position. (Managers) generally obtain a master's degree in public administration, then gain experience as management analysts or assistants in government departments working for committees, councils, or chief executives. They learn about planning, budgeting, civil engineering, and other aspects of running a government. With sufficient experience, they may be hired to manage a small government and often move on to manage progressively larger governments over time.

It appears that marketability of graduates is improved when the individuals are equipped with a specialization and practical experience.

THE JOB OUTLOOK

One of the most relevant issues facing the institution is whether its products, graduates of the PA program, will ultimately secure meaningful employment. Some increase (in job growth) will occur at the local level as counties, cities, and towns take on new responsibilities. New positions will develop as cities and counties turn to professional management to deal with growth, Federal regulations, and long-range planning, and volunteer positions are converted to paid positions.² This forecast bodes well for the PA program.

Practical evidence of increasing professionalism in local government administration is found in position announcements handled by the Michigan Townships Association. Many managerial and administrative positions in growing townships are being created and filled for the first time.

In addition, the U.S. Bureau of Labor Statistics projects occupations in general management and public relations management to be among the most rapidly increasing sectors of employment from 1996 to 2006. Similar forecasts have been made by the Michigan Occupational Information Service. While these projection do not specifically include public administrators, they do include administrators of private, public, and non-profit associations.

A June 1999 data search of the American Society of Association Executives *Career Headquarters* produced 207 jobs in positions ranging from meeting and convention

² U.S. Bureau of Labor Statistics. 1999. *1998-1999 Occupational Outlook Handbook*. Washington, DC: United States Government Printing Office.

manager to association executive director. Salaries range from \$25,000 to \$125,000 annually. Again key requirements of the positions include some specialized background, ranging from accounting to web site and database management, and experiences in organization management.

It appears that for the next six years the demand for PA graduates will remain stable, if not improve.

EMPLOYMENT OPPORTUNITIES

The following recently published job descriptions illustrate the range of qualifications and experience required by employers:

Assistant Director of Power & Technology

City of Bay City, MI, pop. 38,936, is accepting resumes for the pos. of Asst. Dir. of Power & Technology. This is highly resp. dept. manages the State's third largest municipal electric utility alongw/the City's complete information systems activities. The pos. rept.s to & asst.s the Dir. of Power & Technologyw/managing the City's 20,000 customer municipal Electric Utility Dept. & the City's Information Systems Dept. Candidate must have exper.w/the principles of electric utility mgmt., purchase power arrangements, electric generation, electric trans. & distribution, metering, electric regulatory req.ments. Further pref. given to thosew/established skills working w/personal computer systems, computer networking, IBM AS400 mainframes & computer oper. software systems. Mgr.ial & supervy exper. is reqd.. Reqs. a relevant bachelor's degreew/relevant exper. of 8 yrs. of extensive significant & progressive relevant actual exper.w/an electric utility dept. Exper.w/an information systems dept. a big plus. Sal. \$55,000 to \$61,700 DOQ plus comprehensive fringe benefit package. Fringe benefits include medical insurance, vacation, life insurance and defined contribution retirement program. City residency is not reqd. Send letter of interest & resume to City of Bay City, Human Resources Dept., 301 Washington Ave., Bay City, MI 48708. Pos. will remain open until filled.

Compensation and Labor Analyst

City of Portage, pop. 41,042. This prof., technical pos. is resp. for compiling & analyzing labor costing data for various human resources appl.s. Must have familiarityw/various spreadsheets &/or database programs. Rept.s to the Deputy Dir. of Compensation & Benefits. Degree in rel. field & 3-5 yrs. exper. in compensation & data analysis necessary. Starting sal. \$30,448-\$34,000 + benefits. Send letter & resume w/sal. hist. to Employee Devel., 7900 S. Westnedge Ave., Portage, MI 49002.

Deputy Director-Department of Public Services City of Madison Heights, Michigan/Population 32,000

City of Madison Heights, pop. 32,000. Responsibility to manage, plan, direct and supervisor all of the divisions including streets, water, sewer, recreation, seniors, parks, motor pool and building maintenance, the five supervisors, and 50 full-time employees.

Primarily responsible to oversee contract administration of sanitation, DDA and roadside mowing, line painting, etc., and specification writing of all public services bids and contracts. Requires strong management, budget, capital improvement, and public works supervisory experience, report writing, BA in public administration or related field, superior written and public relation skills. Will require a Michigan CDL within 90 days, and a State S Certification in water distribution when possible. Working computer knowledge of MS Office and GIS. Salary \$60,859 - \$67,621 plus benefits. Send resume, salary history, and college transcripts by 7/29/99 to: Personnel Department, 300 West Thirteen Mile Road, Madison Heights, MI 48071. Phone 248-589-2294.

Finance Director

Village of Sparta, pop. 3,968. Sal. DOQ. Reqs. degree in fin., acctg., pub. admin./rel. field.; knowl./exper. in govt. fin., muni. fund. acctg. & accts. payable; & good people skills. Strong computer skills pref. incl. FundBalance Plus acctg. software. resp. incl. fin./benefits admin., investments, tax collection, internal controls & technology upgrades, prep. fin. repts., conduct cost & project acctg. Pos. avail. immed., open until filled. Apply to CM, 156 E. Division, Sparta, MI 49345.

Management Assistant

City of Ann Arbor, pop. 110,000. Pos. reports to the Human Resources Dir.. Under general superv., performs technical administrative, organizational, budgetary, coordination & other staff support rel. to a variety of City Human Resources operation, incl. the coordination among dept.s for all personnel rel. functions; may have programmatic resp. in specific areas; may direct the work of office support staff; performs rel. work as assigned. Qualifications include: Two yrs. of college in bus./pub. admin., office admin./a field rel. to the work. A bachelor's degree is desirable. Sal. range \$28,745-\$36,732 annuallyw/a benefit package. Please direct resumes by mail/fax to: K.A. Sinclair, 1545 Kingsway Court, Suite 200, Trenton, MI 48183; Fax: 734-671-8714

Village Manager

Village of Stevensville, pop. 1230, Sal. + bens. DOQ. Inc. since 1894. One sq. mi. within Lincoln Twp. DDA streetscape project underway. Mgr. w/treas./clerk duties. New pos. Req.: Bachelors/equiv. municipal experience, good written & oral communication skills, leadership ability w/creative & new ideas, budgeting, proven grant writing & admin., planning, zoning & some mechanical aptitude. Duties include managing daily municipal oper.. Send resume, cover letter, sal. his., & refs. to Marti Harris, Village President, 5768 St. Joseph Ave., Stevensville, MI 49127. Apply Immediately. Subject to MI Open Meetings Act, must request confidentiality if desired.

Meeting Coordinator - National Mining Association

Description: Meeting Coordinator: 18 month, temporary full-time position is available with the National Mining Association to assist with the logistics of the largest, international trade show for the mining industry. Duties include assisting the staff team to handle the meeting arrangements, working with the contractors on show set-up and

answering questions to potential exhibitors/attendees. Excellent opportunity to work in a fast paced, high energy environment with a high level of trust to be organized, efficient, friendly, and proficient on Windows applications including WordPerfect 8.0, Excel or QuattroPro, and an in-house database program. Hours generally 9:00 a.m. - 5:00 p.m. Salary up to \$32K and some benefits. Please have a BA/BS degree and at least 2 years work experience in a business office environment (meetings experience preferred). Work experience may be substituted in lieu of degree. Applicants must be proficient in at least one word processing application and have spreadsheet experience (applicants will be tested). Please send resumes to: Ms. Nancy S. Riegle, Director, Human Resources and Administration, National Mining Association, 1130 17th Street, NW, Washington, DC 20036. FAX: 202-463-6152. No phone calls please.

Membership Assistant - Regulatory Affairs Professionals Society

Description: Association Management - Member Services Assistant Int'l Health-Related Association seeks Membership Assistant. Requires detail oriented multi-tasked individual. Excellent verbal, written and organizational skills required. Must be a team player and individual thinker. BA/BS preferred. Understanding of MS Office and relational databases a plus. Salary based on experience. Excellent benefits. Located near Twinbrook Metro stop on Red Line. Fax resume & cover letter with salary requirements to Erik Lofgren at 301.770.2924. Please No Calls. Summary: As a key member of the Member Services Team, individual will assist in managing member support and response services and serve as a key contact and general information resource for members. Actively participate with other RAPS staff to identify and develop products and services responsive to member needs. Duties & Responsibilities: 1. Serve as a key contact and general information resource for active/prospective members, responding via telephone, email and through written communication. 2. Assists in processing member registrations, orders and new member applications. Provides reports to other staff for fulfillment and/or final registration processing, as needed. 3. As part of the Member Services Team, maintains a close working relationship with the membership to assure needs are being met and to identify future needs. 4. Assists with compiling of member services satisfaction data. 5. Participates in the development, implementation and evaluation of new member programs, membership promotional campaigns and new member materials. 6. Assist in preparing quarterly membership reports for the Executive Director and Board of Directors. 7. Assist in preparing membership data for annual membership guide. 8. Other duties as assigned by the Member Services Manager.

Research Coordinator

Description: Washington D.C. office of national trade association (automotive equipment) seeks individual to monitor state-level legislative and regulatory issues. The successful candidate will be familiar with on-line legislative tracking services (Lexis-Nexis), and have excellent communication skills, computer literacy (MS Office Word, Access and Excel) and ability to simultaneously work on multiple projects. Duties also include issue analysis, drafting correspondence and articles for various association publications and generalized support to senior staff. (Familiarity with the legislative

process preferred.) Salary ranges high twenties to low thirties. Send Cover letter and resume to SEMA at 1317 F Street NW Suite 500 Washington D.C. 20004.

SUMMARY AND CONCLUSIONS

This Section has identified two extremely important employment trends in the profession of Public Administration which are specifically related to Ferris State University PA graduates. **First, the marketability of graduates is improved when the graduate is equipped with a specialization and with practical experience. Also, the demand for Public Administration graduates will at least remain stable, if not improve, during the next six years.** In reviewing the job descriptions in this Section, an additional conclusion becomes apparent. It is that **Ferris Public Administration graduates will benefit greatly from additional training in the areas of public budgeting and fiscal analysis.**

SECTION 8

**SOCIAL SCIENCES DEPARTMENT
FACILITIES AND EQUIPMENT**

SECTION 8

SOCIAL SCIENCES DEPARTMENT FACILITIES AND EQUIPMENT

The Arts and Sciences Complex was dedicated on October 11, 1996 and for the most part completed by the summer of 1997. The purpose of the renovation was to: (1) improve heating, ventilation, and air conditioning; (2) add telecommunications wiring to support increased computer-based lab instruction; (3) meet safety standards for fire alarms and sprinkling systems; and (4) replace exterior walls with a more energy-efficient design.

The Social Sciences Department shares the second floor of the Arts and Sciences Commons building with the Biological Sciences Department and the Mathematics Department. Faculty offices are located on the second floor as well as the office for the student Public Administration Association.

THE COMMONS BUILDING

Atrium (Ground Level). "The Visionary" is a painting by FSU's resident artist Robert Barnum. This painting is one of the largest on canvas in North America. It is a historical depiction of our institution as it grew from the vision of our founder, Woodbridge N. Ferris, who also served as Michigan's governor and U.S. Senator.

Mezzanine (Level 1). This area embodies many of the features that make the new Commons building feel warm, welcoming, and interconnected. These include the generous use of natural light, interior glass, and "soft" angles. Also incorporated are art works by Michigan artists and beautiful ornamental plants. The offices on the south side of the atrium, beyond the glass wall, house counselors and faculty in FSU's new University College. From this area you can also see the connecting passage to Starr. All three buildings--Starr, Commons, and Science--are interconnected so that faculty and students can move easily and comfortably between areas, regardless of season.

Room 1017. Houses a number of academic-support services which previously were spread across campus. These include the Writing Center, Tutoring, the Academic Skills Center which offers help in everything from basic study skills to time management, and from test anxiety to goal setting. All of these services are available free of charge to any Ferris student.

Computer Facilities. Our main computer lab (Room 1015) is open approximately 80 hours a week and can be used by any Ferris student, free of charge. Here students can work on class projects, access the Ferris library, or get onto the Internet or e-mail. This lab also allows students to use special software or computer tutorials for particular classes. Room 1006 is a computerized classroom for the teaching of writing. In this classroom students can work on their written materials as the instructor watches their work and guides them carefully through the process, with immediate feedback and tips for how to move ahead.

Faculty/Staff/Visitor Lounge (Level 2). This is a comfortable, relaxing setting for breaks, lunch, reading, or quiet conversation.

"Showcase" Conference Room (Level 2). The Room 2082 is appropriate for such groups as external advisory boards, distinguished guests, and special events, as well as more routine meetings.

Arts & Sciences Dean's Office (Level 3). This office suite serves both students and faculty in the College of Arts and Sciences. Information about any classes, academic programs or activities within Arts & Sciences is available here.

STARR EDUCATIONAL CENTER

Starr Has Been Completely Renovated. The result is a more comfortable, versatile building with additional classrooms and a number of special spaces for students. The third floor also houses faculty and administrative offices for FSU's new University College.

Geography Lab. Computers are mounted under the tables. Internet access is available from each individual workstation.

Tiered Classrooms. Starr contains four rooms like this. The raised platforms "wrap around" the instructor for easy student-faculty interaction, and while the rooms seat up to 72 students, they still have a cozy, connected feel. As in all the classrooms, 10% of the seating is for left-handed persons, and the room is handicap-accessible.

Student Study Rooms. Students use these rooms for studying, individually or in groups, between classes. Each study room is equipped with computer and telephone jacks. There are additional study rooms on the second floor.

Multimedia Labs. These labs are used for instruction in a variety of courses. They allow students to access data or resources from a wide variety of sources ranging from the Internet to the Ferris library to specialized software or CDs.

Williams Auditorium. This auditorium seats 1600 and is the largest such facility in the region. With renovation, the Williams lobby is more welcoming and more elegant. The backstage area, technical systems, handicap-access, and parking have greatly improved as well. The Williams Auditorium lobby is the home of FSU's first Presidential Sculpture, which was donated by President William Sederburg.

SUMMARY AND CONCLUSIONS

The facilities and equipment at Ferris State University sufficiently support the Public Administration Program. This is especially the case with respect to the Arts and Science complex.

SECTION 9

**CURRICULUM EVALUATION OF THE
PUBLIC ADMINISTRATION PROGRAM**

**SECTION 9
CURRICULUM EVALUATION OF THE
PUBLIC ADMINISTRATION PROGRAM**

The faculty of the Public Administration Program consists of five members of the Department of Social Sciences. They are:

NAME	DEGREE	RECEIVED FROM	DISCIPLINE
Dr. Richard W. Griffin	Ph.D.	Florida State	Political Science
Dr. Donald Roy	Ph.D.	Notre Dame	Political Science
Dr. David Pilgrim	Ph.D.	Ohio State	Sociology
Dr. Victor Broderick	Ph.D.	Penn State	Psychology
Ms. Katherine Palazzolo-Miller	M.S.W.	Florida State	Social Work

The faculty represents diversity among several academic disciplines within the social sciences. Since Public Administration is by nature a multidisciplinary discipline, the Ferris faculty offer academic strength to the Program.

The Ferris State University Social Sciences Department consists of 19 tenured and/or tenure-track, full-time faculty. As can be seen on the following page, they are a diverse group of professionals with credentials in numerous social science areas enabling them to offer a wide variety of courses not only to other programs they serve but also to the Public Administration Curriculum. Catalog descriptions and syllabi of the courses applicable to the Public Administration Program are included as well as the Public Administration Curriculum requirements document.

The major curriculum area of concern with respect to Public Administration is the inability to offer certain courses or create new elective courses. The reason is, of course, enrollment. Elective classes with fewer than 15 students tend to be cancelled and if a class is cancelled once, students tend to stay away from it in the future. Therefore, the Public Administration Program suffers because of its inability to offer a broad array of electives and as a result becomes less appealing to certain potential students. Another area of concern is computer equipment. In today's technological world, courses require computers with Internet accessibility, state-of-the-art software and modern computer hardware. To give students an edge in a highly competitive job market requires that we constantly make funds available for equipment.

Solutions to these areas of concern include guaranteed elective courses on a regular basis regardless of enrollment and a commitment to maintain state-of-the-art technologies in our computer labs.

Although the Social Sciences Department contributes the heart of the Public Administration Program Curriculum, there are several other departments that the Public Administration Program draws upon and would not be successful without. Such departments include accounting, criminal justice, economics, humanities, information systems, languages and literature, and management.

SUMMARY AND CONCLUSIONS

Diversity among the faculty of the Social Sciences Department strengthens the Public Administration Program. However, the Program can be further strengthened by allowing the Program to offer a **wider variety of courses not bound by the traditional enrollment restrictions** of the University. It can also be enhanced with a commitment to maintain state-of-the-art technologies in our computer labs. Additional curricular developments designed to enhance the Public Administration Program should include new courses oriented toward public budgeting and fiscal analysis and toward geographic information systems (GIS) appropriate for public administrators.

Since Public Administration as a profession is tied both to academic theoretical aspects of the discipline and to practical experience of the profession, the Ferris Public Administration Program can be enhanced greatly through strategies which link theory with experience. This can be accomplished by **exploring the entrance requirements of graduate schools of Public Administration** and through the **development of new program initiatives, which fulfill the needs of practitioners.** These initiatives will allow for the development of beneficial linkages among the Ferris Public Administration Program, graduate schools, and professionals in the field.

SOCIAL SCIENCES FACULTY ACADEMIC CREDENTIALS

<u>Name</u>	<u>Degree</u>	<u>University</u>	<u>Major Area</u>
Ball, Richard	Ph.D.	Univ of Florida	Sociology
Behler, G. Thomas	Ph.D.	Univ of Delaware	Sociology
Berghoef, Michael	M.S.W.	Western Michigan	Social Work
Broderick, Victor	Ph.D.	Penn State	Psychology
Cerdeña, Renato	Ph.D.	Michigan State	Geography
Griffin, Richard	Ph.D.	Florida State	Political Science
Josephson, Theron	J.D./Ph.D.	Univ of the Pacific/ Univ of Nebraska	Law/ Geography
Kahn, Irwin	Ph.D.	Northern Illinois	Psychology
Majumdar, Krishnakali	Ph.D.	Michigan State	Anthropology
Matthews, Gerald	Ph.D.	Univ of Michigan	Social Work
Menon, Geeta	Ph.D.	Univ of Akron	Sociology
Nagelbush, Jeffrey	Ph.D.	Rutgers	Psychology
Palazzolo-Miller, Katherine	M.S.W.	Florida State	Social Work
Pilgrim, E. David	Ph.D.	Ohio State	Sociology
Pillsbury, Barbara	M.S.W.	Syracuse	Social Work
Pisacreta, Richard	Ph.D.	Adelphi	Psychology
Rao, B. Taramanohar	Ph.D.	Univ of Missouri	Psychology
Roy, Donald	Ph.D.	Notre Dame	Political Science
Williams, Vicki	M.S.W.	Howard Univ	Social Work

19/19 or 100% of the Social Sciences faculty hold earned doctorates or highest terminal degree within area.

BACHELOR OF SCIENCE IN PUBLIC ADMINISTRATION

Public Administration as an academic discipline historically developed from the interrelationships between political science and law. Today, Public Administration is multidisciplinary in both substance and methodology and borrows heavily from economics, sociology, psychology, business administration, social work, and criminal justice. In this major you will take coursework in these related disciplines.

As a leading career-oriented institution, Ferris State University offers you valuable training not found elsewhere. Because of our strong technical programs, you can broaden your academic credentials to include coursework and training in numerous technological fields. The FSU Public Administration Program combines multidisciplinary scholarship with practical training in government, business, and technology.

The following are required classes:

General Education	Credit Hours
Communication Competence.....	12
Scientific Understanding.....	7 - 8
HUMN 216 Introduction to Ethics	
Cultural Enrichment.....	6
Choose 2 from the following:	
HIST 121 U.S. History to 1877 (3)	
HIST 122 U.S. History - 1877 to Present (3)	
HIST 277 American Business History (3)	
Social Awareness.....	9
PSYC 150 Introduction to Psychology (3)	
PSYC 325 Social Psychology (3)	
Choose one from the following:	
SOCY 121 Introduction to Sociology (3)	
SOCY 122 Social Problems (3)	
ANTH 122 Intro to Cultural Anthropology (3)	
Quantitative Skills (MATH 115 minimum)	

Program Core Courses

FSUS 100	FSU Seminar.....	1
PLSC 121	Am. Govt. I: People and Politics.....	3
PLSC 122	Am. Govt. II: Policy Making.....	3
ECON 221	Principles of Economics I.....	3
ECON 222	Principles of Economics II.....	3
PLSC 251	Public Administration.....	3
ISYS 303	Systems Analysis Methods.....	3
ISYS 311	Information Systems.....	3
MGMT 301	Applied Management.....	3
SSCI 310	Applied Social Research.....	3

Program Core Courses (Cont.)

PLSC 311	Am. State and Local Government.....	3
SOCY 340	Minority Groups in America.....	3
ECON 431	Economics of Public Finance.....	3
ACCT 465	Public Sector Accounting.....	3
PLSC 481	Public Administration Capstone.....	2
PLSC 491	Public Administration Internship.....	4

You Also Will Choose One Of The Following**15-Credit Specializations:****Communications**

COMM 325	Speech Writing.....	3
COMM 380	Organizational Communication.....	3
COMM 385	Broadcast Writing.....	3
ENGL 321	Advanced Composition.....	3
ENGL 323	Proposal Writing.....	3

Criminal Justice

CRIM 110	Introduction to Criminal Justice.....	3
CRIM 111	Introduction to Corrections.....	3
CRIM 220	Supervision & Management.....	3
	in Criminal Justice	
CRIM 260	Delinquency Prevention.....	3
	& Control	
SOCY 450	Criminology.....	3

Economics & Business Administration

ECON 305	Intermediate Macroeconomic.....	3
	Theory	
ECON 331	Labor Economics &.....	3
	Labor Relations	
ECON 332	Industrial Relations.....	3
MGMT 447	Business Ethics & Social.....	3
	Responsibility	
FINC 312	Financial Markets & Institutions.....	3

Social Work

SCWK 110	Intro to the Social Work.....	2
	Profession	
SCWK 130	Social Work Interviewing Skills 1.....	3
SCWK 210	Introduction to Social Welfare.....	2
SCWK 310	Social Welfare Policy Analysis.....	3
SOCY 443	Social Stratification/Inequality.....	3

FERRIS STATE UNIVERSITY SEMINAR

FSUS 100 Course Syllabus/Fall 1998

SECTION: _____ DAY: T TIME: 10:00 LOCATION*: STR 122 CREDITS: 1

* *Exceptions for location are noted under COURSE ACTIVITIES*

INSTRUCTOR/ADVISOR: BARB PILLSBURY

OFFICE LOCATION: ASC 2106

OFFICE PHONE: 5888

HOME PHONE: 796-0134

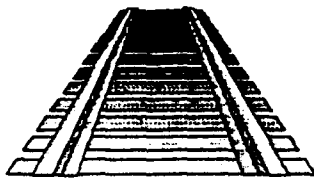
OFFICE HOURS: MW 11:00 SA 11:30

REQUIRED MATERIALS:

COURSE PACKET

COURSE DESCRIPTION:

Developing strategies for managing the changes that impact first year students in order to enhance their opportunity for college success. Course will include, but not be limited to, discussions of how to network and build relationships, manage time and money, use support services including academic advising, FSU program offerings and the (Timme) library. The course will also deal with issues of diversity, wellness and personal responsibility and how to improve basic study habits.



COURSE OBJECTIVES:

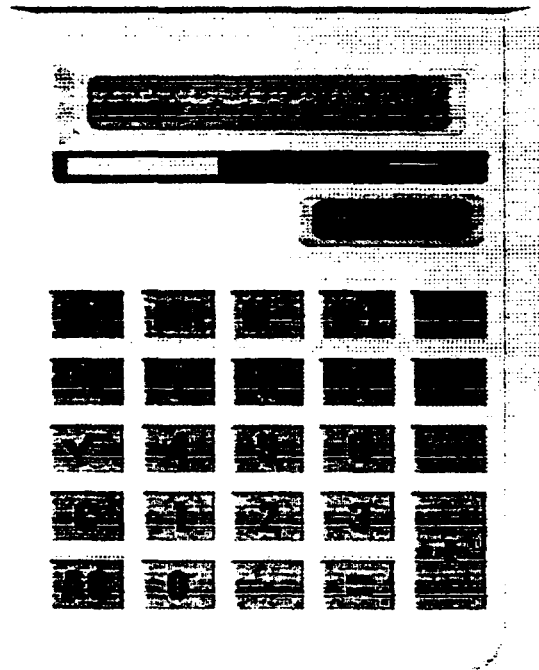
1. For students to gain an understanding of the role and mission of Ferris State University.
2. For students to understand the process involved in developing professional and peer relationships and networking within the Ferris community.
3. For students to participate in social and cultural University sponsored activities as a means of enhancing their university experience.
4. For students to develop the abilities to access academic and personal support services.
5. For students to learn effective ways to manage their personal finances.
6. For students to receive information concerning all forms of financial aid available to support enrollment at Ferris State University.
7. For students to develop effective problem solving and conflict management skills for use in developing and maintaining personal and professional relationships.
8. For students to understand and learn to appreciate cultural and ethnic differences and similarities among the members of the diverse Ferris community.
9. For students to gain an understanding of wellness issues that directly impact their health and well being.
10. For students to understand the developmental processes that contribute to overall development of a mature adult.
11. For students to understand how to apply basic study skills techniques to their academic courses.
12. For students to understand their own learning style and what teaching style would match it.
13. For students to develop effective time management strategies.
14. For students to get an overview of all FSU academic programs.
15. For students to have the opportunity to interact with program coordinators in all FSU academic programs in which they are interested.

GRADING SYSTEM:

This is a graded course. Grades in this class will be based on attendance, the journals, the completion of the required co-curricular activities, speaker report forms, and **TORCH** articles. This includes having read the assigned notebook and brochure materials prior to arriving for class.

The number of points earned will be divided by the total number of points possible. The result will be a percent. The percent of points earned will then determine the final course grade and will not be subject to change.

94%	-	100%	A
90%	-	93%	A-
87%	-	89%	B+
84%	-	86%	B
80%	-	83%	B-
77%	-	79%	C+
74%	-	76%	C
70%	-	73%	C-
67%	-	69%	D+
64%	-	66%	D
60%	-	63%	D-
59%	OR Less		F



Grades will be computed based on the following:

Attendance:	300 points	(20 points for each class day)
Events	350 points	(7 Ferris events/3 community events)
Activity Forms:	350 points	(Completed forms evaluating events)

Total 1000 points

COURSE ACTIVITIES:

The majority of the class time will be used for discussions of topics related to the first year of college. Several guest speakers will inform students about FSU and the Big Rapids community. Some class time will be used for academic advising.

	DATE	ACTIVITY
WEEK 1	9/1	INTRODUCTION
WEEK 2	9/8	LIBRARY -
WEEK 3	9/15	FERRIS ORGANIZATIONS
WEEK 4	9/22	SEXUAL ASSAULT
WEEK 5	9/29	YOUR CHOICE
WEEK 6	10/6	FERRIS ACTIVITIES
WEEK 7	10/13	REGISTRATION/ADVISING
WEEK 8	10/20	HIV (STR 136)
WEEK 9	10/27	FINANCIAL AID (STR 136)
WEEK 10	11/3	COMMUNITY PROGRAMMING
WEEK 11	11/10	ALCOHOL (STR 136)
WEEK 12	11/17	DIVERSITY (STR 136)
WEEK 13	11/24	STUDY/TIME MANAGEMENT
WEEK 14	12/1	YOUR CHOICE
WEEK 15	12/8	WRAP-UP

EVENTS:

FERRIS: BULLDOG BONANZA (9/9 4-7PM RANKIN CENTER)
BULLDOG BEACH PARTY (9/10 TOP-TAGGART)
KARAOKE NIGHT (9/17 8-11PM CENTER ICE)
ARTS & LECTURE SERIES (9/25-ONGOING WMS.
AUD)
ART GALERY (ON YOUR OWN)
SPORTS EVENT (ON YOUR OWN)
HOMECOMING EVENT (10/5-10/10)
AIDS, ALCOHOL & ACQUANTANCE RAPE
AWARENESS WEEK EVENT (10/26-
10/30)
FERRIS THEATRE (10/29-10/31 8:00-10:00 WMS.
AUD)
OCTOBER CHORAL (11/3 8-9:30 DOME ROOM)
JAZZ UNDER THE DOME (11/10 8-9:30
DOME ROOM)
HOLIDAY GALA (12/13 4:00 PM WMS. AUD)

COMMUNITY: TAKE BACK THE NIGHT (10/21)
NATIONAL MAKE A DIFFERENCE DAY (10/24)
COMMUNITY SPORTS EVENT (ON YOUR OWN)
STAGE-M THEATRE (11/13-11/14 & 11/20-
11/22)
WORLD AIDS DAY (12/1)
WVCB CONCERT (12/7 7:30-9:00 WMS. AUD)

ATTENDANCE POLICY:

Class attendance is required. Because this class meets only once a week, a student who is absent for more than 2 class sessions will earn a failing grade in the course.

An absence is regarded as anytime a student is not physically in class.

An absence will only be considered excused when it is the result of such serious situations as funeral leave, extended hospitalization, jury duty or (for commuter students) or inclement weather in which the police advise persons not to drive.

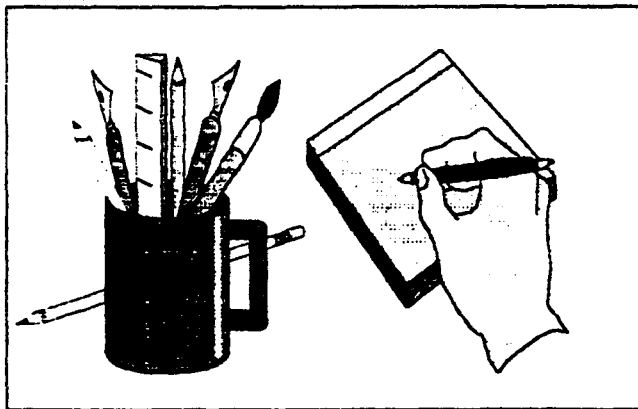
All other absences, regardless of their cause, will be counted.

LATE FOR CLASS POLICY:

Being on time is a sign of respect for the instructor and the other students in the course. All students are expected to be on time. Students arriving more than 10 minutes late will be counted as absent.

CLASSROOM ETIQUETTE:

1. **No ear phones** may be worn.
2. **No eating** or chewing tobacco.
3. **Please do not prepare to leave** prior to the end of the class (putting on coats, picking up books).
4. **Appropriate clothing** and language are expected.
5. **Drinks** such as soda pop, water or coffee are acceptable (except in the Timme Library).
6. **No sleeping!** If you sleep or look like you are, you are absent!



POLITICAL SCIENCE 121
AMERICAN GOVERNMENT 1: PEOPLE & POLITICS
Winter Semester, 1999
SECTIONS 001, 002, & 003
3 Credit Hours

Dr. Richard W. Griffin
Office: ASC #2094
Office Phone: 592-2761

Office Hours: 9-9:30 am &
4:15-4:45 pm - T & R
4-6 pm - W

TEXTS:

Dye, Thomas R. The Irony of Democracy. 10th Edition. Wadsworth Publishing Company. Belmont, California. 1996.

Zinn, Howard. A People's History of the United States: 1492 - Present. New York. HarperCollins Publishers, Inc. 1995.

PURPOSE: This course is designed as an introduction to politics and government in the United States. It provides the student with a general understanding of the many actors, groups, institutions, processes, and patterns of values and choices, which shape and determine politics in America. Since most of these are in a continual state of change and are biased to the advantage of the "elite" and to the disadvantage of the "powerless," I am most concerned that you as a student become familiar with the **concepts and processes**, rather than the facts, of American politics, government, and society. By taking a conceptual, change oriented approach, you as a citizen will be better prepared to understand and deal with American politics, government, and society in the future. In this class, focus upon ongoing ideas, processes, concepts, and systems.

Also, while we will analyze the dominant role of the elite in American political decision-making, we will also examine the extent to which the many powerless groups have been excluded from the decision-making process. We will also review the many significant contributions, which these powerless groups have made to our political, governmental, and social systems.

AMERI-CAN SIMULATION: AMERI-CAN is a role playing simulation for American Government classes which engages the class in numerous student driven, learning situations. It allows students to engage in the policy-making process and to deal with many controversial public policy issues facing America. A supplemental reading, which fully describes and explains AMERI-CAN, will be provided to all students.

Since AMERI-CAN is a proactive, student role playing simulation, its success is totally dependent upon your involvement, interest, and participation. By taking an active and enthusiastic attitude toward the simulation, you can have fun in this class and learn how

government and politics in America really works while improving your Final Grade for the course.

GRADING: Since we are taking active, participatory, conceptual, and systematic approaches, your Final Grade will be based upon your class attendance, your participation in the simulation, and your scores on three essay exams. You will have three essay exams which includes the Final Exam. Each exam will count for 15% of your Final Grade. The exams will test information from the textbook readings, information introduced in the class through lectures, class discussions, and videos, and what you have learned from the simulation. In a word, all information and ideas, which you learn in this class, are relevant to the essay exams.

The exact dates for the exams are listed on the Reading & Exam Schedule. **Students are expected to take each exam on the designated date.** If, for any reason, you have a conflict with the exam schedule, notify me at once. **Make-up exams will not be given unless prearranged with me in advance of the scheduled exam. An unexcused absence on an exam will result in a zero for that exam. No exceptions will be allowed.**

An additional 45% of your Final Grade will be based upon your performance and participation in the simulation. The final 10% of your Final Grade will be determined by class attendance. Each student will begin the class with 100 points for attendance. For each unexcused absence, 10 points will be deducted from the 100 points. Also, for each tardy (enter class after I have announced that class has started) to class, 5 points will be deducted. Promptness to class and regular attendance is necessary for your success in this class and for the success of the simulation.

GRADING SYSTEM: Grade ranges are as follows.

A = 100-93	B- = 82-80	D+ = 69-68
A- = 92-90	C+ = 79-78	D = 67-63
B+ = 89-88	C = 77-73	D- = 62-60
B = 87-83	C- = 72-70	F = 59 or less

Your **Final Grade** for the course will be determined as follows.

Exam 1	15%
Exam 2	15
Final Exam	15
Participation	45
Attendance	<u>10</u>
FINAL GRADE	100%

CLASS ENVIRONMENT: Disruptive behavior will not be allowed. This is especially important since the simulation requires interactive behavior among students. Consequently, **behavior that disrupts the class and is not related to or within the**

rules of the simulation will not be tolerated or allowed. Also, harassment, in any form, will not be tolerated.

Any student who participates in disruptive or harassing behavior will be asked to leave the class and will not be allowed to return to class without my approval.

This will be an exciting and rewarding class if you take a genuine interest and enthusiastically participate in the simulation. I am here to help you learn about and understand exciting and important things that influence your life daily whether you realize them or not. By learning about them and better understanding how they influence your life, you will be better able to turn them into positive influences in your life in the future.

I am always available to help you, but you must ask for help if you feel that you need it. I can't read your mind. Please, feel free to visit me in my office and talk to me during Office Hours. **THE CHOICE IS YOURS!!!**

PLSC 121
READING & EXAM SCHEDULE

DATES: January 12 – February 11, 1999

Readings – Dye. Chapters 1-3

Zinn. Chapters 1-4

Exam 1 – Tuesday, February 16, 1999

DATES: February 18 – March 25, 1999

Readings – Dye. Chapters 4, 5, 14, 15

Zinn. Chapters 5-8

Exam 2 – Tuesday, March 30, 1999

DATES: April 6 – April 29, 1999

Readings – Dye. Chapters 6-9

Zinn. Chapters 9-10, 13

Final Exam -

Section 001 – Monday, May 3, 1999, 10-11:40 am

Section 002 – Tuesday, May 4, 1999, 12-1:40 pm

Section 003 – Wednesday, May 5, 1999, 2-3:40 pm

PLSC 122 PRINCIPLES OF AMERICAN GOVERNMENT:
POLICIES AND INSTITUTIONS

Dr. Donald Roy
ASC 2095

OFFICIAL COURSE DESCRIPTION:

Careful examination of the institutions of American national government and its policies. How the legislative, executive and judicial branches work with — and against — each other to shape public policy. Explores the labyrinth of the bureaucracy. The complex interactions of these political structures are illustrated with current events. Considerable time is given to the resulting policies on the budget, the economy, technology, health care, welfare, military, foreign relations and issues of gender and equality.

REQUIRED TEXTS:

Packet materials purchase from the bookstore: title: Principles of American Government PLSC 122 (green cover). Available only at the FSU bookstore.

Karen O'Connor and Larry Sabato, The Essentials of American Government, third edition.

Steven Waldman, The Bill: How Legislation Really Becomes Law. Penguin, 1997.
OBTAIN ONLY AT GREAT LAKES BOOKSTORE

COURSE OUTLINE:

What is politics and political science?

- I. Congress: Representation and Deliberation (the republican spirit)
- II. Presidency: Leadership (most imperial?)
- III. Bureaucracy: Administration (fourth branch?)
- IV. Judiciary: Judgment (least dangerous?)
- V. The Budget: Taxing and Spending (our most serious problem)
- VI. Public Policy and Political Economy (who regulates the regulators?)
- VII. Social Policy (politics of entitlements)
- VIII. The Global Connection (foreign policy)

THE CORE: INSTITUTIONS, POLICIES, AND OBJECTIVES

THE IDEA: THE PROPER ROLE OF GOVERNMENT

THE PROBLEM: WHERE IS THE PUBLIC GOOD?

COURSE OBJECTIVES:

1. To examine where power is located in the three (if not four) branches of our government and to evaluate critically this distribution of power
2. To confront major public policy issues dealing with government spending and regulating
3. To determine what kind of role government will have as it tries to achieve the public good in domestic affairs and the national interest in foreign affairs

COURSE IMPLEMENTATION:

My teaching approach is to provide a lot of structure and definition to the details of American politics by way of the straight forward lecture. A lot will be thrown out to you to get you to think, to get you to decide what is important, and to get you to learn how to tackle details.

Taking notes and using the packet of materials which outlines each topic are essential.

All exams will cover what we do in the classroom. Attendance is absolutely essential so that you understand and learn about what has been covered. I will call roll to learn your names and to keep a record of who is not with us.

Lecturing is never enough, although it seems indispensable for an introductory, 100-level course. Better than lecturing is some questioning and commenting by you on what is occurring in the class. Democratic politics involves issues and arguments, an array of positions and perspectives, full of life which means movement and excitement. As active citizen participants we need to advance beyond our gut reactions and undistilled opinions, which is what politics can so easily degenerate into. The classroom should be a kind of forum where we come together and progress in understanding and clarification about the complexity of our political world.

CONTACT:

My office is located in the ASC 2095 and my office phone is 592-2764. My office hours are

Monday, Wednesday, and Friday: 11:00 am to 12:00 noon
OR BY APPOINTMENT

GRADING:

Three Tests: 75%

Two Papers: 25%

Four one-page assignments (25%) on dialogues on four of the chapters in the Sabato/O'Connor book.

The average grade for these four papers will replace any lower grade on test one or test two (not test three). These one-page assignments must be handed in on time.

TESTS:

The tests include about 20 to 25 multiple choice questions per test and four or five essay questions from which you answer two per test. The essay answers are worth 2/3s of your grade.

MANDATORY ATTENDANCE POLICY: If there are FIVE or more UNEXCUSED absences, then you receive an F.

FIRST PAPER: FIVE PAGES

On the basis of your reading of the Waldman book on national public service legislation going through Congress, there will be a series of questions (to be handed out) for you to consider while you are reading the book and we are discussing the book in class.

DUE DATE: April 2, 1999

SECOND PAPER ASSIGNMENT

You will write a five-page paper on Social Security reform after we discuss this topic in class and after you read the dialogue covering the reform options. You will cover the best arguments on the two different sides and then explain in at least one page why one of the options is the best solution to the social security program.

PLAGIARISM:

When writing a paper, all sources must be identified and the words of other writers and words from the dialogues must be put inside quotes.

ASSIGNMENTS

- JAN** 11 Introduction to the course
13 Read Defining Politics packet pages 1-3
15 Read O'Connor and Sabato (hereafter O/S) Ch. 1

18 Martin Luther King Holiday NO CLASSES
20 read Congress, packet pages 4-14, read O/S Ch.6
22

25 read President, packet pages 15-26
27 read O/S Ch.7
29
- FEB** 1 read dialogue handout on War Powers Resolution
3
5 **FIRST TEST**

8 Bureaucracy, packet pages 27-36; read O/S, ch. 8
10
12

15 Judiciary, packet pages 37-44, read O/S, Ch 9
17
19 read handout dialogue on judicial activism versus judicial restraint

22
24 public policy framework, packet pages 45-49 public goods
26
- MAR** 1 read dialogue handout on national public service
3
5 **SECOND TEST**
- MAR** 8-12 **SPRING VACATION**

15 read Waldman book, chs. 1-3
17 read Waldman book, chs. 4-6
19 read Waldman book, chs. 7-9

22 read Waldman book, chs. 10-12
24 read Waldman book, chs. 13-15
26 economic policy. packet pages 59-61

29 social policy, packet 62-72

31

APR 2 FIRST PAPER DUE

5

7 read dialogue handout on Social Security reform

9

12

14

16

19 Foreign Policy, packet pages 73-79

21

23 SECOND PAPER DUE

26

28

30

MAY 3-7 FINAL EXAM WEEK

COURSE: Economics 221

COURSE NAME: Principles of Macro Economics

INSTRUCTORS: Afifi, Ferdowsi, Olson, and Teferra

REQUIRED TEXT: Macroeconomics, McConnell and Brue, McGraw-Hill, 1996 or Economics Today, The Macro View, Miller, Harper-Collins, 1997

COURSE DESCRIPTION: Scope and meaning of economic principles basic to a free enterprise economy. Market price determination and resource allocation. National income accounting and government policy toward economic fluctuations. The role of money, credit and banking in the determination of national income.

TOPIC OUTLINE	CONTACT HOURS
I. Introduction	12
A. Scarcity and the P.P.C.	
B. Demand and Supply	
II. Introduction to Macroeconomics	12
A. Unemployment and Inflation	
B. Measuring GDP	
C. Aggregate Demand and Supply	
III. National Income Determination	12
A. Keynesian Equilibrium	
B. Fiscal Policy and GDP	
C. Deficit Spending and the National Debt	
IV. Money and Monetary Policy	9
A. Money and the Banking System	
B. Money Creation	
C. Monetary Policy	
CPC COVERAGE:	
ECONOMICS	45
PROD/OPER	
MARKETING	
FINANCE	
ACCOUNTING	
MANAGEMENT	
QUANT. ANALYSIS	
GLOBAL DIMENSION	

COURSE: Economics 222

COURSE NAME: Principles of Micro Economics

INSTRUCTORS: Afifi, Ferdowsi, Olson, and Teferra

REQUIRED TEXTS: Microeconomics, McConnell and Brue, McGraw-Hill, 1996
or
Economics Today, The Micro View, Miller, Harper-Collins, 1997

COURSE DESCRIPTION: This course examines how the market economy can achieve efficient allocation of limited economic resources. The fundamental tools of the market economy, supply and demand, will be studied. Topics include the theory of consumer demand, productivity and firm's costs of production. The influence of market structure on the efficient allocation of resources and public policy toward monopoly will be discussed.

TOPIC OUTLINE	CONTACT HOURS
I. Theory of Demand	12
A. Demand and Supply	
D. Utility Theory and Consumer Equilibrium	
E. Elasticity	
II. Behavior of the Competitive Firm and Industry	12
A. Costs of Production	
B. Profit Maximization and the Competitive Firm	
C. Efficiency and the Competitive Industry	
III. Noncompetitive Markets	12
A. Monopoly	
D. Oligopoly	
E. Monopolistic Competition	
IV. Resource Demand and Pricing	9
A. Demand for Economic Resources	
B. Pricing and Employment of resources	
C. Rent, Interest and Profit	
CPC COVERAGE	
ECONOMICS	45
PROD/OPER	
MARKETING	
FINANCE	
ACCOUNTING	
MANAGEMENT	
QUANT. ANALYSIS	
GLOBAL DIMENSION	

POLITICAL SCIENCE 251
PUBLIC ADMINISTRATION
Ferris State University
Winter Semester 1998
3 Credit Hours

INSTRUCTORS:

Dr. Richard W. Griffin, Coordinator, Public Administration
Dr. William Sederburg, President, Ferris State University

OFFICE: ASC 2094

OFFICE PHONE: 592-2761

OFFICE HOURS: M -- 9-10 am
T -- 9-9:30 am
W -- 9-10 am; 4-4:30 pm
R -- 9-9:30 am
F -- 9-10 am

TEXT: Shafritz, Jay M. and E. W. Russell, Introducing Public Administration (New York: Longman), 1997.

PURPOSE: POLITICAL SCIENCE 251: PUBLIC ADMINISTRATION addresses the principles and problems of state, local, national and international administrative organizations. The course examines the "hows" and the "whys" of both organizational and bureaucratic decision making. Specifically, PLSC 251 focuses upon the coordination, management, and responsibilities of public servants and public institutions.

EXAMS: Since PLSC 251 takes both a conceptual and systematic approach, all exams will be essay (see CLASS SCHEDULE). Essay exams allow the student best to express his/her complete knowledge and understanding of the course material. The exams will test information from the text book, for lectures, from class discussions, and from all other class material including videos and hand-outs.

There will three exams including the Final Exam. Each exam will count for 20% of your final grade for the course. The exact dates for the exams are listed on the Class Schedule. Students are expected to take each exam on the designated date. If, for any reason, you have a conflict with the exam schedule, notify Dr. Griffin or Dr. Sederburg at once. Make-up exams will not be given unless prearranged with us.

RESEARCH PAPER: Each student must also write a research paper which counts for an additional 20% of the final grade (see CLASS SCHEDULE). The paper must be 20-30 pages in length and should focus upon either an administrative agency (state, local, national, or international) or administrative process under

study. The student should have his/her topic approved by either Dr. Griffin or Dr. Sederburg before beginning the paper.

PARTICIPATION: This will be an interactive, group oriented class in which each student is expected to openly discuss course material. Since student participation is critical to the success of the class, an additional 10% of your final grade will be based upon your class participation.

ATTENDANCE: Class attendance is directly related to student performance. Thus, it is imperative that you attend class on a regular basis. Class attendance will be taken daily and will count for 10% your final grade. Each student will begin the class with 100 points for attendance. For each **unexcused** absence, 10 points will be deducted from the 100 points. Also, for each tardy to class, 5 points will be deducted. Promptness to class and regular attendance is necessary for your success in this course.

GRADING SYSTEM:

Exam 1	20%
Exam 2	20
Final Exam	20
Research Paper	20
Participation	10
Attendance	<u>10</u>
FINAL GRADE	100%

CLASS SCHEDULE

<u>Week #</u>	<u>Dates</u>	<u>Required Readings - Topic</u>
1	1/12-1/16	Chpt. 1: Defining Public Administration
2	1/19-1/23	Chpt. 2: The Political and Cultural Environment of Public Policy and its Administration
3	1/26-1/30	Chpt. 3: The Continuous Reinventing of the Machinery of Government
4	2/2-2/6	Chpt. 4: Intergovernmental Relations
<u>EXAM 1</u> -- TUESDAY, FEBRUARY 9, 1998 -- Chapters 1-4		
5	2/9-2/13	Chpt. 5: The Evolution of Management and Organization Theory
6	2/16-2/20	Chpt. 6: Organizational Behavior
7	2/23-2/27	Chpt. 7: Managerialism and Performance Management
8	3/2-3/6	Chpt. 8: Strategic Management in the Public Sector
	3/7-3/15	Spring Break
9	3/16-3/20	Chpt. 9: Leadership and Accountability
<u>EXAM 2</u> -- TUESDAY, MARCH 23, 1998 -- Chapters 5-9		
10	3/23-3/27	Chpt. 10: Personnel Management and Labor Relations
11	3/30-4/3	Chpt. 11: Social Equity
12	4/6-4/8	Chpt. 12: Public Financial Management
	4/9-4/12	Easter Break
13	4/13-4/17	Chpt. 13: Auditing, Accounting, and Evaluating
14	4/20-4/24	Chpt. 14: Honor and Ethics
15	4/27-5/1	No Readings -- RESEARCH PAPER DUE (<u>no later than 5/1/98</u>)
<u>FINAL EXAM</u> -- MONDAY, MAY 4, 1998 -- 8-9:40 am. -- Chapters 10-14		

**FERRIS STATE UNIVERSITY
DEPARTMENT OF COMPUTER INFORMATION SYSTEMS
COURSE OUTLINE**

COURSE: ISYS 303 - Systems Analysis

DESCRIPTION: This course is designed so the students get hands-on experience in system analysis and system design. It is recommended that each student prepare and present a feasibility report. Then group the students to do a complete systems analysis and systems design of a new business application. The group should be required to do a formal presentation of the design near the end of the term.

PREREQUISITE: ISYS 202 or ISYS 205 (D-P 202 or D-P 205)

OUTLINE:

- I. Course Introduction and Statement of Objectives 1/3 week
- II. Introduction to System Analysis and Design 2 weeks
 - a. System life cycle
 - b. Analyst's role
 - c. User's role
 - d. Microcomputer's impact on business organizations
- III. Communication Skills 1 week
 - a. Written documentation
 - b. Oral presentations
- IV. Feasibility Study 2 weeks
 - a. Initial interviews & questions
 - b. Goals & objectives
 - c. Problem statements
 - d. Alternative solutions
 - e. Recommendations
- V. Detail Analysis of Current System 3 weeks
 - a. Data gathering techniques such as interviews, questionnaires, sampling, and observations
 - b. Discussion of Data Documentation Tools
 - 1. VTOC's
 - 2. Data flow diagrams and structured english
 - 3. Decision tables and trees
 - 4. Structured charts
 - 5. Warnier-Orr diagrams
 - 6. Flowcharts
 - 7. Data element and Data dictionary listing
 - 8. Cross reference listing
 - 9. Physical layouts
 - 10. Etc...
 - c. Data analysis and analysis report

**FERRIS STATE UNIVERSITY
DEPARTMENT OF COMPUTER INFORMATION SYSTEMS
COURSE OBJECTIVES**

COURSE: ISYS 303 - Systems Analysis

DESCRIPTION: This course surveys the tools and techniques used by a Systems Analyst from the end users perspective. The student will work within a group environment to design a business system. For non-CIS majors.

PREREQUISITE: ISYS 202 or ISYS 205 (D-P 202 or D-P 205)

OBJECTIVES: Recognize an application system problem.
Create concise problem statements.
Create specific statements of scope and objectives.
Perform a feasibility study and feasibility report.
Generate a system proposal and system specifications.
Produce logical models of an application system.
Utilize the tools of a system analyst.

SPECIFIC OBJECTIVES:

Each student will do all of the following for an application system related to their program major.

- Prepare a feasibility study defining application problems, scope, and objectives.
- Perform a feasibility study presentation.
- Prepare an analysis study of current system.
- Prepare a preliminary design report of a new system.
- Prepare a Detail design report of a new system, including output design, input design, process design, file or database design, and audit controls.
- Establish a mockup system.
- Perform a detail system project presentation.
- Develop an implementation plan.
- Prepare a training program of the system.

FERRIS STATE UNIVERSITY
DEPARTMENT OF COMPUTER INFORMATION SYSTEMS
COURSE OBJECTIVES

TITLE: ISYS 311 - Management Information Systems

DESCRIPTION: This course is designed to give students a background in Management Information Systems from the applied systems perspective. It is also designed to give students experience in how Information Systems are used within the various disciplines of business. The impact of information systems on accounting, management, and marketing functions will be discussed.

The course is designed for Computer Information Systems minors and students in the School of Business not majoring in CIS.

The application of MIS techniques will take place by the use of current decision support, executive support, or knowledge based systems tools. The student will be introduced to the process of knowledge system design and the impact of artificial intelligence systems on the environment of the organization.

PREREQUISITE: D-P 202, D-P 205, and junior standing. Because of the interdisciplinary nature of the course it is recommended that the student will have taken the introductory accounting, management, and marketing courses.

OBJECTIVES:

- I. Be able to define MIS.
- II. Be able to use a Decision Support, Executive Support, or Knowledge Based System.
- III. Understand the interdisciplinary nature of information systems within the business environment.
- IV. Understand the importance of strategic planning for information systems.
- V. Work with other members of the class in solving an information systems problem.
- VI. Develop solutions for integrated information systems problems.

- VII. Demonstrate the understanding of knowledge system development.
- VIII. Be introduced to the various uses of information within an organization.

COURSE MECHANICS:

In addition to the lecture and/or discussion used to present material to the students, it is recommended that the instructor follow procedures to allow students to learn information systems interactively.

The class should be divided into groups by major area. For example, all accounting, management, and marketing majors would be placed together in groups. These groups would be called primary groups. The primary groups would all be assigned the same information systems problem. The problem should be broad enough to allow each discipline to have an affect on the problem.

Once the primary groups have solved the problem for their discipline, accounting solving accounting aspects of the problem etc., the groups would then be sub-divided into secondary groups. One accounting, one management, and one marketing major would be placed in each secondary group. The members of the secondary groups would then teach each other the problem solution for their respective area. The groups would then apply their ideas to the solution of the problem using a decision support tool. Each secondary group would then give the class a report on their results.

6/90

- E. Financial Systems
 - 1. Budgeting system information
 - 2. Stockholder information
 - 3. Financial and econometric forecasting

- III. Management Decision Making and DSS 2 weeks
 - A. Problem Solving
 - B. Decision Making Process
 - C. Decision Making Systems
 - 1. Management Models
 - 2. Behavioral Models
 - D. Characteristics of a DSS
 - E. Components of DSS
 - F. DSS and Decision Making
 - G. DSS Implications for MIS
 - H. Techniques in Building DSS

- IV. Expert Systems 1 week
 - A. Cognitive Behavior
 - B. Artificial Intelligence
 - C. Expert Systems Tools and Applications
 - D. Implications of Expert Systems for IS

- V. CIM Components 2 weeks
 - A. Understanding Computer Integrated Manufacturing
 - B. Components of CIM

- VI. Computer Database 1 week
 - A. SQL

FERRIS STATE UNIVERSITY
DEPARTMENT OF COMPUTER INFORMATION SYSTEMS
COURSE OUTLINE

TITLE: ISYS 311 - Information Systems

DESCRIPTION: Course is designed to give students a background in Information Systems from the applied systems perspective. Designed to give students experiences in how Information Systems are used within various business disciplines. Course will have a case and project orientation.

PREREQUISITES: Basic computer literacy and junior standing. Introductory accounting, management, and marketing courses also suggested.

- OUTLINE:**
- I. Introduction and Overview 1 week
 - A. IS Definition
 - B. IS History
 - 1. D-P
 - 2. Transaction Based Systems
 - C. Future Growth Overview
 - 1. DSS
 - 2. Expert Systems
 - 3. Executive Support Systems
 - D. IS Structure
 - 1. Physical Components
 - 2. Managerial Levels

 - II. Integration of Information 3 weeks
 - A. How Information is Used Throughout the Organization
 - 1. CIM
 - a. product development
 - b. product production
 - c. product sales
 - d. accounting
 - e. control
 - B. Accounting Systems
 - 1. Accounts Payable Information
 - 2. Accounts Receivable Information
 - 3. General Ledger Information
 - C. Marketing Systems
 - 1. Market research information
 - 2. Sales information
 - 3. Advertising system information
 - D. Management Systems
 - 1. Production management information
 - 2. Personnel management information
 - 3. Control of information

BOOK: Management, Concepts, Practices, and Skills, seventh edition, by Mondy, Sharplin, and Premeaux; published by Allyn and Bacon.

TIME: 3:00 to 4:15 ~~TR~~ **TR**

PLACE: BUS - 312

INSTRUCTOR: W. E. Smith
Room 374, College of Business
Ph# 592-2481

OFFICE HOURS: 2:00 to 2:50 M & W
4:15 to 5:00 T

COURSE DESCRIPTION: The student will be introduced to the four basic functions of management: planning, organizing, leading and controlling. The course will define each function, explain in detail each function's sub-components, and examine how the basic functions are employed by management in today's business environment including the philosophy of total quality management. Students must be prepared to discuss cases contained in assigned chapters.

ATTENDANCE: More than four unexcused absences will result in a final grade reduction. An excused absence requires a note from a person of authority, ie., doctor, health clinic, lawyer, police officer, funeral director, other Ferris instructor.

EXAMS: Four tests and one final exam. Test I is worth 20% of your final grade, Test II 15%, Test III 25%, Test IV 15% and the Final Exam is worth 25% of your final grade. No one admitted after first 10 minutes of a test/exam. No make-ups without EXTREMELY good excuse.

SCHEDULE:

09/01 thru 09/24	Chapters 1 thru 6
09/29	Test I (chapters 1 thru 6)
09/29 thru 10/13	Chapters 7 thru 9
10/15	Test II (chapters 7 thru 9)
10/15 thru 11/10	Chapters 10 thru 15
11/12	Test III (chapters 10 thru 15)
11/12 thru 12/01	Chapters 16 thru 20
12/03	Test IV (chapters 16 thru 20)
12/03 and 12/10	Review for Final Exam
Final Exam per Univeristy Schedule.	

SOCIAL SCIENCE 310
APPLIED SOCIAL RESEARCH METHODS
SECTION 001

Ferris State University
Fall Semester, 1998
3 Credit Hours

Dr. Richard (Rick) W. Griffin

Office Hrs.: 11-12 Noon – W & F
2-3 pm – M & W

Office: ASC #2094

Office Phone: (616)-592-2761

TEXT: Baker, Therese L. Doing Social Research. 3rd Edition. Boston.
McGraw-Hill. 1999.

PURPOSE: APPLIED SOCIAL RESEARCH METHODS (SSCI 310) is a course designed to teach the student about social research design and applied research in public/human service settings, especially those settings dealing with the professions of Public Administration and Social Work.

SSCI 310 will place special emphasis upon program administration, program evaluation, public/human service surveys, single subject designs, public management case studies, and the ethical issues of research. The course will also introduce the student to the design and methods of social science research and to numerous statistical techniques dealing with univariate, bivariate, and multivariate levels of analysis. Students are prepared for the critical use of research, the evaluation of their own programs and practice, and making contributions to the professional knowledge base.

COURSE OBJECTIVES:

Knowledge Objectives:

1. General understanding of the following aspects of social research:
 - a. the logic of social research;
 - b. problem formulation;
 - c. measurement;
 - d. data analysis;
 - e. ethical issues.

2. General understanding of the following basic research designs:
 - a. experiments;
 - b. quasi-experimental;
 - c. survey.

3. In-depth understanding of the use of surveys in public/human service needs assessment.

4. In-depth understanding of the use of public management case studies in the Public Administration profession.
5. In-depth understanding of the use of single subject designs in the evaluation of Social Work practice.
6. In-depth understanding of the use of various designs in the evaluation of public/human service programs, as well as the administrative and political dimensions of program evaluation utilization.
7. Overview understanding of the library sources of research reporting.

Skill Objectives:

1. To identify, summarize, and evaluate (in writing) the methods of a research project as reported in the social science literature. This objective involves the preparation of a research critique by the student.
2. To prepare a written list of Public Administration and Social Work related journals which the student intends to use regularly as a professional. The student is also expected to prepare a written rationale for this list.

Value Objectives:

1. To develop a thorough understanding of the inescapability and complexity of the ethical issues involved with social research.
2. To gain a greater sensitivity and commitment to the underlying ethical principles dealing with social research.

INSTRUCTIONAL METHODS: A large variety of instructional methods will be used in SSCI 310. Included among these are lectures, class discussions, textbook readings, visual aids, reviews of research literature and studies, and the preparation of the research critique.

STRUCTURED LEARNING ASSISTANCE: SSCI 310 is also a Structured Learning Assistance course. As described in the Attachment to the Syllabus, all students **must** attend the SLA workshop until their cumulative grade in the course remains at or above 75. **No exceptions can or will be made.**

The SLA workshop will meet at 4:30 – 6:15 pm on Mondays and Wednesdays. Ms. Susan Dulzo will be our SLA paraprofessional. **I expect each student to treat Ms. Dulzo as my extension in the classroom.**

GRADING: The Final Grade for this course will be determined by the student's performance on five (5) Exams, a Final Exam, a Journal List & Rationale, a Research Critique, and Class Attendance.

The five Exams will be objective (multiple choice) tests. Each Exam will count for 8% of the student's grade for a total of 40%. Students are expected to take each exam on the designated date which is listed on the Class Schedule. If, for any reason, you have a conflict with the exam schedule, notify me at once. Make-up exams will not be given unless prearranged with me in advance of the scheduled exam. An unexcused absence on an exam will result in a zero for that exam! No exceptions to this rule will be allowed.

The Journal List & Rationale is a written list of academic (Public Administration and Social Work, e.g.) journals which the student intends to use regularly as a professional upon graduation and entering the professional field. A brief (2-3 sentence) rationale for each journal is expected to accompany the list. The Journal List & Rationale is due no later than November 4, 1998 and will account for 10% of the Final Grade.

The Research Critique is due no later than December 2, 1998 and will account for 15% of the Final Grade. The Research Critique involves identifying, summarizing, and evaluating the methods of a research project as reported in the social science literature and found in the professional journals.

The Final Exam, which accounts for 20% of the student's grade, will be comprehensive. The Final Exam will be given on the date and time determined by the University's Final Examination Schedule. This is Tuesday, December 15, 1998 at 2-3:40 pm. All students MUST take the Final Exam at that time.

The final 15% of your grade will be determined by class attendance. Each student will begin class with 100 points for attendance. For each unexcused absence, 10 points will be deducted from the 100 points. Also, for each tardy (entering class after I have announced that the class has started) to class, 5 points will be deducted. Promptness to class and regular attendance is necessary for your success in this course.

Thus the student's Final Grade for SSCI 310 will be determined as follows:

5 Exams @ 8% each	40%
Journal & List	10
Research Critique	15
Final Exam	20
Class Attendance	<u>15</u>
FINAL GRADE	100%

GRADING SYSTEM: Grade ranges are as follows:

A = 100-93	B- = 82-80	D+ = 69-68
A- = 92-90	C+ = 79-78	D = 67-63
B+ = 89-88	C = 77-73	D- = 62-60
B = 87-83	C- = 72-70	F = 59 or less

CLASS ENVIRONMENT: Disruptive behavior will not be allowed. Any behavior, which disrupts the class, will not be tolerated or allowed. Also, harassment, in any form, will not be tolerated.

Any student who participates in disruptive or harassing behavior will be asked to leave the class and will not be allowed to return to class without my approval.

This will be an exciting and rewarding class if you take a genuine interest and enthusiastically participate in the classroom and SLA experiences. I am always available to help you, but you must ask for help if you feel that you need it. I can't read your mind. **GOOD LUCK!.**, and remember that **THE CHOICE IS YOURS!!!**

SSCI 310
CLASS SCHEDULE

<u>DAY/DATE</u>	<u>TOPIC</u>	<u>ASSIGNMENT</u>
M/Aug 31	Introduction and Orientation	
W/Sept 2	Varieties of Social Research	Chapter 1
W/Sept 9	Science and Theory	Chapter 2
M/Sept 14	EXAM 1	
W/Sept 16	3 D's of a Research Project	Chapter 3
M/Sept 21	Operationalization & Measurement	Chapter 4
W/Sept 23	Chapter 4 continued	Chapter 4
M/Sept 28	Sampling	Chapter 5
W/Sept 30	Chapter 5 continued	Chapter 5
M/Oct 5	EXAM 2	
W/Oct 7	Experimental Research	Chapter 6
M/Oct 12	Single-Subject Research	Handout
W/Oct 14	Designs of Single-Subject Research	Handout
M/Oct 19	Designs of Single-Subject Research	Handout

W/Oct 21	Designs of Administrative Case Studies	Handout
M/ Oct 26	EXAM 3	
W/Oct 28	Survey Research etc.	Chapter 7
M/Nov 2	Chapter 7 continued	Chapter 7
W/Nov 4	JOURNAL LIST & RATIONALE DUE	
W/Nov 4	Qualitative Research	Chapter 8
M/Nov 9	Methods of Analyzing	Chapter 9
W/Nov 11	Chapter 9 continued	Chapter 9
M/Nov 16	Evaluative Research etc.	Chapter 10
W/Nov 18	EXAM 4	
M/Nov 23	Ways of Analyzing Data	Chapter 11
W/Nov 25	·Variate Analyses	Chapter 12
M/Nov 30	Elementary Social Statistics	Chapter 13
W/Dec 2	RESEARCH CRITIQUE DUE	
W/Dec 2	The Ethics of Social Research	Chapter 14
M/Dec 7	Presenting the Results	Chapter 15
W/DEC 9	EXAM 5	

FINAL EXAM – TUESDAY, DECEMBER 15, 1998, 2-3:40 pm

Structured Learning Assistance - A Bridge to Academic Success
Workshop Policies - Escort Services

Escort Service

Students are asked to walk with each other when leaving evening workshops. Students may wish to use the Ferris Escort Service. Please telephone the residence hall in advance of needing the service in order to make arrangements.

Escort Service Phone Numbers

Masselink	6336	Carlisle	6599
Vandercook	7032	Hallsy	7171
Taggart	6015	Clark	6903
Merrill Travis	6291	Pickell	6151
Miller	7247	Brophy McNerney	6841
Cramer	7713	Ward	7113
Henderson	6642	Bond	7386
Puterbaugh	6567		

Structured Learning Assistance - A Bridge to Academic Success
Workshop Policies - Attendance Policy

The Structured Learning Assistance Workshops are designed to assist all students in successfully completing their course work. The four hour per-week workshops will offer students the study strategies, background information, and practice time vital to academic success. Workshops are an important part of the academic course and must be attended with regularity if they are to be beneficial. The following policy will be in effect for all SLA workshops:

1. All students are required to attend the first two workshop meetings.
2. Attendance at additional workshops is REQUIRED until the first test, quiz, or other assignment given in class. ~~Complete with either "optional" or "required"~~.
3. Once a test, quiz, or other assessment has been given students who earn a 2.0 (C) grade or better are excused from the workshop although they are encouraged to attend. Students will continue to be excused from the workshop as long as their cumulative grade in the course remains at or above a 2.0 (C) 75%.
4. Students who earn a grade of 1.99 or less on the first test, quiz, or other assessment will be required to attend all workshop sessions until their cumulative grade point improves to a 2.0 or higher level.
5. All students are required to attend workshops at any time during the semester in which their cumulative grade falls below a 2.0. Students are responsible to check with the instructor to determine if their attendance at the workshop is required. (most instructors will post a list)
6. No more than 3 absences from required workshop sessions will be permitted prior to the University's final class withdrawal date. And, no more than 4 absences from required workshop sessions will be permitted for the semester. Students who exceed this number of absences will receive a failing grade in the course, or may withdraw if this occurs during the University's class withdrawal time period.
7. For every 3 times a person is late for a workshop session, either at the beginning of the session or following a session break, they will receive 1 absence. (See late for class policy)

Structured Learning Assistance - A Bridge to Academic Success
Workshop Policies - Attendance Policy, con't.

8. A student who arrives more than 15 minutes late will be marked as absent. A student returning from break more than 10 minutes late will be marked absent.
9. A student must be present for the entire workshop to receive credit for attending. Students required to attend the workshop that leave the workshop early will be marked as absent.
10. Students who are requested more than two times, during the course of a workshop session, to refocus their behavior on the learning task may be dismissed and marked absent.
11. A student dismissed for inappropriate behavior will be marked absent.
12. A student who attends a workshop session voluntarily may leave at any time.
13. A student must have all required materials and actively participate in order to be counted as having attended the workshop session. This includes bringing your lecture notes. Students forgetting materials will be allowed to go get them but will be marked late for the workshop session. A student who comes to a workshop session unprepared and is not participating will be asked to leave the workshop and will be marked absent.

Exceptions to Attendance Policy

- University sponsored events in which an excused absence form from the University is presented to the workshop instructor
- Death in the family. Appropriate verification will be needed.
- Extended hospitalization. Appropriate verification will be needed.
- For students that are commuters—dangerous weather conditions in which driving is considered by local authorities as unsafe.
- Being called to testify in a court case.
- "Get-away-days." Workshops on days prior to vacation will not meet if they begin after 3:00PM. Ex. Wed. prior to Thanksgiving break, fall semester.

Unexcusable

- Incarceration/jailed
- Employment

Structured Learning Assistance - A Bridge to Academic Success
Workshop Policies - Late for Workshop Policy

Late for Workshop Policy

1. A person is considered late if they arrive more than 5 minutes after the scheduled time the workshop is to start.
2. A person is also considered late if they return from break more than 5 minutes after the time the instructor has indicated break will end.
3. If a person forgets his/her materials for workshop and leaves to get the material they will be marked as late for workshop.

Expectations for a student participating in a SLA Workshop

1. Have all textbooks/materials by the third workshop.
2. Arrive at the workshop with all learning materials.
3. Participate fully in the workshop activities.
4. Work with other students and/or individually when requested to do so.
5. Address the workshop instructor in an appropriate manner.
6. Respect the views and opinions of the other students.
7. Work only on material/homework of the workshop.

Workshop Rules

1. Soft drinks, coffee, and juice are permitted.
2. No eating.
3. No chewing tobacco. Chewing gum is permitted.
4. No headphones.
5. No sleeping – if you sleep you will be marked absent.
6. Ask permission when the need to leave session room occurs before or after break.

OFFICIAL COURSE DESCRIPTION:

State and local government with emphasis upon legislative, executive, and judicial processes, administrative functions, personnel and fiscal problems, and national-state, interstate, and state-local relationships.

REQUIRED TEXTS:

Please try purchasing these three texts at Great Lakes Bookstore.

James P. Hanley, Jr. and Paul A. Rozycki, Politics and Government in Michigan, McGraw-Hill, 1998. H/R

John Harrigan, Politics and Policy in States and Communities. Harper/Collins, 6th ed., 1997.

Michael Malbin and Thomas Gais, The Day After Reform. Brookings, 1998

Packet of Materials (course outline notes); you can purchase only in the FSU bookstore since it is printed on campus to keep the cost low.

COURSE OUTLINE:

- I. State Political Cultures
- II. Federalism --- Intergovernmental Relations
- III. Constitutions
- IV. Political Parties and Interest Groups; Elections/Voters
- V. State Legislatures
- VI. State Governors
- VII. State Judiciaries
- VIII. Local Governments
- IX. Local Issues and Policy Making
- X. State and Local Fiscal Policy

COURSE OBJECTIVES:

This course on state and local governments will move back and forth between GENERALIZATIONS about state and local governments in the United States (as found in the Harrigan book) and PARTICULARITIES of Michigan politics and government (as found in the Hanley/Rozycki book). Michigan's place and status among the states will be analyzed in terms of the topics in the course outline above.

IMPLEMENTATION:

A combination lecture-discussion type of classroom environment will work best to improve our knowledge of state and local government. Since voter turnout and political participation is usually lower at the state and local government (even though we are greatly impacted by state and local government decisions), we need to get as clear an understanding as possible about issues, problems, and policies at this lower level. The more discussion generated in class, the better the results will be for all of us.

CONTACT:

My office is located in the ASC 2095 and my office phone is 592-2764. My office hours are:

**Monday, Wednesday, Friday 11am to 12 noon
or by appointment**

GRADING:

There are three tests: 50%
two papers: 50%

TESTS:

The test include about 20 to 25 multiple choice questions per test and four or five essay questions from which you answer two essays per test.

ATTENDANCE POLICY:

If there are five or more UNEXCUSED absences, the loss of one letter grade. If there are more than seven unexcused absences, then you receive an F.

PAPERS

FIRST PAPER: After we read and discuss in class the Malbin and Gais book on campaign spending reform in the states, there will be a set of questions for you to answer in your five-page paper about what option you favor when it comes to money in political campaigns.

DUE: April 2, 1999

SECOND PAPER: Choose one of the following public policy issues in Michigan today:

- (1) state lotteries and gambling on Indian reservations
- (2) euthanasia as government-sanctioned public policy
- (3) electricity deregulation: choosing your own electricity company

Read dialogue hand-out as the central basis, the raw material, for your paper. You may consider a surf on the Internet, but this is not required and beware of garbage. (Let me see, along with you paper, any material you uncover.) Write a five-page paper covering the best arguments on both sides of this policy dilemma. Reveal which side has the better arguments according to your judgment.

DUE DATE: April 23, 1999

ASSIGNMENTS (M-W-F schedule)

- JAN** 11 Introduction to the course
13 H/R Chs. 1 and 2: Harrigan, Ch. 1 Environment, History, Political Culture
15

18 Harrigan, Chs. 2 and 3 Constitutions and Federalism
20
22

25 read Michigan Constitution, selected parts
27 H/R Chs. 3 and 4 Political Parties and Interest Groups
29
- FEB** 1 Harrigan Ch. 5 Public Opinion and Interest Groups
3
5 **FIRST TEST**

8 Harrigan, Ch. 6 Elections
10 H/R, Ch. 5 and 6 Elections
12 H/R Ch. 7 and Harrigan Ch. 9 Legislatures

15
17 H/R Ch. 8 and Harrigan Ch. 10 Governors
19

22
24 Harrigan Ch. 11 Bureaucracy
26
- MAR** 1 H/R Ch. 9 and Harrigan Ch. 12 Courts
3
5 **SECOND TEST**

8-12 **SPRING BREAK**

15 Malbin and Gais, Ch. 1 and 2
17 Malbin and Gais, Ch 3
19 Malbin and Gais, Ch 4

22 Malbin and Gais, Ch 5 and 6
24 Malbin and Gais, Ch 7 and 8
26 Harrigan Chs. 7 and 8 Local Governments

	29	H/R Chs. 10 and 11 Townships and Villages
	31	H/R Chs. 12 and 13, Cities and Counties
APR	2	FIRST PAPER DUE
	5	H/R Chs. 14 in 15; Harrigan Ch. 14 Schools
	7	
	9	
	12	H/R Ch. 16 and Harrigan Ch. 4 Fiscal Policy
	14	
	16	
	19	Harrigan Ch. 13 Social Welfare
	21	
	23	Harrigan Ch. 15 Infrastructure SECOND PAPER DUE
	26	Harrigan Ch. 16 Environment and Regulatory Policy
	28	Harrigan Ch. 17 Economic Development
	30	

EXAM WEEK May 3-7

Ferris State University

Department of Social Science

Course Syllabus for:

SOCY 340

Minority Groups in America

SEMESTER: Winter 1998-99

CLASS: Tues. & Thurs. - 1:30-2:45 p.m.
STR 324

PROFESSOR: Dr. William L. Rawlings

OFFICE: ASC 2077

OFFICE PHONE: 592-5891

OFFICE HOURS: Tues. & Thurs. - 8:00-9:15 a.m.
Tues. - 2:45-4:15 p.m.

GLOBAL CONSCIOUSNESS JUSTIFICATION:

Those Ferris students who successfully complete this course requirement should possess social awareness of global cultural diversity. Using the socio-historical perspective, students explore issues of disadvantaged and oppressed groups solely based upon race, ethnicity, gender, and/or religion.

Students will explore issues that have a universality related to prejudices and discrimination in Africa, Asia, Europe, North and South America.

COURSE DESCRIPTION AND PURPOSE:

The purpose of this course is to exam and understand the global awareness of the history of disadvantaged and oppressed groups solely on the basis of race, ethnicity gender and/or religion. A forum is provided for students to heighten their consciousness to explore issues related to prejudice and discrimination for critical examination of values, beliefs and behavior affecting interaction with diverse people.

COURSE OBJECTIVES:

1. To develop student awareness of the differences in cultures and the role they play when people of different cultures interact.
2. To have students study the cultural variations of minority groups from a sociological perspective.
3. To develop student understanding of the nature of prejudice.
4. To develop student understanding of the different aspects of discrimination.
5. To provide insight to students how minority acceptance can be affected by dominant expectations, structural conditions and minority adaptation.
6. To provide insight into racism as a broader ideology that encompasses whites as well as non-whites.
7. To familiarize students with the diversity among native Americans.
8. To study the cross-cultural experiences of Asians from a socio-historical perspective.
9. To examine the global black experience in relation to the experiences of other racial and ethnic groups, indicating how racism and various patterns of majority-minority behavioral are more universal.
10. To make students aware of the cultural diversity among the various Hispanic groups.
11. To have students examine the role of religion as a cultural component in the study of minorities.
12. To discuss religion as an aspect of cross-cultural variations.

CLASSROOM PROCEDURES AND REQUIREMENTS:

DISCLAIMER: This Professor is committed to providing an environment where students and Professor can freely engage in intellectual discourse related to this course, without fear or REPRISAL, even when the subject content may not be acceptable to the beliefs, views and values of those who are listening.

This Professor assumes adult learners at this level to be aware of their academic pursuits, thus you are attending this class regularly and punctually.

You should plan to schedule at least one to two hours of study time for every hour spent in class. In this course attendance is required. Each class absence beyond two (2) will be cause to lower your grade by .5 until 10% had been exhausted. Adult learners entering classes after roll recording will be marked absent and **NO** change will be made. **EXCESSIVE ABSENCES AND TARDINESS CAN RESULT IN A FAILING GRADE.** Exceptions to any of the aforementioned are at the discretion of the Professor.

CLASSROOM ETIQUETTE:

It is unfortunate that the subject of discipline must be addressed to all students for the behavior of a few. The following will **not be** tolerated at any time during this course:

1. Students walking out of class during discussion or lectures because you do not like what is being said. It is immature and is unacceptable behavior **YOU CAN OF COURSE WALK OUT, BUT YOU MAY NOT RETURN.**
2. Language that degrades an individual or categories of people is unacceptable and it to will not be tolerated.
3. Newspaper reading, working on another class assignment, private discussions, etc., will not be acceptable behavior. This behavior epitomizes rudeness and disrespect.
4. At all times, students who have a dispute with this Professor must approach him in a civil manner -- yelling and screaming **WILL NOT BE TOLERATED.**

EVALUATION REQUIREMENTS:

Your final grade will be determined by your performance according to the following:

1. Class participation is required. Adult learners are expected to be prepared for class discussion and contribute spontaneously in response to questions and structured exercises.
2. There will be three (3) 50 item exams. Dates to be announced. The exams will not be cumulative. The exams are 36% of the final grade. **REQUIRED OF ALL STUDENTS.**

3. Three (3) competency-based Critiques (to be discussed) will represent 36% of the final grade. **REQUIRED OF ALL STUDENTS.**
4. You are required to complete the pre-selection and to select two (2) of the optional competency-based activities (to be discussed) that will be 18% of the final grade.

Competency-based Activities:

- A) Racism, Unraveling the Fear (Required)
 - B) Optional Selections (select only two) must be course related.
 - (1) A Colloquium
 - (2) A Symposium
 - (3) An event (ex: activities during Black History, Women History, The International Festival, etc.)
5. See attendance policy stated above. Also there is **NO** make-up of exams or extra credit. **PLEASE DONT ASK!**

REQUIRED TEXT AND READINGS:

1. Schaefer, Richard T. Racial and Ethnic Groups, 7th Ed., Harper Collins, 1998.
2. Rutstein, Nathan. Racism, Unraveling the Fear, 1997, The Global Classroom, Washington D.C.
3. All reading materials on reserve.

MEETING DATES AND ASSIGNED ACTIVITIES:

Jan. 12 & 14	Distribute and discuss syllabi and course requirements Lecture: Historical perspective
Jan. 19 & 21	Chapter 1 - Understanding Race and Ethnicity, pp. 1-33
Jan. 26 & 28	Chapter 2 - Prejudice, pp. 34-64
Feb. 2 & 4	Chapter 3 - Discrimination, pp. 65-93
Feb. 9 & 11	Chapter 7 - The Making of Black America in White America, pp. 181-210
Feb. 16 & 18	Chapter 8 - African Americans Today, pp. 211-241
Feb. 23 & 25	Chapter 6 - First Native Americans, pp. 149-180

Mar. 2 & 4 Chapter 9 - Hispanic Americans, pp. 242-266

SPRING BREAK

Mar. 16 & 18 Chapter 14 - Women: The Oppressed Majority, pp. 376-402

Mar. 23 & 25 Chapter 10 - Mexican Americans and Puerto Ricans, pp. 267-274

Mar. 30 Catch-up - EXAM

Apr. 6 & 8 Chapter 11 - Asian Americans, pp. 293-316

Apr. 13 & 15 Chapter 12 - Chinese and Japanese Americans, pp. 322-345

Apr. 20 & 22 Chapter 13 - Jewish Americans, pp. 346-375

Apr. 27 & 29 Chapters 15 and 16 - Beyond the United States, pp. 405-433
and Overcoming Exclusion, pp. 434-458

Final Exam Date _____

Critiques Due: 1st _____; 2nd _____; 3rd _____

1st Competency activity due: _____ or _____

2nd Competency activity due: _____

3rd Competency activity due: _____

Criteria for Requirements of Critiques
American Minorities
SOCY 340

- I. In partial fulfillment of this course requirement you are required to complete three (3) competency-based comprehension critiques. In addition, each critique must articulate and demonstrate the following:
- A. Your critique must consist of at least three (3) but not more than five (5) typewritten pages, articulating the primary objective in a coherent way.
 - B. Demonstrate your comprehension by identifying at least three (3) but not more than five (5) sociological aspects that would be considered highly positive in the majority groups and which you were unaware in the minority. EX: Aspects of material culture or non material culture: such as Mores, Attitudes, Beliefs, etc.
 - C. Each critique must articulate/demonstrate some theoretical understanding.
 - D. Your point of reference can be any three chapters outlined in the Reference text. Each due on a specific date.
 - E. Each of the critiques must show a minimum of three (3) bibliographies. Each bibliography reference must be documented.
- II. What is a competency-based comprehensive critique? Upon selection of your subject matter you should then:
- Adapt approaches and construct evidence related to your objectives.
 - The use of ample reference materials should be available.
 - Your area of interest should be limited, but focused in the context of the scope of sociological inquiry. EX: define what is under investigation - how it relates to the criteria and, how it fits into your comprehension.
 - Identify concepts and related terms to ensure quality as well as substance.
 - Use only the above criteria to complete your critique.
- III. Evaluation - Each critique criteria has a point value up to 5 (see (I.) above) for a maximum of 25 points per critique.
- ATTENTION: An extra 5 points for an oral presentation of one chapter critique, not more than 3 to 5 minutes in length. If you elect to make an oral presentation of one chapter critique, you must give the presentation on the date indicated or accept an "F" for that critique.
- A = 24 & 25 points
 - B = 22 & 23 points
 - C = 19, 20 & 21 points
 - D = 17 & 18 points

**Criteria for Competency
Activity #1**

In partial fulfillment of this course requirements you are required to do the following:

- A) You are required to read Racism, Unraveling the Fear, Chapters 1 thru 15.
- B) The primary objective is to demonstrate your comprehension of Racism, Unraveling the Fear.
- C) You must select a minimum of 3 but no more than 5 of the concepts or principles as defined by Rutstein. You are to articulate your understanding of how these concepts or principles affect the racism and fears as defined by Rutstein and as you understand it.
- D) The selection of your concepts or principles, you have identified, should be related to ensure quality as well as substance.
- E) Examples of concepts or principles are:
 - (1) Oneness of humankind (2) Humiliate/humanity
 - (3) Racism (4) Infectious (5) Stereotypes
 - (6) _____ (7) _____

Numbers 6 and 7 are designed for those who want to use their own concepts and principles from the reading.

Remember, use only the above concepts or principles. When quoting, use author's last name and book page number. Also use only the title page provided.

Your work will be evaluated on the above criteria.

Optional Selections

1. You must physically attend the event or activities.
2. Define at least 3 objectives for attending the event or activity and how it is related to the event or activity and how it is related to the subject/course.
3. These competency activities must have:
 - A. Title page
 - B. Articulate the primary objectives in a way that is coherent in addressing all three objectives.
4. This competency activity is due written within 7 days of the activity.

COURSE: Economics 431
COURSE NAME: Economics of Public Finance
INSTRUCTORS: Afifi and Olson

REQUIRED TEXTS: Public Finance and the Price System, Browning and Browning, McMillan, 1994

COURSE DESCRIPTION: The economics of the public sector. Governments supply of goods and services and its utilization of resources. The structure of taxation and government spending. Social decision making in a democracy.

TOPIC OUTLINE	CONTACT HOURS
I. Micro Foundations of Government Intervention in the Free Market	15
A. The efficiency of perfect competition	
B. Market failure: Public Goods	
C. Market failure: Externalities	
II. Principles of Expenditure Analysis	6
A. Public choice	
B. Cost-Benefit analysis	
III. Taxation	24
A. Principles of tax analysis	
B. The Federal Individual Income Tax	
C. The Corporate Income Tax	
D. Other taxes	
E. Government and the distribution of income	
CPC COVERAGE:	
ECONOMICS	45
PROD/OPER	
MARKETING	
FINANCE	
ACCOUNTING	
MANAGEMENT	
QUANT. ANALYSIS	
GLOBAL DIMENSION	

FERRIS STATE UNIVERSITY

COURSE PROPOSAL OR CHANGE REQUEST

A. Add Change - check type:
 Delete _____ Contact Hours _____ Credit Hours _____ Abbr Title
 _____ Grade Method (Add New effective _____)
 (Delete Old after _____)

B. Effective: FALL 1995
 Semester Year

C. COURSE IDENTIFICATION				D. FOR CHANGE ONLY - previous info.			
New Subject		New Number		Subject		Number	
A	C	C	T	4	6	5	
Activity(ies)		Contact Hours		Activity(ies)		Contact Hours	
LEC	LAB	PRA	IND	LEC	LAB	PRA	IND
0	3						

Course Name: PUBLIC SECTOR ACCOUNTING Maximum Minimum
 Abbreviated Course Title (32 char. limit - last 6 reserved for GE Codes) Credits Credits
 E. PUBLIC SECTOR ACCOUNTING 03 03
 G-E Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; Semester(s) Offered Variable (V) or Fixed (F)
 S=Social Foundations; W=Writing Intensive; Z=Scientific Consciousness
 Grade Method W F
 (BLANK) = Normal grading - GR = Grade only
 PF = Pass/Fail only - NG = No grade
 XC = Exclude credit - both earned HRS and GPA

F. CATALOG DESCRIPTION (Limit to 75 words - use back of sheet if necessary)

NOTE: Richard Hanna, Accountancy Department is developing this course for non-accounting majors. It will be available with Accountancy Dept. approval December 9, 1994. College of Business approval will follow in January.

Prerequisites:

Department Chair: Richard B. Hanna Date 5-2-96
 College Dean: [Signature] Date 2 May 96
 UCC Chair: Donna A. Smith Date 2-14-96
 Academic Affairs Approval: _____ Date _____

POLITICAL SCIENCE 481
PUBLIC ADMINISTRATION CAPSTONE
Ferris State University
Summer Semester 1998
2 Credit Hours

INSTRUCTOR:

Dr. Richard W. Griffin, Coordinator, Public Administration Program

OFFICE: ASC #2094

OFFICE PHONE: 616-592-2761

OFFICE HOURS: By Appointment during the Summer

TEXT: "Capstone & Internship Manual," Public Administration Program,
Ferris State University

Course Identification

PLSC 481 Public Administration Capstone	2 Credits (1 + 2)
PLSC 491 Public Administration Internship	4 Credits (0 + 10)

Course Description

PLSC 481 and PLSC 491 must be taken in unison during the student's final semester. The general scope of these two courses is to capstone the student's educational experience in the Public Administration program by bringing together theoretical and conceptual knowledge in the classroom and practical work experience from the field.

PLSC 481 Public Administration Capstone is a seminar and laboratory devoted to capping the student's entire academic training in the Public Administration program. It will summarize and integrate public administrative values, knowledge, and skills developed as a result of the student's classroom experiences.

PLSC 491 Public Administration Internship consists of actual field work and experience in a public agency. The student will spend 160-clock hours during the semester in the placement agency. This time will be devoted to assisting practicing public administrators in conducting their daily routine administrative activities.

Course Objectives

Knowledge Objectives

- 1. To specify what public administrators do and how public administrators relate to other actors and institutions within the political system and to deepen understanding of both the uniqueness of public administration in relation to private administration and the similarities between public and private administration.**
- 2. To broaden knowledge of public administrative management styles and techniques as they relate to a public agency's budget, personnel, legal constraints, and policy implementation and regulation activities.**
- 3. To broaden knowledge dealing with accepted public administrative organizational structure and organizational social psychology.**
- 4. To deepen understanding of public agencies and bureaucratic organizations as agents for planned change.**
- 5. To broaden understanding of the full political environment in which public administration operates.**

Skill Objectives

As a result of completing PLSC 481 and PLSC 491 in unison, students will be able to:

- 1. Demonstrate the analytical and conceptual skills necessary for conducting scientifically-oriented research within the public decision-making sector.**
- 2. Demonstrate the public management skills and techniques necessary for administering a public agency.**
- 3. Demonstrate the skills required for the fulfillment of multicultural pluralism within public agencies and bureaucratic organizations.**
- 4. Demonstrate the administrative skills necessary to bring about planned change within the political system and the full society.**
- 5. Demonstrate the ability to communicate comprehensive understanding of the discipline of Public Administration including its unique terminology, concepts, conceptual frameworks, history, functions, and roles within society.**

Value Objectives

1. To develop an awareness and appreciation for the human values involved in the political and societal issues with which public administrators must deal.
2. To develop an awareness and appreciation for the ethical choices public administrators must face.
3. To develop an awareness and appreciation for the value issues and ethical choices involved in public decision-making as it specifically relates to policy formulation, implementation, regulation, and evaluation.
4. To deepen an appreciation for the value of scientifically-oriented research within the public decision-making sector.
5. To develop an appreciation for accepted public management styles and techniques.
6. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of democratic values throughout society.
7. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of the values of multiculturalism within society.
8. To develop a deeper appreciation for public administration as an agent for planned change within both the political system and the full society.

Justification for Course

PLSC 481 Public Administration Capstone and PLSC 491 Public Administration Internship are essential capstone experiences for Public Administration program majors. The placement of the two courses during the student's final semester will integrate the theoretical concepts and knowledge of the discipline, the practical accepted professional skills, and the values necessary for public administrators.

The combination of classroom, laboratory, and fieldwork activities strongly supports the integration process and the student's application of the knowledge, skills, and values developed in all other academic courses of the Public Administration major program. These capstone courses will help produce a Public Administration graduate who is well prepared for a career in the public administrative service sector.

Grading

The student's grade will be determined as follows:

Capstone Paper	75%
Participation	15%
Attendance	<u>10%</u>
Capstone Grade	100%

The content of the Capstone Paper is based upon the six goal-oriented tasks outlined in the Public Administration *Capstone & Internship Manual*. These are identical to the six "Lab Assignments" listed in the "Course Outline - PLSC 481" which follows.

The Participation portion of the grade is based upon the student's actual verbal and content participation in Capstone meetings. Each student is expected to openly share his/her **Internship** experiences with other students during Capstone meetings.

Finally, Attendance is determined by the student's actual attendance of Capstone meetings. Each student will begin the course with 100%. For each unexcused absence, 10 points will be deducted from his/her grade. For each unexcused tardy, 5 points will be deducted.

Course Outline – PLSC 481

- I. Course Introduction
 - A. Roles and Meanings of Capstone Seminar and Internship
 - B. Objectives of Course
 - C. Integration of PLSC 481 and PLSC 491

- II. Overview of the Discipline of Public Administration
 - A. Terminology and Definition of Terms
 - B. Review of Concepts
 - C. History of the Discipline
 - D. Intergovernmental Relations
 - E. Roles of Public Administrators
 - F. Administrative Ethics
 - G. Differences and Similarities Between Public and Private Administrative Agencies
 - Lab Assignment: Review the history structure, and functions of the placement agency**

III. Research in Public Administration

- A. Importance of Conducting Research
- B. Review of Research Methods

Lab Assignment: Analyze research conducted by the placement agency

IV. Public Administration and Management

- A. Agency's Budget
- B. Agency's Personnel
- C. Administrative Law Relating to Agency
- D. Policy Implementation and Regulation

Lab Assignment: Analyze management style and techniques of the placement agency

V. Public Administration and Organization Theory

- A. Agency's Organizational Structure
- B. Agency's Social Psychology
- C. Bureaucracy versus Democracy
- D. Representative Bureaucracy

Lab Assignment: Analyze the placement agency's ability and role in achieving democratic values within the bureaucratic state

VI. Public Administration and Planned Change

- A. Public Agencies as Planned Change Agencies
- B. Strategic Management and Planned Change
- C. Organizational Development and Planned Change

Lab Assignment: Analyze the role of the placement agency in bringing about planned change

VII. Public Administration and Politics

- A. The Executive Agency
- B. The Legislature and the Agency
- C. The Courts and the Agency
- D. Inter-agency Politics

Lab Assignment: Analyze the political environment(s) in which the placement agency operates

Course Outline - PLSC 491

I. Types of Placement Agencies

A. Federal Government

1. Executive - i.e. regulatory commissions
2. Legislative - i.e. congressional aid
3. Judicial - i.e. aid to the court

B. State Government

1. Executive - i.e. regulatory commissions
2. Legislative - i.e. legislative aid
3. Judicial - i.e. aid to the court

C. Local Government

1. County Commission
2. City Manager
3. City Commission
4. Township
5. Local Courts

D. Social Service Agencies

1. Central Assessment and Referral
2. Public Health
3. Rural Poverty
4. Substance Abuse

II. Internship Responsibilities

A. 160 Clock Hours During Semester

B. Utilize Knowledge of Placement Agency as a Case Study for PLSC 481

III. Internship Activities

A. Assist Public Administrators

B. Personnel Duties

C. Grant and Proposal Writing

D. Conduct Research for Agency

Ferris State University

PUBLIC ADMINISTRATION PROGRAM

CAPSTONE & INTERNSHIP MANUAL

Student's Name _____

Placement Agency _____

Semester Placed _____

Faculty Liaison _____

(This manual is required for use in PLSC 481 and 491)

I. Philosophy, Goals, and Eligibility Requirements

A. Philosophy of the Public Administration Capstone & Internship

The Public Administration Capstone course (PLSC 481) and Internship (PLSC 491) experiences must be taken in unison during the student's final semester. The general scope of these is to capstone the student's educational experience in the Public Administration Program by bringing together theoretical and conceptual knowledge in the classroom and practical work experience from the field. The *Capstone and Internship Manual* is intended to guide the student through the difficulties, challenges, and successes of this final undergraduate experience. It is a reminder of the "learning partnership" among the student, the field instructor(s), and the Public Administration faculty.

Public Administration Capstone (PLSC481) is a seminar and laboratory devoted to capping the student's entire academic training in the Public Administration Program. It summarizes and integrates public administrative values, knowledge, and skills, which have been developed throughout the student's classroom experiences.

Public Administration Internship (PLSC 491) consists of actual fieldwork and experience in a public agency. **The student will spend 160 clock hours during the semester in the placement agency.** This time in the Internship will be devoted to assisting practicing public administrators in conducting their daily routine administrative responsibilities and activities.

B. Goals of the PA Capstone & Internship

The fundamental goal of the PA Capstone & Internship experience is the development of the student's ability to integrate the curriculum's liberal arts, social sciences, and professional foundations in the performance of public administrative decision-making and employment responsibilities. This integration occurs primarily through the application of public administrative knowledge, skills, and values to decision-making and problem solving in the field.

During the student's tenure in PLSC 481 and 491, he/she should accomplish the following goal-oriented tasks:

1. Review the history, structure, and functions of the placement agency;
2. Analyze research conducted by the placement agency;
3. Analyze the management style and techniques of the placement agency;

4. Analyze the placement agency's ability and role in achieving democratic values within the democratic state;
5. Analyze the role of the placement agency in bringing about planned change;
6. Analyze the political environment(s) in which the placement agency operates

The accomplishment of these tasks is crucial to the Public Administration Program's curriculum design and to the Program's outcome evaluation process. They also form the core of the evaluation of the student's performance in the Internship.

An additional goal of the Capstone and the Internship is that Public Administration students may demonstrate competence in working with special populations, such as racial and ethnic minorities, women and children, and the economically disadvantaged. Sensitivity toward the special challenges facing these categories of citizens is a highly desired outcome of the Ferris State University Public Administration Program.

C. Eligibility Requirements

In order to enroll in the Public Administration Capstone (PLSC 281) and the Public Administration Internship (PLSC 491), a student must satisfy the following requirements:

1. Successful completion of all prerequisite courses as stated in the University catalogue;
2. Based on preliminary meetings between the student and the Public Administration Program Coordinator, selection by the PA Coordinator of an internship site;
3. Approval of the faculty advisor and the field coordinator.

II. Roles and Responsibilities

A. Student

The student's primary responsibility is the applying of knowledge, skills and values of previous curriculum content to an internship at an approved public administration agency placement site.

Also, the student is expected to:

1. Learn about and function responsibly toward the agency, its clients, its staff, and the agency's network of community agencies and organizations.

2. Interact in a competent and professional manner with the above employing an increasing level of knowledge and skill.
3. Develop increased self-awareness and an objective view of personal strengths and areas needing attention, as related to the six goal-oriented tasks.
4. Identify with and apply professional values and ethical principles as discussed throughout the curriculum.
5. Utilize supervision and other learning opportunities in an effective manner.
6. Support the concept of a three-way partnership among the student, field instructor and field liaison to provide an in-depth, effective and comprehensive professional learning experience.
7. Be responsible for completion of the learning contract in cooperation with the field instructor and for submitting the document to the seminar instructor before the conclusion of the Capstone and the Internship.
8. Complete all assigned written exercises.
9. Maintain a daily log of field instruction experiences, observations, and emotional reactions.

B. Field Instructor

1. Responsibility to the Student:
 - a. Provide the student with a thorough orientation to the agency.
 - b. With the student and with consultation from the Public Administration faculty if desired, define learning contract objectives which are consistent with the six goal-oriented tasks as well as with the mission and service goals of the agency.
 - c. Supervise the student's assignments and, when necessary, help the student understand the relationship of assignments to the learning contract objectives.
 - d. Provide a work area, furnishings, and supplies adequate for the student's role and responsibilities as a beginning public administration professional.

- e. Meet with the student for a minimum of one hour per week in private supervisory conference.
 - f. Evaluate the student at the completion of the internship and forward the evaluation to the field liaison.
2. Responsibility to the Ferris Public Administration Program:
- a. Confer with the program's field coordinator during the planning stage of a potential student placement.
 - b. Cooperate with the field liaison in arranging agency visits, or other needed contacts, during the course of the student's placement.
 - c. Attend field instructor workshops sponsored by the program.

C. Field Coordinator

The field coordinator serves in an outreach capacity to recruit, screen and monitor field instruction sites for students enrolled in PLSC 481 and PLSC 491.

1. Responsibilities to the Program Faculty
- a. For each potential placement site, maintain a file, which contains a general description of the agency, filed instructor credentials and experience, and an outline of agency expectations and learning assignments.
 - b. Consult with the program coordinator as new agency sites are developed.
 - c. Through attendance at regularly scheduled Public Administration faculty meetings, report to faculty on development of placement sites.
 - d. Make certain that agency sites meet all criteria for agency and field instructor selection.
 - e. In order to create diversity of placement opportunities, provide a continuing effort to expand potential internship placement sites.

2. Responsibilities to Placement Agencies and Field Instructors

- a. Through regular communication with approved agency sites, inform agency personnel of pending placements and ensure that placements are well coordinated.
- b. Be available throughout the agency selection and placement process for consultation and planning purposes.
- c. To newly approved agency sites, provide orientation concerning all aspects of the internship through regularly scheduled campus workshops or through special conferences with involved agency staff.
- d. Plan, coordinate, and lead annual field instruction workshops to provide orientation to new field instructors and ongoing training to experienced field instructors.

3. Responsibilities to the Student

- a. Provide students with information concerning specific placement sites.
- b. Conduct individual student conferences for the purpose of selection and approval of an agency placement.
- c. Be available to students for ongoing consultation and advice concerning placement selection.
- d. Assess student strengths, needs and interests in the process of matching each student with the most appropriate placement.

D. Field Liaison

As the program's representative *during* the internship placement, the field liaison consults with the field instructor and the student concerning the needs and expectations of all parties involved in the placement.

1. Responsibilities to the Student

- a. Monitor implementation of the internship objectives.
- b. If the field liaison is also the field seminar instructor, provide seminar activities which enable the student to apply professional foundation curriculum content to the experience.

- c. In order to determine the student's overall progress in internship performance, visit each assigned placement meeting with both the student and the field instructor at least once during the internship.
- d. Review a selection of student case recordings and/or other agency assigned written materials.
- e. Based on a review of the student's written evaluation by the field instructor, assign the student's internship grade.

2. Responsibilities to the Field Instructor

- a. Cooperate with the field instructor in assuring that the objectives of the internship are consistent with the agency's mission.
- b. Become familiar with the general policies and programs of the internship agency.
- c. If requested, assist the field instructor in evaluating the student's progress.
- d. Initiate assignments for agency visits sufficiently in advance of the end of the semester to allow for the use of the visit in providing useful feedback on student performance.
- e. Adjust the frequency of liaison visits to the needs of the field instructor for consultation, especially with regard to the establishment of a clear Public Administration role and identity for the student. In addition, special telephone conferences may be required.

3. Responsibilities to the Coordinator of the Public Administration Program

The field liaison is responsible to the program coordinator for communicating the concerns of internship students, field instructors, and placement agencies which cannot be resolved through the usual three-way communication process between the student, the field instructor, and the field liaison. This also includes recommendations for general improvement of the curriculum or other aspects of the program.

As concerns specific to the placement arise, the following steps should be followed:

- a. The student and the field instructor share concern with those directly involved and arrive at a solution.

- b. If a solution cannot be reached, the liaison becomes involved and a three-way discussion is conducted to arrive at a solution. At this point, a written plan of solution is suggested.
- c. If a question concerning the student remaining in the internship placement is involved, the program coordinator is advised.
- d. Any and all decisions to discontinue an internship placement are made only after full discussion of the problem is conducted among all parties involved.

III. Policies and Procedures

A. Agency Selection Criteria

1. The agency operates in the general area of Public Administration and/or conducts daily, routine activities which can be identified as within the general realm of Public Administration.
2. The agency is able to provide student learning which involves Public Administration structures and processes.
3. The agency is willing to commit the resources necessary for the student learning experience. Included among these resources are supervisory time and adequate physical space and supplies to accommodate the student.
4. The assigned field instructor is willing to engage in a three-way learning experience among him/herself, the student, and the field liaison.

B. Field Instructor Selection Criteria

1. The field instructor should possess an appropriate degree and experience in the general area in which the agency operates.
2. The field instructor should have sufficient time, commitment, and agency support for quality student instruction. This should include a minimum of one hour per week of private supervisory conference with the student.
3. The field instructor should possess a thorough knowledge of the agency's mission, programs, policies and procedures. This should include the network of public administrative services in which the agency is a part.

4. The field instructor should have a thorough understanding of his/her role in evaluating the student's competency in the internship roles and responsibilities.
5. The field instructor should possess necessary skills for sharing in the formulation of the learning contract, for ongoing supervision, and for three-way consultation reflecting the concerns of the agency, of the faculty, and of the student.

C. Placement Procedure

The placement assignment is made by the field coordinator. However, the field coordinator should make every effort to reach a decision which is agreeable to all parties.

The student must:

1. Enroll in both PLSC 481 (Public Administration Capstone) and PLSC 491 (Public Administration Internship).
2. Meet with the field coordinator at least one full semester before the planned start of the placement to begin the process of agency selection.
3. Interview at agencies approved by the field coordinator for possible placement.
4. Consult with the field coordinator and potential field instructor concerning specific learning objectives and activities which will be involved in the internship.
5. Negotiate a learning contract no later than two weeks after the placement's start. Parties to the learning contract are the student, the field coordinator, the field instructor, and the field liaison.

D. Learning Contract

The learning contract (pp. 11-12) is an effective tool for helping the student translate Public Administration theory into specific learning objectives and the six goal-oriented tasks. It should be recognized, however, that the learning contract is designed to be used in a wide variety of agencies, and the extent to which it is helpful depends upon the level of communication between the field instructor and the student. The field liaison is also available during the internship for consultation concerning the learning contract.

E. Evaluation and Grading

At the end of the internship (PLSC 491), students who achieve ratings of "Satisfactory" or higher on all of the six goal-oriented tasks and whatever other general competencies that may be identified are given a grade of "Credit" for the internship. Students who do not achieve ratings of "Satisfactory" or higher for these are given a grade of "Incomplete" or "No Credit."

Students who receive a grade of "No Credit" for the internship must, whenever acceptable to the placement agency, repeat the internship in that same agency in order to continue in the Public Administration Program. An exception to this rule is that the Public Administration faculty and the Dean of the College of Arts and Sciences may act to deny enrollment in a subsequent semester of placement. Also, should a student fail to receive credit for a second attempt to complete the internship, he/she will not be allowed to enroll in PLSC 491 for a third time unless conditions stated by the Public Administration faculty have been met and such enrollment is approved.

If it is not acceptable to the placement agency for the student to repeat the internship in that agency, the student must repeat the internship in a different agency in order to continue in the Public Administration Program, with the same exceptions noted above. Students who seek approval for repeating the internship in a different agency must agree, as a condition of that approval, that the Public Administration faculty may inform the second agency about the reasons for the "No Credit" grade in the first agency.

Grades of "Incomplete" for the internship will be changed to "Credit" according to the satisfaction of conditions of performance and the time agreed upon by both the field liaison and the field instructor. If these conditions are not met, the "Incomplete" will be changed to "No Credit."

It is the responsibility of each student's field liaison to assign the internship grade for that student. A student may appeal to change his/her internship grade through the following levels:

1. The Public Administration faculty acting as a group and including the student's field liaison;
2. Head, Department of Social Sciences;
3. Dean, College of Arts and Sciences; and
4. Vice President for Academic Affairs.

The first level of appeal may be pursued as soon as the student is notified of the grade in question, and a decision will be given to the student within one week of the appeal. Time

requirements for higher levels of appeal will follow the practices and policies governing student academic appeals at the respective levels.

F. Denial of Enrollment in Internship (PLSC 491)

According to university policy, to qualify for the internship the student must meet the following requirements:

1. Have the necessary ability, interest, and maturity to competently complete the tasks that will be required in the internship;
2. Have completed all prerequisites to the internship program as determined by the university, the college, and the department; and
3. Have a minimum cumulative grade point average of 2.00 based on work completed at Ferris State University.

Students may be denied enrollment in an internship if their record in previous internships or other academic areas would, in the judgment of the Program Coordinator and the Dean, prevent a successful internship experience.

G. Placement With Employer

In those internship placements in which the student is a former or continuing employee of the agency, it must be agreed upon that the internship will include knowledge and skill development made possible through new assignments or assignments which are in addition to those normally required.

**Ferris State University
Public Administration Program**

Internship Learning Contract

The purpose of this learning contract is to reach general agreements and understandings concerning the placement of a student from the Public Administration program, Ferris State University. It is also the purpose of this learning contract to reach agreement and understanding regarding agency-specific learning objectives related to the six goal-oriented tasks which the student is expected to complete during his/her internship.

At the outset of the learning contract, two points must be emphasized.

1. There are three primary participants in the planning of the internship: the student; the agency representative; and the Ferris field coordinator. Also, there are three primary participants once the internship has begun: the student; the field instructor; and the Ferris field liaison. During the internship, communications must be open and clear among the three participants, and decisions must be made with regard for the career aspirations of the student, the mission and goals of the agency, and the standards and learning objectives of the Ferris State University Public Administration Program.
2. It is recognized that the learning contract will be applied to a wide variety of public administration settings and that a flexible approach must be taken in defining the internship's specific objectives.

The following outlines the general agreements and understandings of this learning contract.

1. It is agreed that the assigned field instructor, the student, and the field coordinator have all determined the agency to be an appropriate placement with respect to the goals and the objectives of the internship program.
2. It is agreed that the student will participate in an internship experience which provides an opportunity to apply knowledge, skills, and values acquired in baccalaureate level Public Administration education. Instruction will be provided through the guidance and supervision of a qualified public administrator on the staff of the placement agency.
3. It is agreed that the student will be placed and supervised by the agency for 160 clock hours during the internship. The student will earn four semester hours of credit for this experience, provided that he/she also satisfactorily

completes two hours of credit in the concurrent Public Administration Capstone (PLSC 481) course.

4. It is agreed that the student and the field instructor will be visited by the field liaison at least once during the internship for the purpose of determining progress toward pre-specified internship objectives, as well as objectives agreed upon in this contract.
5. It is agreed that the field instructor will make one written evaluation of the student's work during the internship. The evaluation will be used by the field liaison to determine whether or not the student will receive credit for the internship.
6. It is agreed that the student's field objectives and evaluation criteria will include the following six goal-oriented tasks:
 - a. **Review the history, structure, and functions of the placement agency;**
 - b. **Analyze research conducted by the placement agency;**
 - c. **Analyze the management style and techniques of the placement agency;**
 - d. **Analyze the placement agency's ability and role in achieving democratic values within the democratic state;**
 - e. **Analyze the role of the placement agency in bringing about planned change;**
 - f. **Analyze the political environment(s) in which the placement agency operates.**

The primary responsibility for completing these six goal-oriented tasks falls upon the student, with consultation and approval of the field instructor. The student is expected to begin completing these tasks upon placement, or, when appropriate, before placement. However, since on-site orientation to the agency is crucial to complete these tasks, this agreement may be completed before the end of the student's internship.

PUBLIC ADMINISTRATION PROGRAM

CAPSTONE & INTERNSHIP

Course Identification

PLSC 481 Public Administration Capstone	2 Credits (1 + 2)
PLSC 491 Public Administration Internship	4 Credits (0 + 10)

Course Description

PLSC 481 and PLSC 491 must be taken in unison during the student's final semester. The general scope of these two courses is to capstone the student's educational experience in the Public Administration program by bringing together theoretical and conceptual knowledge in the classroom and practical work experience from the field.

PLSC 481 Public Administration Capstone is a seminar and laboratory devoted to capping the student's entire academic training in the Public Administration program. It will summarize and integrate public administrative values, knowledge, and skills developed as a result of the student's classroom experiences.

PLSC 491 Public Administration Internship consists of actual field work and experience in a public agency. The student will spend 160-clock hours during the semester in the placement agency. This time will be devoted to assisting practicing public administrators in conducting their daily routine administrative activities.

Course Objectives

Knowledge Objectives

1. To specify what public administrators do and how public administrators relate to other actors and institutions within the political system and to deepen understanding of both the uniqueness of public administration in relation to private administration and the similarities between public and private administration.
2. To broaden knowledge of public administrative management styles and techniques as they relate to a public agency's budget, personnel, legal constraints, and policy implementation and regulation activities.

3. To broaden knowledge dealing with accepted public administrative organizational structure and organizational social psychology.
4. To deepen understanding of public agencies and bureaucratic organizations as agents for planned change.
5. To broaden understanding of the full political environment in which public administration operates.

Skill Objectives

As a result of completing PLSC 481 and PLSC 491 in unison, students will be able to:

1. Demonstrate the analytical and conceptual skills necessary for conducting scientifically-oriented research within the public decision-making sector.
2. Demonstrate the public management skills and techniques necessary for administering a public agency.
3. Demonstrate the skills required for the fulfillment of multicultural pluralism within public agencies and bureaucratic organizations.
4. Demonstrate the administrative skills necessary to bring about planned change within the political system and the full society.
5. Demonstrate the ability to communicate comprehensive understanding of the discipline of Public Administration including its unique terminology, concepts, conceptual frameworks, history, functions, and roles within society.

Value Objectives

1. To develop an awareness and appreciation for the human values involved in the political and societal issues with which public administrators must deal.
2. To develop an awareness and appreciation for the ethical choices public administrators must face.
3. To develop an awareness and appreciation for the value issues and ethical choices involved in public decision-making as it specifically relates to policy formulation, implementation, regulation, and evaluation.

4. To deepen an appreciation for the value of scientifically-oriented research within the public decision-making sector.
5. To develop an appreciation for accepted public management styles and techniques.
6. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of democratic values throughout society.
7. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of the values of multiculturalism within society.
8. To develop a deeper appreciation for public administration as an agent for planned change within both the political system and the full society.

Justification for Course

PLSC 481 Public Administration Capstone and PLSC 491 Public Administration Internship are essential capstone experiences for Public Administration program majors. The placement of the two courses during the student's final semester will integrate the theoretical concepts and knowledge of the discipline, the practical accepted professional skills, and the values necessary for public administrators.

The combination of classroom, laboratory, and fieldwork activities strongly supports the integration process and the student's application of the knowledge, skills, and values developed in all other academic courses of the Public Administration major program. These capstone courses will help produce a Public Administration graduate who is well prepared for a career in the public administrative service sector.

Course Outline – PLSC 481

- I. Course Introduction
 - A. Roles and Meanings of Capstone Seminar and Internship
 - B. Objectives of Course
 - C. Integration of PLSC 481 and PLSC 491
- II. Overview of the Discipline of Public Administration
 - A. Terminology and Definition of Terms
 - B. Review of Concepts
 - C. History of the Discipline
 - D. Intergovernmental Relations
 - E. Roles of Public Administrators

- F. Administrative Ethics
- G. Differences and Similarities Between Public and Private Administrative Agencies

Lab Assignment: Review the history structure, and functions of the placement agency

III. Research in Public Administration

- A. Importance of Conducting Research
- B. Review of Research Methods

Lab Assignment: Analyze research conducted by the placement agency

IV. Public Administration and Management

- A. Agency's Budget
- B. Agency's Personnel
- C. Administrative Law Relating to Agency
- D. Policy Implementation and Regulation

Lab Assignment: Analyze management style and techniques of the placement agency

V. Public Administration and Organization Theory

- A. Agency's Organizational Structure
- B. Agency's Social Psychology
- C. Bureaucracy versus Democracy
- D. Representative Bureaucracy

Lab Assignment: Analyze the placement agency's ability and role in achieving democratic values within the bureaucratic state

VI. Public Administration and Planned Change

- A. Public Agencies as Planned Change Agencies
- B. Strategic Management and Planned Change
- C. Organizational Development and Planned Change

Lab Assignment: Analyze the role of the placement agency in bringing about planned change

VII. Public Administration and Politics

- A. The Executive Agency
- B. The Legislature and the Agency
- C. The Courts and the Agency
- D. Inter-agency Politics

Lab Assignment: Analyze the political environment(s) in which the placement agency operates

Course Outline - PLSC 491

I. Types of Placement Agencies

A. Federal Government

1. Executive - i.e. regulatory commissions
2. Legislative - i.e. congressional aid
3. Judicial - i.e. aid to the court

B. State Government

1. Executive - i.e. regulatory commissions
2. Legislative - i.e. legislative aid
3. Judicial - i.e. aid to the court

C. Local Government

1. County Commission
2. City Manager
3. City Commission
4. Township
5. Local Courts

D. Social Service Agencies

1. Central Assessment and Referral
2. Public Health
3. Rural Poverty
4. Substance Abuse

II. Internship Responsibilities

A. 160 Clock Hours During Semester

B. Utilize Knowledge of Placement Agency as a Case Study for PLSC 481

III. Internship Activities

A. Assist Public Administrators

B. Personnel Duties

C. Grant and Proposal Writing

D. Conduct Research for Agency

Syllabus—English 150

Instructor: Dr. Elizabeth Stolarek
Office: ASC 3075; phone x5899; hours, MWF 1:00-2:00, MW 4:00-5:00
Texts: Glazier, *The Least You Should Know About English*
Barnet and Bedau, *Current Issues and Enduring Questions*, 4th ed. (CI)
A good, hard-cover, college-level dictionary
*All returned papers, drafts, notes, quizzes, etc. are to be kept in a folder, which is to be brought to class every day.

Week I

Jan. 12 Introduction to class; discuss syllabus
14 Diagnostic essay
16 Discuss oral and written communication, language theory; Socratic dialectic

Week II

Jan. 19 NO CLASS: Martin Luther King Day
21 Class discussion, Essay #1 (Definition)
23 "The Harmful Myth of Asian Superiority," CI 60-61; "Clutter," handout

Week III

Jan. 26 Peer revision, Essay #1
28 Class discussion, audience concerns
30 NO CLASS: Personal Day

Week IV

Feb. 2 *Essay #1 due
Class discussion, history of the English language
4 Return, discuss Essay #1
6 Discuss Essay #2 (Narration/Description); "A Crime of Compassion," CI 422-424; "Saved from Sin," handout

Week V

Feb. 9 Discuss dictionary use—**Bring dictionaries to class.**
11 Peer revision, Essay #2
Sentence Combining
13 Grammar workshop (Formal Agreement)

Week VI

Feb. 16 *Essay #2 due
Discuss argument (assumptions, inductive/deductive reasoning, syllogism, etc.), CI 3-13, 34-56
18 Discuss argument analysis, CI 73-91
20 Discuss argument (cont.)

Week VII

Feb. 23 *Essay #3 In-class writing asst., argument analysis, reading asst. TBA
25 Discuss Essay #4 (dialectic); "'Are We Bound to Obey the State?'," CI 569-581
27 NO CLASS: Personal Day

- Week VIII**
 Mar. 2 Return, discuss in-class assts.; topic generation for dialectic
 4 NO CLASS: INDIVIDUAL CONFERENCES
 6 NO CLASS: INDIVIDUAL CONFERENCES
 Mar. 9-13 NO CLASS: Spring break
Week IX
 Mar. 16 Peer Revision, Essay #4
 Mar. 18 Discuss Essay #5 (Inductive); "The Case for Firearms," CI 275-276; "Why
 Handguns Must Be Outlawed," CI 277-281
 20 *Essay #4 (Dialectic) due
 Discuss Logical Fallacy, CI 774-784
Week X
 Mar. 23 Peer revision, Essay #5
 25 Discuss Essay #6 (Rogerian argument); CI 794-801; "In Defense of the
 Animals," CI 67-69
 27 *Essay #5 due
 Discuss library research, reading asst. TBA
Week XI
 Mar. 30 LIBRARY SESSION
 Apr. 1 LIBRARY SESSION
 3 NO CLASS: Personal Day
Week XII
 Apr. 6 Library Asst. due; Mystery Quiz on library information
 8 Discuss summary, paraphrase, direct quotation
 109 NO CLASS: Easter Break
Week XIII
 Apr. 13 Discuss MLA Documentation, reading asst. TBA
 15 Continue discussion, MLA Documentation
 17 Discuss introductions, conclusions
Week XIV
 Apr. 20 Discuss sample papers
 22 Peer revision, Essay #6
 24 Discuss Deductive Argument, CI TBA
Week XV
 Apr. 27 Grammar review
 Apr. 29 NO CLASS: Conferences
 May 1 *Essay #6 (Rogerian argument) due

A final grammar test will be given during finals week.

Comments:

Grading scale:

Essays (Essay #6 counts twice)	60%	Final grammar test	10%
Quizzes	10%	Attendance, in-class assts., peer revision, part., Soc. dial.	20%

Reading Assignments. Reading assignments and essays are due on the days in which they appear on the syllabus. Consult the syllabus for each day's assignments—they are not always announced in class. One third letter grade will be deducted for each day an assignment is turned in late. Please do not use non-completion of an assignment as an excuse for not attending class. Often, the specifications for the following assignment are discussed the same day as the previous assignment is due, and you are jeopardizing your performance on the next assignment if you miss that day's discussion.

Essays. All essays done outside of class are to be typed, double spaced. All essays can be revised for a higher grade, following the instructions that will be given in class. If you are not already familiar with a word processing program, now is the time to learn one—word processing makes the revision process much easier. Computer labs are available all over campus. Ask me about opportunities to learn word processing if you need to.

Quizzes. Quizzes on reading assignments can be expected on a regular basis. These quizzes are composed of vocabulary and comprehension questions. Quizzes are administered in the first few minutes of the class period, and cannot be made up. The quiz with the lowest grade, including a 0, will be dropped. Some quiz questions are based on lecture notes.

Grammar. Grammar lessons, as well as such other composition techniques as FOG indexes and spelling logs, will be discussed during class. Be sure to bring *The Least You Should Know About English* to every class. The final grammar exam, which will be administered during the regular exam period for this class, will be based on material from these lessons.

Attendance. As in most composition courses, your regular attendance is a requirement if you hope to achieve a good grade. In-class assignments and other kinds of participation cannot be made up. Excused absences can only be granted for any valid excuse (illness, death in the family, etc.) that is backed up by written documentation.

Conferences. You are required to attend one scheduled conference, but please feel free to see me any time during my office hours if you need to discuss your writing, grade, or any other concern. If you cannot come to my office during posted hours, I will be happy to schedule a different time for a conference.

Writing Center. I may request that you visit the Writing Center on a regular basis, or you may wish to drop in at the Writing Center as needed. You will receive information about the Writing Center early in the semester.

ENGL 211: INDUSTRIAL AND CAREER WRITING

Required Materials: "Course Materials for Industrial and Career Writing" (course packet).

Graded Writing Assignments

Introduction to Major	50	Grade Range:	
Journal Analysis Comparison	50	90-100%	A range
Technical Description	50	80-89	B range
Technical Definition	50	70-79	C range
Technical Instructions (Group)	50	60-69	D range
Oral Presentation (Group)	<u>50</u>	Below 60	
	300 pts.		

Policies

Manuscript Format: All written work you do outside of class must be typed. Your papers must be carefully proofread and corrected. **Mechanics will count.** I don't assume you are an expert typist, but I do assume that you go over your work carefully and with a pen neatly fix up any mechanical or typographical errors you find.

Worksheets: Each writing assignment involves completing a worksheet **before** you begin the paper. This worksheet will help you to focus on important content and organizational issues, as well as on the needs of your audience. The worksheets must be attached to your paper and will serve as cover pages. Points deducted from the worksheet cannot be made up.

Presenters' Papers: Every student will prepare one of the assigned papers for small-group discussion. On the day that you are scheduled to present, bring **three or four copies** of your complete paper. You will probably want to revise your paper after it has been discussed. Ten points will be subtracted from the point totals of those students who do not present a complete paper.

Mechanical Corrections: One week after the non-group projects are returned, you may make mechanical corrections on the **original draft** and resubmit. A **maximum of 50%** of the mechanical deduction points may be returned. Mechanical points and deductions for absences will be applied to group projects. These deductions cannot be recouped.

Late Papers: Any work turned in late in this course will be penalized ten percent of the assignment's value (e.g., 5 pts for a 50-pt. assignment). **Papers not handed in during class on the due date are late.** Mechanical corrections will not be allowed on late papers. Also, written comments will not be provided on late papers. Assignments that are more than seven days late will not be accepted.

Attendance: You will be expected to attend every class. For small-group projects (written and oral) point deductions will be assessed on the scores of those group members who are absent once. More than one absence will result in a project grade of "0."

Week 1	8/31	Introduction to course and required projects.
	9/2	Discuss first assignment--"Introduction to Major." Evaluate student samples.
<hr/>		
Week 2	9/7	No class. Labor Day Holiday.
	9/9	Continue evaluating sample student papers.
<hr/>		
Week 3	9/14	<u>Presenters' Day for "Introduction to Major.</u>
	9/16	Trade Journals "Introduction to Major" papers are due.
<hr/>		
Week 4	9/21	<u>Library time.</u> Locate at least three trade journals in your field and determine what contribution each could make to specific courses in your program.
	9/23	Discuss Journal Analysis Paper--Comparison/Contrast.
<hr/>		
Week 5	9/28	Continue evaluating student samples.
	9/30	No class. Prepare a brief oral presentation on one trade journal in your field. The journal must be pre-approved by me.
<hr/>		
Week 6	10/5 - 10/7	In-class activity: For discussion, bring to class a trade journal from your field. Be prepared to explain why this journal is useful to students in your major, particularly with regard to specific course assignments. Note: Five points will be deducted from the point totals of those students who do not bring in and discuss a professional journal on this day. (Borrowing someone else's journal does not count as participation.)
<hr/>		
Week 7	10/12	Journal discussion activity continued.
	10/14	<u>Presenters' Day for Journal Analysis Papers.</u>
<hr/>		
Week 8	10/19	Technical Description. Journal Analysis Comparisons are due.
	10/21	Evaluate student samples.

-
- Week 9** 10/26 **Workshop: Individualized help on Technical Description.**
10/28 **Presenters' Day for Technical Description.**
-
- Week 10** 11/2 **Strategies for Technical Definition & In-class Activity**
Technical Descriptions are due.
11/4 **In-depth critique of extended technical definition: "Jaundice in Newborns"**
-
- Week 11** 11/9 **Evaluate student examples from course packet.**
11/11 **Presenters' Day for Technical Definition.**
-
- Week 12** 11/16 **Technical Instructions.**
Technical Definitions are due.
11/18 **Begin small-group collaborative project: Building a Fire in a Woodstove.**
-
- Week 13** 11/23 - 11/25 **Continue working on technical instructions project:**
-
- Week 14** 11/30 **Small-Group Oral Presentation: Process Demonstration.**
Begin preparation today.
Group Technical Instructions are due.
12/2 **Continue preparation.**
-
- Week 15** 12/7 - 12/9 **Oral Presentations.**
-

Class Meeting Times/Place:
MWF 9-9:50 in ALU 112
E-Mail: douglas_haneline@ferris.edu
dhanelin@netonecom.net

Instructor Information: Douglas Haneline
Office: ASC 3089 Professor of English
Hours: WF 10-11, MW 1-2 and by app't.
Phone: x2525/796-3535 (7am—10 pm)

eng 250
Fall 1998

Description: The second of a two-course sequence, this course focuses on writing from sources. Students will learn how to use sources (library, internet, other) to produce documented papers, to evaluate conflicting claims and evidence, and to write extended argument. The course will stress inquiry, problem-solving, and reasoning skills, but it will also teach the grammatical structure, diction, and style appropriate to academic and professional writing situations.

Objectives: See the attached sheet for objectives statements.

Prerequisites: English 150 or equivalent

Assessment Methods and Grading Procedure:

The following elements make up your English 250 grade:

1 Exercise	100 points
4 Tests	400
4 Papers	900
Class Participation/Workshop Days	100

You can accumulate up to 1500 points in completing the requirements of this course. For a D you need 900, a C 1050, a B 1200, and an A 1350 points. Plus-minus grading is used. **Work submitted late is subject to a penalty of a grade per day.**

Attendance Policy: Attend class regularly; attendance will be taken. **Until the end of the ninth week (November 2), students with more than four unexcused absences will receive an automatic "F" in the class. Afterwards, these absences will be penalized fifty points each on the final grade.** An "absence" is one of the following: missing class, missing a scheduled appointment without notice, arriving at class more than ten minutes after it has begun, leaving class early without prior arrangement with the instructor. Attendance is required on test days and workshop days. Students without rough drafts on workshop days will be counted as absent. If you are unable to attend class, keep abreast of what is happening and when assignments are due.

Excused absences include illness, physician/dentist appointments, and school-sponsored activities. **Documentation is required for an absence to count as excused.**

Texts and Required Reading:

Cozic, ed., *Civil Liberties: Opposing Viewpoints* (Greenhaven)
Hacker, *A Writer's Reference 3/e* (Bedford/St. Martin's)

Paper Format Requirements:

In-class writing and rough drafts may be handwritten. All other work must be typed. Follow the manuscript directions in D2-a (pp.48-52) in *AWR*.

Paper Evaluation Criteria:

Assignment not turned in: ZERO. Note that a zero is not the same as an *F*. Students who turn in their work receive points; students who don't receive no points.

F paper: A disaster. It has three or more of these characteristics. It shows no sense of audience or purpose. It does not make a commitment to the reader early in the paper. It is poorly organized with ideas jumbled together so that it is difficult to follow. The points it makes are primarily generalizations, not adequately supported with specific examples or details. It is marred by serious errors of punctuation or usage. Language is used inaccurately. It does not meet the requirements stipulated for the paper.

D paper: A below standard paper. It shows a poor sense of audience and purpose. It has several of these characteristics. The commitment to the reader is vague or buried; the content is largely unsupported generalities. Points are inadequately developed, and there are few specifics or concrete examples. It is poorly organized and difficult to follow. There are enough errors in usage and punctuation to distract the reader seriously. Language is used inaccurately.

C paper: A satisfactory paper that makes a routine response to the assignment. It shows some sense of audience and purpose. It makes a commitment to the reader and attempts to meet that commitment. It is adequately organized so that the reader can follow it. Generalizations are supported with specifics. There are few distracting errors in usage, punctuation, or spelling. Language is used correctly.

B paper: A good paper that more than meets the assignment. It shows a strong sense of audience and purpose. The writer makes a clear commitment to the audience and meets that commitment in the paper. The scope of the paper is narrow enough to be treated adequately. Generalizations are supported and specific examples are used. Language is sometimes used colorfully or imaginatively. The writer's voice or personality comes through. It has very few errors.

A paper: An excellent paper that gives a strong sense of the writer's voice and holds the reader's interest. The writer seems always to keep in mind the audience and purpose. The commitment is clear and fully met. The paper is well organized with good transitions, and the writer supports generalizations effectively, using visual details and vivid examples. The writer keeps the scope of the paper narrow enough to handle. Language is vigorous. The writer has taken some risks, gotten away from formulas.

--adapted from Maxine Hairston

Other: Keep all written work (including tests) in your folder, and when you submit any new piece of work, include the folder with it. Your folder helps me evaluate your progress fairly and accurately.

Learn what plagiarism is and avoid it. Detection of plagiarism will result in an automatic zero on that assignment and possible failure in the course.

Student conduct rules follow those outlined in the "Student Conduct and Discipline Policy" found in the *FSU Student Calendar/Handbook* and the (attached) College of Arts and Sciences *Syllabus Attachment*.

Students with problems in writing should seek help in the Writing Center, in ASC 1017, in addition to seeing me.

If you have questions or problems with English 250, please come and see me about them.

TENTATIVE SYLLABUS

I. SHOULD FREEDOM OF EXPRESSION BE RESTRICTED?

- | | | | |
|------------|----|---|---|
| AUG | 31 | M | Introduction to the Course: read <i>AWR</i> , Ch. C, pp. 3-35 |
| SEP | 2 | W | Discussion: read <i>CL</i> , Ch. 2, pp. 70-121 |
| | 4 | F | Discussion |
| | 7 | M | NO CLASSES--Labor Day |
| | 9 | W | Workshop Day—Freedom of Expression. Read <i>AWR</i> , Ch. D., pp. 39-60 |

II. DOCUMENTATION

- | | | | |
|--|----|---|---|
| | 11 | F | Freedom of Expression Paper Due*. Documentation: read <i>AWR</i> , Ch. M, pp. 271-303 |
| | 14 | M | Documentation |
| | 16 | W | Documentation |

III. HOW SHOULD THE RIGHT OF PRIVACY BE DEFINED?

- | | | | |
|--|----|---|--|
| | 18 | F | Documentation Test*. Assignment: read <i>CL</i> , Ch. 1, pp. 16-69 |
| | 21 | M | Library Unit--Class Meets in LIB 111/112 |

- 23 W Library Unit--Class Meets in LIB 111/112
- 25 F NO CLASS--Conference Day
- 28 M NO CLASS--Conference Day
- 30 W Workshop Day--Defining Privacy

IV. SENTENCES

- OCT 2 F Privacy Paper Due*. Sentences; read *AWR*, Ch. E & G, pp. 68-83 & 121-166
- 5 M Sentences
- 7 W Sentences
- 9 F **MICHIGAN HUMANITIES COUNCIL MEETING—NO CLASS**
- 12 M Sentences Test*

V. INTERPRETING AND PRESENTING DATA

- 14 W Data Assignment: read handouts and *AWR*, Ch. D., pp. 39-60
- 16 F Data
- 19 M Data

VI. SHOULD CHURCH AND STATE BE SEPARATE?

- 21 W Data Assignment Due*. Discussion: read *CL*, Ch. 3, pp. 122-165
WARNINGS DUE
- 23 F Discussion
- 26 M Discussion
- 28 W **AMWA MEETING—NO CLASS**
- 30 F **AMWA MEETING—NO CLASS**
- NOV 2 M Workshop Day—Church-State Separation
LAST DAY TO DROP WITH A "W"

VII. PUNCTUATION AND MECHANICS

- NOV** 4 W Church-State Separation Paper Due*. Punctuation and Mechanics:
read *AWR*, Ch P & S, pp. 193-246
- 6 F Punctuation and Mechanics
- 9 M Punctuation and Mechanics
- 11 W Punctuation and Mechanics Test*

VIII. HOW CAN CIVIL LIBERTIES BE PROTECTED?

- 13 F Discussion: read *CL*, Ch. 4, pp. 166-219
LAST REVISIONS DUE
- 16 M Discussion
- 18 W Library Research Day
- 20 F Library Research Day
- 23 M NO CLASS—Conferences
- 25 W NO CLASS—Conferences
- 27 F **THANKSGIVING RECESS—NO CLASS**
- 30 M NO CLASS—Conferences
- DEC** 2 W Workshop Day—Civil Liberties
- 4 F Discussion

IX. EDITING

- 7 M Editing; read handouts
- 9 W Editing; Civil Liberties Paper Due*
- 11 F Editing

EXAMINATION: In-Class Editing Test*

**ENGLISH 311, Fall 1998
ADVANCED TECHNICAL WRITING**

Mr. Thomas Brownell (Professor)

PHONE: 592-2361 or 592-2535; Lotus Notes: Thomas_Brownell@ferris.edu

OFFICE: Automotive Center 103 (x2361); Arts and Sciences Commons 3085 (x2535)

OFFICE HOURS: 1-3 p.m. Mon., Wed. A-C 103, and by appointment

COURSE DESCRIPTION:

English 311 prepares students with the professional communication skills needed for careers in technical fields, including

- Writing effective business letters
- Writing clear memoranda
- Researching and preparing professional reports
- Developing internal proposals
- Creating graphics and visuals
- Preparing a complete job-search package

REQUIRED MATERIALS:

Technical Writing Process and Product, Second Edition, by Gerson and Gerson

Collegiate-type Dictionary

3-Ring Notebook

Hi-Liter

Access to a PC for word processing, email, and the World Wide Web

ATTENDANCE and DEADLINES:

You have responsibilities for every class; further, all classes present information needed for success in this course. Regular attendance and active participation are therefore required

If you are absent for a medical reason or a family emergency, I expect you to email me as soon as you know you will be absent with the reason, date(s) of the absence, and arrangements to turn in assignments and make up work. For a medical absence, when you return to class, I expect you to have a Health Clinic appointment slip or other verification of the medical reason for the absence. Medical absences and family emergency absence (within reason) do not count against your grade, providing you turn in assignments missed and make up work.

You are allowed 2 (two) unexcused absences over the duration of the 15 week semester without penalty, providing you email me on anticipation of the absence explaining the reason, date of the absence, and arrangements to turn in assignments and make up work. An unexcused absence does not grant an extension of an assignment deadline.

ENGL 311, ADVANCED TECHNICAL WRITING
Course Outline, Fall 1998

Week 1

Topics/ Activities

Course introduction

"Value"

Writing clear memoranda

Assignments

Reading: *Technical Writing*, Ch 1 Introduction; Ch 8 Memos

Email, "main value looking for in course"

Memorandum

Week 2 (No class Monday, Labor day)

Topics/ Activities

Writing clear memoranda, continued

The "Value Stream"

Assignments

Due: Email

Due: Memorandum

Week 3

Topics/ Activities

Writing effective business letters

Business letters for specific situations

Assignments

Reading: *Technical Writing*, Ch 7 Letters

Business letter

Due: Business letter

Week 4

Topics/ Activities

The complete job application packet

résumés

application letters

follow-up letters

Assignments

Reading: *Technical Writing*, Ch 17 The Job Search

Your professional résumé

A "real" application letter

Week 10

Topics/Activities

Designing readable documents
Writing progress reports
Narrative in technical writing

Assignments

Reading: *Technical Writing*, Ch 5 Document Design
Reading: *Technical Writing*, Ch 14. pp. 322-325 Progress Reports
Due: Instructions/explanation of a process

Week 11

Topics/Activities

Reading: *Technical Writing*, Ch 15 Long Reports
Cover Letter, Title Page, Table of Contents, Executive Summary
Research and collaboration on report project

Assignments

Due: Report project progress report

Week 12

Topics/Activities

Developing effective graphics
Writing lists
Second Mid-term exam

Assignments

Reading: *Technical Writing*, Ch 6 Graphics
Due: Report project rough draft

Week 13

Topics/Activities

Documenting sources, incorporating quotations in report writing
Summarizing, paraphrasing
(No class Thursday—Thanksgiving)

Week 14

Topics/Activities

Writing lists
Introduction to proposals

Week 14 Assignments

Due: "Long form" report

ENGL 311, ADVANCED TECHNICAL WRITING
Assignments, Fall 1998

Week 1

Reading: *Technical Writing*, Ch 1 Introduction; Ch 8 Memos
Email, "main value looking for in course"
Memorandum

Week 2 (No class Monday, Labor Day)

Due: Email
Due: Memorandum

Week 3

Reading: *Technical Writing*, Ch 7 Letters
Due: Business letter

Week 4

Reading: *Technical Writing*, Ch 17 The Job Search

Week 5

Due: Your professional résumé
Due: A "real" application letter

Week 6

Reading: *Technical Writing*, Ch 18 Grammar, Punctuation, Mechanics &
Spelling
Visit to Career Planning office
Reading: Placement Bulletin

Week 7

First Mid-term exam

Week 8

Due: Placement Office memo with review of Placement Bulletin
Due: Report project memo
Reading: *Technical Writing*, Ch 10 Technical Description

Week 9

Reading: *Technical Writing*, Ch 11 Instructions and User's Manuals
Due: Technical Description report

Week 10

Reading: *Technical Writing*, Ch 5 Document Design
Reading: *Technical Writing*, Ch 14. pp. 322-325 Progress Reports
Due: Instructions/explanation of a process

INTEGRITY CONTRACT

Plagiarism is one of the temptations of the academic setting. However, like many temptations, plagiarism has harmful consequences.

- it short circuits a student's own learning
- it is dishonest
- it is ethically and professionally indefensible
- it can severely damage your reputation as an honest person, both academically and professionally
- it can lead to legal action; in professional settings this legal action may be taken against both you and your employer

The best way to avoid plagiarism is not to do it in the first place. In keeping with Ferris State University's policy on academic honesty (which includes penalties for plagiarism) the following plagiarism policy is in place in this course.

For this course, if you turn in work which shows evidence of plagiarism, the following consequences can result,

1. You will receive a 0 (zero) for the plagiarized assignment or test
2. You will receive an F for the course
3. A letter will be placed in your student file stating that you received the F for plagiarism, with specifics about the plagiarism incident.

Before signing this contract, be sure you have read and understood its terms. By signing, you are agreeing to accept and abide by the terms of the contract.

Name (signature) _____

Date _____

HUMN 216: Introduction to Ethics

Dr. Morris

120 Johnson Hall

592-2774

Office Hours: Wed. 1-4

WELCOME!!

Course Description

Questions about how we ought to live and what kind of people we want to be have probably been around as long as people have had consciousness. We will study ethics by studying the traditions of ethical theory, particularly those we inherit from Europe, and then study how theories have been applied by many different situations and cultures of people.

Required texts:

A Companion to Ethics, ed. Peter Singer

Applied Ethics: A Multi-Cultural Approach, May, Collins-Chobanian, Wong

Course Content

Theory:

Subjectivism

Ethics & Religions: Christianity and Buddhism (at least)

Virtue Ethics

Kantian Ethics

Consequentialism/Utilitarianism

Applied Ethics:

Relativism

Human Rights & Justice

Hunger & Poverty

Racial & Ethical Discrimination

Environmental Ethics

Gender Roles & Morality

Readings

Reading assignments will be given in class. If you are unsure what to read, call a fellow student from class to check.

Thinking Journal:

You will be keeping a journal throughout the semester in response to the readings. The journal entries will record your thinking processes as you come to grip with the points in the reading. Examples of journal entries:

questions that occur to you that you would like me to answer

a view you hold that the reading seems to support

to talk with me about your ideas and paper, make an appointment with me to work on your paper in my office.

Calling:

If you call me in my office, try to call during my office hours (W 1-4). If you call and I am not there, you will receive my answering service. Do not ask me to call you back. I won't, unless the matter is very serious. If you need information about an assignment or some other class matter, either call during my office hours or make arrangements with me to have a conference with you in my office at a time other than my scheduled office hours, or call another student from the class. You must discuss an excused absence with me **IN PERSON**.

HISTORY 121

Fall 1998

Instructor	Dr. Barry Mehler
Office	ASC 2064
Office Phone	x 3612
Office Hours	Tues. 3-5, Fri. 10-12
E-mail	bmehler@netonecom.net
Course	Hist. 121
Course Title	United States History to 1877
Sections	001/003
Credit Hours	3



PREREQUISITE COURSES/SPECIAL SKILLS:

Prerequisite: None. Special skills: All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

COURSE DESCRIPTION:

A survey of United States history from pre-colonial times to 1877. This is a multi-media course using film, audio, and internet materials.

COURSE OBJECTIVE/FOCUS:

1. Gaining a broader understanding and appreciation of American intellectual and cultural development.
2. Discovering the implications of history for self-understanding.
3. Gaining factual knowledge of American History.
4. Learning fundamental principles and theories of historical change.
5. Developing self-discipline, critical reading, test taking, and basic computer skills.
6. Learning how to express ideas clearly.
7. Developing a historical understanding of contemporary social issues.

REQUIRED COURSE MATERIALS:

1. Textbook(s):

2. Other Materials:

Study Guide (optional) 006-501-0582; dictionary and desk encyclopedia (required).

LAB WORK NOTE: Section 001; 12:00-1:50 is an SLA course.

The lab is required only for the SLA designated section of this course. The lab meets four hours per week. Attendance is required until the first exam. Students who maintain a C or better average are not required to attend the lab.

PERFORMANCE CRITERIA:

- 1.Exam scores. There are approximately seven exams during the semester. The grades are averaged to form the major grading criteria.
- 2.Class participation. Participation can significantly effect the grade. Questions and comments are always welcome.
- 3.Optional writing assignment for extra credit. Students may do either a book review or essay. The topic must be approved in advance and completed on time.
- 4.Computer assignment. Students are required to have or obtain an email address. Assignments and exam preps are distributed through email. Students will also be required to do some internet based research. **NO COMPUTER EXPERIENCE IS NECESSARY.** The assignments are simple and all the computer labs have lab assistants to help students who are unfamiliar with our systems.

EXAMS AND HOMEWORK:

There will be exams approximately every two weeks. Each exam will consist of 50 multiple choice questions which will be derived from both the textbook and the lectures. At the end of the quarter the exam grades will be averaged. This is the primary basis for your grade. Extra credit work, class participation, and number of absences, all contribute to the final grade.

GRADING POLICIES:

The grade is based on exam scores, class participation, and optional writing assignment. In SLA classes, lab performance is also a factor in grading.

ATTENDANCE, TARDINESS AND ANY SPECIAL CONDUCT POLICIES:

Attendance is mandatory. Please bring your text and study guide with you to class and be prepared to discuss the assigned reading material. Class participation is considered part of attendance. Students who are unprepared are not in attendance and will be marked absent.

Etiquette

OPTIONAL WORK:

Students may choose to write a book review or topical essay. Extra-credit writing assignments must be

COURSE SCHEDULE:

Sample Test Questions From the Text (these multiple choice questions were written by the publisher of the text)

Topic I: Introduction, Course Objectives, Essential skills, the reason for studying history.

Topics include: The People of America Before Columbus, Africa on the Eve of Contact, Europe in the age of Exploration, The Iberian Conquest of America, England looks West, Converging Worlds.

Readings. Chapter 1: Three Worlds Meet.

Class Preparation for Chapter One (study guide).

Caravans of Gold

Topic II: Colonizing a Continent.

Topics Include: The Chesapeake Tobacco Coast, Massachusetts and Its Offspring, From the St. Lawrence to the Hudson, Proprietary Carolina: A Restoration Reward, The Quakers' Peaceable Nation, The Achievement of New societies.

Readings. Chapter 2: Colonizing a Continent.

Dr. Mehler's Notes on Mercantilism

Topic III: Mastering the New World.

Topics Include: Black Bondage, Slave Culture, The Struggle for Land, An Era of Instability, Contending for a Continent, Controlling the New Environment.

Readings. Chapter 3: Mastering the New World.

Topic IV: Maturing of Colonial Society.

Topics Include: America's First Population Explosion, Beyond the Appalachians, A Land of Family Farms, Ecological Transformation, The Plantation South, The Urban World of Commerce and Ideas, The Great Awakening, Political Life, America in 1750.

Readings. Chapter 4: Maturing of Colonial Society, The Declaration of Independence p. A1.

Topic V: Bursting the Colonial Bonds.

Topics Include: The Climactic Seven Years War, The Crisis With England, The Ideology of Revolutionary Republicanism, The Turmoil of Revolutionary Society, Forging a Revolution, Cornell Notes on French & Indian War.

Readings. Chapter 5: Bursting the Colonial Bonds; The Constitution of the United States, p. A3.

Strategy for Success (exam preparation for chapter 5)

Glossary for Chapter 5 (study guide)

Cornell Notes for the 7 years War

Dr. Mehler's Notes on the Ideology of Republicanism

- North American Claims, 1750
- North American Claims after 1763

Topic VI: A People in Revolution.

Topics Include: The War for American Independence, The Experience of War, The Ferment of Revolutionary Politics, The Agenda of Revolutionary Politics.

Readings. Chapter 6: A People in Revolution.

Dr. Mehler's Notes on The Broken Chain

American Revolution Overhead

Natural Law Overhead

Dr. Mehler's Notes on the American Revolution and the Growth of Racism.

Dr. Mehler's Notes on Republicanism

Maps on Exam II

- British and Spanish Possessions in Eastern North America, 1783
-

(note: The outline map on the exam will be taken from this map not necessarily the information from this map)

Topic VII: Consolidating the Revolution.

Topics Include: Struggling With the Peace Agenda, Political Tumult in the States, Toward a New National Government, Completing the Revolution.

Readings. Chapter 7: Consolidating the Revolution.

Topic VIII: Creating a Nation.

Topics Include: Launching the National Republic, The Republic in a threatening World, Federalists Versus Jeffersonians, Toward the Nineteenth Century.

Readings. Chapter 8: Launching A New Nation.

Topic IX: Society and Politics in the Early Republic.

Topics Include: Restoring Republican Party, Building an Agrarian Republic, Perfecting Republican Society, A foreign Policy for the Agrarian Republic, Indian-White Relations in the Early Republic, Politics in Transition, The Passing of an Era.

Readings. Chapter 9: Society and Politics in the Early Republic.

Topic X: Currents of Change in the Northeast and the Old Northwest.

Topics Include: Economic Growth, Early Manufacturing, Urban Life, Rural Communities, The Character

Readings. Chapter 10: Currents of Change in the Northeast and the Old Northwest.

Topic XI: Slavery and the Old South.

Topics Include: Building the Cotton Kingdom, Master in the Big House, Slaves in House and Fields, Slaves in Their Quarters, Resistance and Freedom, Douglass's Dream of Freedom.

Readings. Chapter 11: Slavery and the Old South.

Topic XII: Shaping America in the Antebellum Age.

Topics include: The Political Response to Change, Religious Revival and Reform Philosophy, Utopian Communitarianism,, Reforming Society, Abolitionism and Women's Rights, Perfecting America.

Readings. Chapter 12: Shaping America in the Antebellum Age.

Topic XIII: Moving West.

Topics Include: Probing the Trans-Mississippi West, Winning the Trans-Mississippi West, Going West, Living on the Frontier, Cultures in Conflict, Fruits of Manifest Destiny.

Readings. Chapter 13: Moving West.

Topic XIV: The Union in Peril..

Topics Include: Slavery in the Territories, Political Disintegration, Kansas and the Two Cultures, Polarization and the Road to War, The Divided House Falls, The "Irrepressible Conflict."

Readings. Chapter 14: The Union in Peril.

Caning of Sumner Overhead

Compromise of 1850 Overhead

Total War Overhead

The Modern War Overhead

The Balance of Resources Overhead

Lincoln vs Davis Overhead

Border states Overhead

Civil War Unusual Overhead

Sense of Secession Overhead

Topic XV: The Union Severed.

Topics Include: Organizing for War, Clashing on the Battlefield, The Tide Turns, Changes Wrought by War, An Uncertain Future.

Readings. Chapter 15: The Union Severed.

Dr. Mehler's Notes on Chapter 15

Topic XVI: The Union Reconstructed.

Topics Include: The Bittersweet Aftermath of War, NATIONAL Reconstruction, Life After Slavery, Reconstruction in the states, A mixed legacy.

Readings. Chapter 15: The Union Reconstructed.

Dr. Mehler's Notes on Sold Down the River

2236

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HISTORY 122

UNITED STATES HISTORY SINCE 1877

Class Time: 12:00-1:15 (T, Th)

3:00-4:15 (T, Th)

Class Room: Starr 235

Hours: T 4:30-5:30

Th 8-9 & 2-3

****PC LAB: T 2-3**

Dr. Kimn Carlton-Smith

Office: Commons 2068

Office Phone: 592-5850

Home: 616-458-3233(t-r)

E-Mail:

kimner58@hotmail.com

COURSE OBJECTIVE: to acquaint the student with the range and complexity of the American experience from the post civil war era to the present. Students will be exposed to such issues as race, ethnicity, & gender and their impact on American politics, economy, and culture. The course also strives to heighten students' awareness that many of the current issues we face in our society have deep roots in our historical past. Therefore, this course is primarily concerned with building students' "critical thinking skills" rather than a course whose expressed function is the mastering of a select body of knowledge. The course seeks to discourage "rote memorization of facts." Instead, we encourage students to question "why" historical events and issues have emerged and "why" some issues or ideas may have been more powerful than others in shaping our attitudes and beliefs as Americans.

REQUIRED INTERNET ACCESS

Any Internet Access Provider

HIST 122 Web site

REQUIRED READINGS:

Berkin, et al., Making America: Brief Edition (Vol B)

Davidson & Lytle, After the Fact (Vol 2, Third Ed.)

Carlton-Smith, HIST 122 Reserve Readings

Merriam Webster Pocket Dictionary

REQUIRED EDUCATIONAL MATERIALS:

HotMail Address AND 3.25" HD Formatted Floppy Disk (2 qty)

EXAMS: There will be three exams. The format of these exams will consist of identification terms, multiple choice questions, and one essay question. The exams will be based on the Berkin readings and in-class lecture material. KeyWord terms needed for effective reading of the textbook & preparing for the exam are locate at the HIST 122 Web Site.

NO MAKE-UP EXAMS GIVEN!!

QUIZZES: There will be weekly quizzes given based on the assigned Berkin readings. These will be unannounced pop quizzes using the identification terms or "keywords" listed on the HIST 122Web Site.

NO MAKE-UP QUIZZES OFFERED!!

PAPERS: There will be two brief writing assignments based on students' evaluation of two separate historical topics addressing issues concerning historical sources and methods of interpreting historical events. The writing assignments will be based on material contained in the Davidson & Lytle text as well as primary documents contained within the HIST 122 Reserve Readings. Guidelines for each assignment are located on the HIST 122 Web Site.

NO LATE PAPERS ACCEPTED!!

WEEK ONE

Read: Berkin, Ch. 16

WEEK TWO

Read: Berkin, Ch. 16, Ch. 17* & Ch. 18

**Davidson & Lytle - Ch. 8 [Essay due 1/27]

WEEK THREE

Read: Berkin, Ch. 20* & Ch. 21

**Davidson & Lytle - Ch. 9 [Essay due 2/4]

WEEK FOUR

EXAM ONE (Ch. 16, 17*, 18, 20*, 21) [Exam on 2/2]

Read: Berkin, Ch. 22

WEEK FIVE

Read: Berkin, Ch. 23

**Davidson & Lytle - Ch. 10 [Essay due 2/17]

WEEK SIX

Read: Berkin, Ch. 24 & Ch. 25

**Davidson & Lytle - Ch. 11 [Essay due 2/24]

WEEK SEVEN

Read: Berkin, Ch. 26

**Davidson & Lytle - Ch. 12 [Essay due 3/3] & **Reserve Reading

WEEK EIGHT

EXAM TWO (Ch. 22, 23, 24, 25, 26) [Exam on 3/2]

Read: Berkin, Ch. 27

WEEK NINE

Read: Berkin, Ch. 28

**Davidson & Lytle - Ch. 13 [Essay due 3/30] & **Reserve Readings

WEEK TEN

Read: Berkin, Ch. 28 & 29 & **Reserve Readings

WEEK ELEVEN

Read: Berkin, Ch. 29

WEEK TWELVE

Read: Berkin, Ch. 29 & Ch. 30

WEEK THIRTEEN

Read: Berkin, Ch. 28, Ch. 29, & Ch. 30

**Davidson & Lytle - Ch. 15 [Essay due 4/20] & **Reserve Readings

WEEK FOURTEEN

Read: Berkin, Ch. 30 & **Reserve Readings

WEEK FIFTEEN

Read: Berkin, Ch. 30

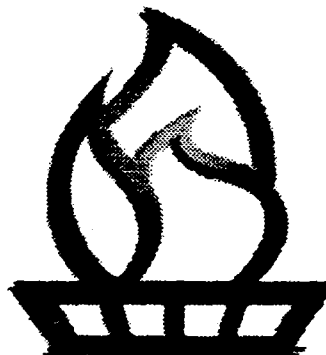
**Davidson & Lytle - Ch. 14 [Essay due Exam Week] & **Reserve Readings

@@EXAM WEEK — EXAM THREE (Ch. 27, 28, 29, 30)

HISTORY 277

Winter 1999

Instructor	Dr. Barry Mehler
Office	ASC 2064
Office Phone	x 3612
Office Hours	Tues. 3-5, Fri. 10-12
E-mail	bmehler@netonecom.net
Course	277
Course Title	American Business History
Sections	001
Credit Hours	3



Description:

Major developments in American business history from the colonial period to the present, tying together the role of government, technology, unions, and banks on business enterprise in America.

Prerequisites:

None.

Special skills:

All history courses require good reading skills. Students must be able to evaluate reading material, identify the main ideas, and place facts in a meaningful context.

Course Objectives:

1. Gaining an understanding of how scientific and technological change impact on society.
2. Discovering the importance of history in managing technological advance.
3. Gaining factual knowledge of scientific and technological developments.
4. Learning fundamental principles and theories of historical change.
5. Developing critical computer research skills.
6. Learning how to express ideas clearly.
7. Developing a historical understanding of contemporary social issues.

Required Text:

Mansel G. Blackford and K. Austin Kerr, *Business Enterprise in American History* (Houghton Mifflin - Third Edition, 1994) ISBN 0-395-668-492

Martini V. Melosi, *Thomas A. Edison and the Modernization of America* (Scott, Foresman) ISBN

You are also required to own a dictionary and a desk encyclopedia.

Course requirements and grading policies:

Attendance is mandatory. Three unexcused absences will lower your grade; five unexcused absences will result in an F. Class participation is also required. You must come to class prepared to discuss the readings and offer your views to be considered in attendance. Students who have not done the reading may be asked to leave. Class participation is essential. Class participation represent about 15% of your grade.

All students are required to have an email address by the second Topic of class. Any email service is accepted. Email is available to all Ferris Students. Students can obtain an email address from the computer lab on the first floor of Starr building. Most of the University computer labs offer email and internet access. Email is free and it takes about five minutes to sign-up for an email address. Further instructions will provided in class.

This is an internet based course. Students are required to have an email address and to check Dr. Mehler's internet forum regularly for class assignments.

Readings:

The reading assignments listed for each Topic are due by the first class of that Topic. Students are expected to come to class prepared to discuss the relevant materials.

Examinations:

Exam scores constitute 60% of your grade. There will be two major exams - a midterm and a final exam. The midterm and final will consist of short answer and take-home essay questions. All work done at home must be typed or computer printed. No handwritten work will be accepted. Take-home essays will constitute 30% of your grade. Short answer exams will constitute 20% of your grade. I loathe giving quizzes, but if students clearly are not reading the textbook, I will give unannounced quizzes.

Term Paper:

Each student is required to do a term paper. The paper must be approximately five pages. The topic for your term paper must be approved by the third Topic of class. The first draft of the paper must be submitted by Topic eight. Choose your topic carefully. I don't like students changing topics and I don't always approve of such changes. Failure to submit a draft on time will lower your grade by one-half grade (and A becomes a B+; etc.) The final draft of paper two is due by Topic twelve. The term paper will constitute 25% of your grade. Students must share their findings with the class.

Topic I: Introduction

Course Objectives; Essential skills; the reason for studying the history of business, stages and themes in American business history.

Topics include: Feudalism, the beginnings of Capitalism, Mercantilism, and the British Colonies.

Film: SEARCH AND SEIZURE - the revolutionary implications of business.

Readings: pages 1-31 Business Enterprise in American History

Dr. Mehler's Notes on American Business History: An Introduction

Study Guide for Introduction to Business Enterprise

Dr. Mehler's Notes on Mercantilism

Topic III: Business in the Revolutionary Era

Topic IV and V: The Fabric of A Business Civilization, 1776-1850.

Film: Roger Kennedy's America: The Railroad.

Topic VI: Government and Business

Topic VII: The Rise of Big Business

Topic VIII: Business in the Gilded Age

Topic IX: Business in the Progressive Era

Topic X: The Development of Modern Business, 1920-1945

Topic XI: The Company in the Postwar World

Topic XIV: The Rise of the Multinational Corporation

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INTRODUCTION TO PSYCHOLOGY (PSYC 150: 001, 003, 008)

Winter, 1999

Dr. Jeffrey L. Nagelbush
Arts & Sciences Commons 2084
ext. 5880; e-mail: nagelbuj@ferris.edu

Office Hours: M-W-F 10:00-10:50
M-W-- 2:00- 2:50
Other hours by appointment

Text: Myers, David G. (1996). *Exploring Psychology*, third ed. NY: Worth.

<u>Date</u>	<u>Tentative Class Outline</u> <u>Topic</u>	<u>Reading Assignment Due</u>
Jan. 11	General Introduction	
Jan. 13	Thinking Critically with Psychology	Chap. 1, pages 1-7
Jan. 15	Thinking Critically with Psychology	Chap. 1, pages 8-17
Jan. 20	Thinking Critically with Psychology	Chap. 1, pages 18-22
Jan. 22	Thinking Critically with Psychology	Chap. 1, pages 23-30
Jan. 25	Neuroscience and Behavior	Chap. 2, pages 35-40
Jan. 27	Neuroscience and Behavior	Chap. 2, pages 41-49
Jan. 29	Neuroscience and Behavior	Chap. 2, pages 49-57
Feb. 1	Neuroscience and Behavior	Chap. 2, pages 58-64
Feb. 3	TEST 1	(Chapters 1-2)
Feb. 5	The Developing Person	Chap. 3, pages 69-75
Feb. 8	The Developing Person	Chap. 3, pages 75-87
Feb. 10	The Developing Person	Chap. 3, pages 87-97
Feb. 12	The Developing Person	Chap. 3, pages 97-112
Feb. 15	Sensation and Perception	Chap. 4, pages 117-125
Feb. 17	Sensation and Perception	Chap. 4, pages 125-131
Feb. 19	Sensation and Perception	Chap. 4, pages 131-139
Feb. 22	Sensation and Perception	Chap. 4, pages 139-158
Feb. 24	TEST 2	(Chapters 3-4)
Feb. 26	Learning	Chap. 6, pages 195-201
Mar. 1	Learning	Chap. 6, pages 202-208
Mar. 3	Learning	Chap. 6, pages 208-214
Mar. 5	Learning	Chap. 6, pages 214-219
March 8-12	SPRING BREAK	
Mar. 15	Memory	Chap. 7, pages 223-230
Mar. 17	Memory	Chap. 7, pages 230-235
Mar. 19	Memory	Chap. 7, pages 235-242
Mar. 22	Memory	Chap. 7, pages 242-251
Mar. 24	TEST 3	(Chapters 6-7)
Mar. 26	Thinking, Language, & Intelligence	Chap. 8, pages 264-275
Mar. 29	Thinking, Language, & Intelligence	Chap. 8, pages 275-292
Mar. 31	Personality	Chap. 11, pages 377-387
Apr. 5	Personality	Chap. 11, pages 387-393

Apr. 7	Personality	Chap. 11, pages 393-401
Apr. 9	Personality	Chap. 11, pages 402-408
Apr. 12	TEST 4	(Chapters 8 & 11)
Apr. 14	Psychological Disorders	Chap. 12, pages 413-422
Apr. 16	Psychological Disorders	Chap. 12, pages 422-434
Apr. 19	Psychological Disorders	Chap. 12, pages 434-444
Apr. 21	Social Psychology	Chap. 14, pages 479-484
Apr. 23	Social Psychology	Chap. 14, pages 485-489
Apr. 26	Social Psychology	Chap. 14, pages 490-511
Apr. 28	Social Psychology	Chap. 14, pages 511-522
Apr. 30	TEST 5	(Chapters 12 & 14)
May 3-7	FINAL EXAM	

The Course

In this course we will explore the nature of the field of psychology. Our goal will be to understand what psychologists do and to learn some of the things psychologists have discovered. In addition, we will explore the ways in which psychologists come to know what they know.

Research has shown that active learning is the most effective way to learn. Therefore, we will spend much of the class periods doing in-class activities or discussing the material. In order for us to discuss the material, you must do the reading ahead of time, each day. We will be doing some things to help encourage you to keep up with your readings. These will be described below.

We will, of course, focus on human beings. Yet modern psychology is more than that so we will study some other species, when appropriate. This class is a foundation course in social awareness. It also helps meet the race, ethnicity, and/or gender requirement.

Grades

Your grade in this course will be determined by your performance on exams and daily questions based on the reading assignments (see below). In addition, extra points can be earned through various other means described later.

Exams

The exams will cover all material in the text and discussed in class. All questions will probably be multiple-choice, although I reserve the right to include other types of questions, with advanced notice to you. The final exam will be a comprehensive exam. If all exams are taken, including the final, the lowest exam score will be dropped.

If you miss a test for any reason, you can make up the test if you can arrange with me to take it before the class period following the day the test is administered. (This is best done in advance.) Otherwise, you will drop that test score and the final exam will be used instead. If you miss more than one exam, a verified, legitimate (as determined by me) excuse will be required for a make-up.

Your grade on each test will be based on 100 points (percent). If no one in any of my sections of this course receives 100 points (percent), the top score will be adjusted, up to 10 points and everyone else's score will be adjusted accordingly.

Daily Questions

Each day, except test days, you will be given 2 multiple choice questions at the beginning of class. These questions will be based on the reading assignment due for that day. Each question will be worth 1 point. Although there are 37 days when questions will be asked, only 64 points will be required to get full credit for the daily question points. This allows for some absences as there will be no make-up for missed days. You must be on time to answer the questions since they will be given during the first 2-3 minutes of the class. As far as the daily questions are concerned, being late is the same as being absent.

If you receive more than 64 points on the daily questions, the extra points will be added to your point total as extra credit and could raise your grade.

Extra Points

You can also receive extra points in at least two ways. First, if you find a newspaper or popular magazine article on what we are discussing that day or the previous day, bring it or a copy of it to class that day and discuss it knowledgeably, you will receive one extra point. I do not want articles from technical magazines of any kind, only widely popular magazines or general newspapers will be acceptable. Second, I love jokes. If you bring a funny, generally clean, joke related to the course material and you tell the joke to the class, you will receive one extra point.

Other possibilities for extra points may come up during the term.

Evaluation

Your final grade will be determined by the following scale based on 564 points, the total number of points available from tests and the daily questions. (Extra points will count for your grade but not for the total possible.)

522-564	A	432-448	C+
505-521	A-	409-431	C
488-504	B+	392-408	C-
466-487	B	376-391	D+
449-465	B-	336-375	D
		<336	F

E-Mail

I would strongly recommend you get an e-mail account, if you do not already have one. It is often quicker to get hold of me by e-mail than regular mail or phone and I will answer any questions you ask this way.

Attendance

You are expected to attend class regularly. Students who do not attend regularly usually do not do well in this class. In addition, absence (and being late) leads to a loss of points by missing the daily questions.

Code of Classroom Conduct

Although you are all adults, I find that it never hurts to spell out my expectations as clearly as possible. That is the purpose for this section of the syllabus.

I. Class Participation

- A. All students are expected to constructively participate in all class activities.**
- B. Constructive participation includes, but is not limited to, offering constructive comments, asking questions which enhance class progress, requesting clarification if you do not understand. In general, constructive participation means those acts or activities which contribute to the educational process of the class.**
- C. Non-constructive behavior includes but is not limited to the following:**
 - 1. Sleeping, doodling, reading non-class material**
 - 2. Talking to other students (if not part of the general class discussion)**
 - 3. Creating disturbances that detract themselves and others from the class activity**

II. Class Arrival and Departure

- A. You are expected to arrive in class in a timely manner.
- B. Except for serious reasons beyond your control, you should remain and participate in class for the entire class period.
- C. If you have serious reasons (medical, family) for an early exit from class, please see me before the event, if possible, or otherwise, right after the event.
- D. Medical, legal, or academic appointments (if at all possible) should be made for non-class times.

III. Class Conduct During Class

- A. All students should conduct themselves such that their own learning and the learning of other students is greatly enhanced. Students should exhibit no behavior that would detract from that goal.
- B. No student should attend class under the influence of alcohol or illegal drugs
- C. Students should bring notebooks, writing materials, and any other required materials unless otherwise notified by the instructor.
- D. Weapons, radios, recorders, cellulators, beepers (unless required), or other items not appropriate for instruction should not be brought to class or (in the case of radios) not used during class.

IV. Disruptive Behavior

- A. Students should refrain from all behavior that is disruptive to class progress. This includes, but is not limited to
 - 1. making threats against others
 - 2. physically interfering with others
 - 3. verbal harassment
 - 4. sexually uninvited advances to others
 - 5. attempts to dominate class activity, unreasonable requests for attention or preventing others from participation

Instructor: B. Tara Rao
Department: Social Sciences
Office Hours: M - W - F 9:30 - 10:00 a.m.
M - W - F 12:00 - 1:00 p.m.

Winter 1999
Office: ASC 2090
Phone: 592-2768

Prescribed Text: Baron, R.A. and Byrne, D. Social Psychology, Eighth Edition. Boston: Allyn and Bacon, 1997.

General Course Objectives:

The major goals to be served are: (1) communication, analysis, and understanding of basic concepts; (2) communications of raw data and facts; (3) introduction of the full range of the subject matter; (4) critical understanding of the basic attitudes of the discipline, with an emphasis on theoretical perspectives and viewpoints; (5) presentation of the latest development in the field; and (6) development of selected intellectual and methodological skills.

Course Requirements:

In order to successfully complete the course requirements, students are expected to take FIVE regularly scheduled non-comprehensive class tests and a Comprehensive Final Test on the last day of classes. Each test which is worth 60 points will have 50 multiple-choice items drawn primarily from the reading assignments and a few essay questions. Comprehensive Final Test which is worth 60 points will have 50 multiple-choice items about the key terms, concepts, and ideas appearing in the course content and 20 True-False statements covering the entire course content. The non-comprehensive test not taken on the scheduled date will be considered a "missed test". However, the "missed test" can be taken, OR a test already taken can be retaken during the Examination Week. In case of a test which is retaken, the score obtained shall replace the score obtained when it was taken first! If a student has taken all Five non-comprehensive tests, the test with the lowest score will be dropped and he/she is allowed to repeat one test already taken. Such a makeup-test will have 50 multiple choice items and 20 True-False statements.

Additional points for the "Highly Difficult" items on each test will be added to the students' test scores. In order to receive the additional points, students must maintain the minimum attendance stipulated in the "Attendance Policy" below.

Grading:

Grades will be awarded on the basis of the number of points student accumulates during the semester. The maximum possible points earned by taking the 5 non-comprehensive tests and a comprehensive final test are 300. The grades will be awarded as follows:

279 and above = A	219-230 = C
270-278 = A-	210-218 = C-
261-269 = B+	201-209 = D+
249-260 = B	189-200 = D
240-248 = B-	180-188 = D-
231-239 = C+	179 and below = F

Attendance Policy:

Regular attendance of classes is expected and strongly recommended. Students maintaining "perfect attendance" will receive 10 extra credit points. Attendance will be counted from the beginning of 2nd week of class meetings through the final examination week. Students missing more than 10 class meetings will loose points equal to the number of classes missed. Students missing more than 20 classes will not only loose points equal to the number of classes missed, but also will not receive the additional points for the "Highly Difficult" items on the tests.

Sequence of Readings and Test Schedule

January 11, 13 and 15	Chapter 1: The Field of Social Psychology
January 18	Martin Luther King Day: No Classes
January 20, 22 and 25	Chapter 2: Social Perception
January 27, 29 and February 1	Chapter 3: Social Cognition
FEBRUARY 3	FIRST TEST: Chapters 2 and 3
February 5, 8, 10 and 12	Chapter 4: Attitudes
February 15, 17 and 19	Chapter 6: Prejudice and Discrimination
FEBRUARY 22	SECOND TEST: Chapters 4 and 6
February 24, 26, March 1 and 3	Chapter 10: Prosocial Behavior
March 5, 15 and 17	Chapter 11: Aggression
MARCH 19	THIRD TEST: Chapters 10 and 11
March 22, 24, 26 and 29	Chapter 9: Social Influence
March 31, April 5 and 7	Chapter 12: Groups and Individuals
APRIL 9	FOURTH TEST: Chapters 9 and 12
April 12, 14, 16 and 19	Chapter 13: Social Psychology and Society
April 21, 23 and 26	Chapter 14: Social Psychology in Action
APRIL 28	FIFTH TEST: Chapters 13 and 14
APRIL 30	COMPREHENSIVE FINAL
MAY 4	MAKE-UP TEST Section 001 10:00 – 11:40 a.m.
MAY 6	MAKE-UP TEST Section 002 2:00 – 3:40 p.m.

DEPARTMENT OF SOCIAL SCIENCES
INTRODUCTION TO SOCIOLOGY
COURSE OUTLINE
WINTER 1999

Course: SOCY 121 - 001 Credits: 3

Meeting Time: 9.00 - 9.50 am M W F

Room: STR 324

Instructor: Dr. Geeta Menon
Office: ASC 2072
Tel #: (616) 592-5877
E-Mail: menong@ferris.edu
Office Hours: 10.00 - 11.00 am M F
10.00 am - 12 noon W
or by appointment.

Required Text: Thomas J. Sullivan. 1998. Sociology. Concepts and Application in a Diverse World. 4th Edition. Needham Heights, MA: Allyn and Bacon.

Examinations: Examinations will comprise of multiple choice and true/false questions. Dates and details about examinations are listed in the "Readings Assignments" section in this outline. Students are expected to take the exams on the scheduled days.

A second evaluation tool I use is a set of 12 unannounced quizzes. Each quiz will cover each chapter covered in the text.

Course Project: Details about this component will be discussed in class.

Attendance: Students are expected to attend each session, but repercussions will not result for the first two absences. Beginning with the third absence, three points will be deducted for each subsequent absence.

Course Grade Details:

- a. Four examinations - 240 points - 44%
- b. 12 quizzes - 120 points - 22%
- c. Course Project - 100 points - 18%
- d. Class Participation - 90 points - 16%

<u>PERCENT</u>	<u>GRADE</u>
93 - 100	A
91 - 92	A-
89 - 90	B+
85 - 88	B
83 - 84	B-
81 - 82	C+
70 - 80	C
68 - 69	C-
66 - 67	D+
60 - 65	D
58 - 59	D-
0 - 57	F

Classroom Etiquette

Unfortunately, discipline is a topic that we must address at the outset. The following will not be tolerated in this course:

- a. Students walking out of class during discussion or lectures. This includes students who walk into class late. (You can, of course, walk out, but you may not return).
- b. Language that degrades categories of people will not be condoned.
- c. Newspaper reading, private discussions, yawning and sighing noises during class time will be defined as disrespectful, disruptive and rude and therefore a failure to participate.
- d. Cheating during an exam will result in an automatic F for the course.

Course Objectives:

This course is designed to provide students with a strategy to comprehend and fully appreciate the dynamics and effects of social and cultural forces in the contemporary world. To accomplish this goal, I have set three specific objectives for this course:

- a. To extend students's knowledge about the society we live in through the sociological perspective. Emphasis will be placed on theories, applications, and empirical data within the discipline.
- b. To emphasize the importance of social change, history, and realism in examining our social reality and existence. This will require us to develop our sociological imagination -- a fascinating worldview that will, hopefully, become meaningful to you during this semester.
- c. To encourage students to critically examine the fact that our social reality is no longer confined to the internal dynamics of our society. Rather, we are part of a "global" village which is best understood using a comparative approach.

READING ASSIGNMENTS

PLEASE NOTE: This course outline may be subject to modification by the instructor if necessary.

JANUARY

11 INTRODUCTION TO THE COURSE
13 CHAPTER 1: WHAT IS SOCIOLOGY?
15
18 M.L.K. DAY - no class
20 CHAPTER 2: CULTURE, SOCIETY, AND DIVERSITY
22
25
27 CHAPTER 3: SOCIALIZATION
29

FEBRUARY

1
3 EXAM ONE
5 CHAPTER 4: GROUPS AND ORGANIZATIONS
8
10
12 CHAPTER 5: DEVIANCE, CRIME, AND SOCIAL CONTROL
15
17
19
22 CHAPTER 6: SOCIAL STRATIFICATION AND SOCIAL INEQUALITY
24
26

MARCH

1 EXAM TWO
3 CHAPTER 7: SOCIAL INEQUALITY: RACE AND ETHNICITY
5
8-12 SPRING BREAK - no classes
15
17
19 CHAPTER 8: SOCIAL INEQUALITY: GENDER
22
24
26 CHAPTER 9: FAMILY AND HUMAN SEXUALITY
29
31 EXAM THREE

APRIL

2 EASTER - no class
5 CHAPTER 10: HEALTH AND HEALTH-CARE INSTITUTIONS
7
9

APRIL - contd

12

CHAPTER 12: EDUCATION AND THE MASS MEDIA

16

19

21

CHAPTER 15: COLLECTIVE BEHAVIOR, SOCIAL CHANGE, AND
MODERNIZATION

23

26

28

30

LAST DAY OF LECTURE

MAY

3

FINAL EXAM
MONDAY 8.00 - 9.40 AM

TENTATIVE OUTLINE

Sociology 122 Social Problems Winter 1999

Instructor: Dr. David Pilgrim
Office: ASC 2074
Office #: 592-5887
Office Hours: M-W-F 9:00-10:00 a.m.
M - - - - 3:00-4:00 p.m.
Home email: davepilgri@aol.com

Textbook: Robert H. Lauer, *Social Problems and the Quality of Life*. Boston: McGraw Hill, 7th edition, 1998.

This is the only textbook for the class. Assigned readings should be read before the day they are to be discussed. There will be many handouts given to you.

Purpose:

The basic goal of this course is to familiarize you with the nature and importance of the sociological study of social problems. Related to this goal are a number of more concrete course objectives, which can be outlined as follows:

- a. to introduce the sociological study of social problems;
- b. to examine the nature, extent, causes, and possible future resolution of selected social problems;
- c. to promote a broad-based understanding of various social problems which extends beyond the student's private realm of individual experience;
- d. to teach the student to apply course material in a way that facilitates rational thinking, social awareness, and personal responsibility;
- e. to introduce the student to sociological theories and research regarding social problems;
- f. to demonstrate the relevance of studying social problems in an objective scientific manner.

Marking:

There will be three examinations. Each exam will be one question. The exams will primarily cover material from the textbook, but material from lecture/discussions may also be included on the tests. The grading scale is: 100-96 A, 95-90 A-, 89-86 B+, 85-80 B, 79-76 C+, 75-70 C, 69-66 D+, 65-60 D, 59 and below F. There is also a "Social Problems Journal," which will count as much as one exam. You will receive a handout explaining this project on Monday.

The professor will also enhance a student's grade who leads and/or participates in classroom discussions. This student's participation should be grounded in an understanding of the written material.

Important Dates

<u>Week</u>	<u>Reading Assignment</u>	<u>Test</u>	<u>Other</u>
1	Sexual Variance, 64-90		
2	Homosexuality, 356-381		
3	Gender Inequality, 283-315		
4	War, 528-555	X	
<hr/>			
5	Violence, 168-198		
6	Poverty, 210-244		
7	Drugs, 91-128		
8	Crime, 130-167		
9	Work, 384-415	X	
<hr/>			
10	Education, 417-451		
11	Family Problems, 453-487		
12	Gender Inequality, 283-315		
13	Racism, 317-355		
14	Chapters 1 and 2		
15	Outside readings		

Anthropology 122
Winter 1999

Section 001: MWF 10:00-10:50 STR 139

Section 002: MWF 12:00-12:50 STR 139

Instructor:

Krishnakali Majumdar, Ph.D

Office: ASC 2076

Telephone: 592-2756

E-mail: majumdark@ferris.edu

Office hours: MWF 1-3pm & W 4:30-6:00pm

Course Description:

The purpose of this course is to introduce students to the various ways anthropologists have tried to understand and explain the cultures and societies of peoples around the world. We will examine the various aspects of culture and study forms of gender, kinship, medicine, politics and economics in different cultural contexts. By encountering systems within and outside of the United States, we will be able to gain a cross-cultural perspective. This course will challenge the dominant images we have of so-called "Third World" peoples by examining the dynamic relationships that link small-scale cultures with large-scale global processes, perhaps most graphically illustrated by the processes of globalization, economic development, and environmental degradation. This anthropological perspective helps us to understand the importance of the interrelationships between our part of the world and people from other parts of the planet.

Course Objectives:

- (1) To introduce students to the discipline of cultural anthropology and the usefulness of the anthropological perspectives;
- (2) To understand the concept of culture;
- (3) To understand and be able to apply the concept of cultural relativism;
- (4) To understand and enhance appreciation for the extent and significance of contemporary world-wide cultural diversity;
- (5) To introduce the anthropological study of U.S. society and cultures;
- (6) To understand the world from the perspective of other cultures.

Required Texts:

Maybury-Lewis, David (1997) *Indigenous Peoples, Ethnic Groups, and the State*. Boston: Allyn & Becon

Robbins, Richard 1997 *Cultural anthropology: A problem based Approach*. 2nd edition, F.E.Peacock Publishers, Illinois.

Weiner, Annette B. 1988 *The Trobrianders of Papua New Guinea*. New York: Holt, Reinhart and Winston.

Examination and Grading:

You are expected to attend all classes, do the required readings on time and take active part in class discussions. I believe in an active learning approach and prefer to run the course in a discussion format whenever possible. Taking notes on each reading assignment will help prepare you to actively engage with the ideas raised in or by the course. Since we bring different perspectives to the readings, we can all learn from one another; consider your peer's perspective thoughtfully.

There will be four hourly exams and one comprehensive final examination. Each written assignment will be a mix of multiple choice questions and short essays. In addition there will be three Library assignments, and one mini-project.

Library Assignment # 1:

You will be given guidance to find an article in one of the professional journals of anthropology. You will write a concise summary of the article.

Library Assignment #2 and #3:

Assignment will involve developing an argument or weigh the sides of a controversy and take a stand.

(minimum 2 pages)

Mini-project:

Using anthropological methods of data collection, you will write a brief ethnographical account of your observations.

Week VI (February 15-19)

Read Robbins Ch. 5, Weiner chs. 4 & 7

- Feb 15 Concepts of self and Personhood
- Feb 17 Sex, gender and Sexuality
- Feb 19 Gender Identities and Notions of Femininity and Masculinity (Gender & Socialization)

Week VII & VIII (February 22-March 5)

Read Robbins Ch. 6,

- Feb 22-24 Why are Hierarchy and Social inequality so pervasive?
- Feb 26 Colonialism, Capitalism and Cultural Imperialism
- March 1 The World System
- March 3 Modes of Change in the Modern World
- March 5 Film: A Poor Man Shames Us All

Week IX SPRING BREAK (NO CLASSES)

Week X & XI (March 15-26)

March 15 Exam # 3

- March 17 Class, Caste and Ethnicity
Reading: Maybury-Lewis, Chapters on Indigenous Peoples, Ethnic Groups (pp. 1-98)
- March 19 Indigenous Peoples, Ethnic Minorities and Scheduled Tribes
Reading: Maybury-Lewis, pp 99-162

March 22-26 In class presentations

Week XII (March 29-April 3)

- March 29-31 Library Assignment # 2 is due
Lecture: Race and Ideology of Racism
- April 1-2 Easter Break (no classes)

Week XIII & XIV (April 5-16)

- April 5-7 The social construction of violent conflict
Readings: Robbins, chapter 7
- April 9 Library Assignment (no class)
- April 12-14 In-class Presentations
- April 16 Library assignment # 3 is due

Week XV (April 19-23)

- April 19 What is progress?
Readings: Robbins ch. 2
- April 21-23 An anthropological Critique of Development

Week XVI (April 26-30)

- April 26 Cultural Diversity and Applied Anthropology
Reading: Robbins, ch. 8
- April 28 The Future of Humanity
- April 30 Exam # 4

FINAL EXAM SECTION 001 May 4 10-11:40am
SECTION 002 May 3 12-1:40pm

MATH 115**INTERMEDIATE ALGEBRA****3 Credits**

A study of first and second degree equations, inequalities, exponents, radicals, logarithms, graphing, and linear systems. Applications of the topics are included. Scientific calculator is required.

Prerequisite: One unit of high school algebra and satisfactory scores on mathematics placements test, or MATH 110

Text: *Intermediate Algebra*, by Barnett and Kearns, 5th Edition, McGraw Hill Publisher.

CONTENT

<u>Chapter Section</u>	<u>Approx Days for Chapter</u>
4 SOLVING EQUATIONS AND APPLICATIONS	7
4.1 Solving Equations Involving Fractions	
4.2 Application: Ratio and Proportion Problems	
9.5 Variation (A problems only)	
4.3 Application: Rate-Time Problems (A problems only)	
4.4 Formulas and Literal Equations	
5 LINEAR EQUATIONS, INEQUALITIES, AND GRAPHS	8
5.1 Graphing Linear Equations	
5.2 Slope and Equations of a Line	
5.3 Solving Inequalities	
5.4 Absolute Value in Equations and Inequalities	
5.5 Graphing Linear Inequalities	
6 EXPONENTS, RADICALS, AND COMPLEX NUMBERS	8
6.1 Positive-Integer Exponents	
3.5 Complex Fractions	
6.2 Integer Exponents	
6.3 Scientific Notations and Applications	
6.4 Rational Exponents	
6.5 Radical Forms and Rational Exponents	
6.6 Simplest Radical Form	
6.7 Basic Operations Involving Radicals	
6.8 Complex Numbers	
7 SECOND-DEGREE EQUATIONS AND INEQUALITIES	7
7.1 Solving Quadratic Equations by Factoring, Square Roots, and Completing the Square	
7.2 The Quadratic Formula	
7.3 Applications	
7.4 Radical Equations and Other Equations Reducible to Quadratic Form	
7.5 Graphing Quadratic Polynomials	
10 EXPONENTIAL AND LOGARITHMIC FUNCTIONS	6
10.1 Exponential Functions	
10.2 Logarithmic Functions	
10.3 Properties of Logarithmic Functions	
10.4 Logarithms to Various Bases	
10.5 Exponential and Logarithmic Equations	
8 SYSTEMS OF EQUATIONS AND INEQUALITIES	4
8.1 Systems of Linear Equations in Two Variables	
8.2 Application: Mixture Problems	
8.3 Systems of Linear Equations in Three Variables	
8.4 Matrix Method for Systems	

**Communication
Public Speaking
Winter 1999**

Gary Horn

Office: J-H 111 Phone: 592-2775 or x2775

Office Hours: TR 8:30-9:30am / 1:30-3:00pm or any time by appointment

Course Description:

The focus of this course will be to understand the role of oral communication in the functioning of a democratic society. There will be an opportunity provided for students to learn and practice the fundamental principles of speaking and listening. Emphasis will be placed on informative and persuasive speaking.

This course applies towards fulfillment of the General Education requirement for oral communication competency.

Required Materials:

1. Lucas, Stephen E. The Art of Public Speaking. 6th Edition. New York: Random House, 1998.
2. 1/2" video tape

Competencies to be Acquired:

- Demonstrate the ability to present speeches which are easily audible, smooth, clear, concise and interesting.
- Demonstrate the use of a variety of techniques for introduction and conclusion.
- Demonstrate effective use of visual aids.
- Demonstrate the ability to select speech topics and adopt them to specific audiences.
- Demonstrate the ability to use research skills for obtaining the highest quality support for speeches.
- Demonstrate an understanding of the Group Discussion process and the way it fits in our society.
- Demonstrate the ability to prepare and organize messages to most effectively persuade an audience.

Evaluation:

Grades will be determined on the basis of the student's performance on:

Group Discussion.....	100 points
Informative speech.....	100 points
Persuasive speech.....	100 points
Demonstration speech.....	100 points
Final speech.....	100 points
Midterm.....	100 points
Final.....	100 points

Attendance Policy:

Since much of the learning in this course occurs when others are speaking, attendance is required. The following policy will be enforced:

- A maximum of 3 absences for any reason. You do not need to bring an excuse or even explain why you were absent.
- If you are absent on a day you are to perform, you will receive no credit for that assignment.
- For each absence over 3, your final grade will be reduced one letter grade.

Outlines:

The Informative speech and the Persuasive speech will be outlined following the guidelines provided in class lectures and in your text. Outlines are due the day prior to your presentation.



**Communication 121
Public Speaking
Winter 1999**

Date		Topic	Required Reading
January	12	Orientation to Class	Ch. 1, 3 & 18
		Personal Experience Speeches	
	19	Personal Experience Speeches	Ch. 4, 6 & 7
	26	Communication Process	Ch. 14 & 5
		Listening	
February		Group Discussion Theory	
		Research and Selecting Topics	
		Assign Groups and Discuss Ethics	
	2	Groups 1 through 4	Ch. 8-10 & 11-13
	9	Group 5	
	Informative Speaking		
	Discuss Topics and Schedule Speeches		
	16	Audience Analysis	
March		Organization, Introductions & Conclusions	
		Delivery & Using Visual Aids	
	23	Demonstration Speeches	
	2	Demonstration Speeches	
	9	Spring Break	
	16	Informative Speeches	
		Midterm Review	
	23	Midterm	
		Informative Speeches	Ch. 15 & 16
	30	Informative Speeches	
		Discuss Persuasive & Final Speech	
April	6	Persuasive Speeches	
	13	Persuasive Speeches	
	20	Final Speeches	
	27	Final Speeches	
May	6	Final Speeches (4-5:40, if necessary)	

Communication 325

Speechwriting

Fall 98

Dr. Neil A. Patten

Comm. 325-Speechwriting-section 001

Fall 1998

Office: 112 Johnson Hall

Hours: MW 1:30-300PM and by appointment

Phone: 592-3621 (messages); home: 592-4780

Text: Harte, Thomas B., Keefe, Carolyn and Derryberry, Bob R. The Complete Book of Speechwriting. Edina MN: Burgess Group, 1992. 3rd ed.

(I will try to have a copy on reserve at the library by the third week of class).

Please also purchase: a VHS tape.

Course objectives: This advanced course focuses on the theory and practice of writing the spoken word.

Composition, content issues and style will receive special attention.

Students will write speeches for their own performance in class and will also write speeches for performance by others. Course will examine audience analysis and adaptation in depth in response to specific exigencies. Composition of a varied range of speech purposes in outline and manuscript form will be required.

The course will also examine the history of the discipline of communication, rhetorical criticism, and contemporary theory of speechwriting in both business and political contexts. Finally, the class will also address basics of interviewing strategies and verbal and non-verbal speech execution.

Assignments:	-“Single point” Editorial persuasive-with one page outline (3 source minimum) 3-4 mins. (5% on outline; 5% on in-class performance)	10%
	-Ceremonial speech-with two to three page manuscript outline (source requirement depends on nature of the address) 4-5 mins. (5% on outline; 5% on in-class performance)	10%
	-“Client” speech for classmate-Interview session and question list Speech manuscript 2-3 pages for a 4-5 min. speech of any style.	5%
	-Individual performance of “client” speech written by classmate	5%
	-Final “client” speech manuscript-written for solicited politician, business person, student leader or social activist. (3-5 pages for an 8-10 minute address) (note: 5% of grade will be based on client assessment of final draft manuscript).	25%
	-seminar presentation on final speechwriting process and final text	5%
	-theory article review and one-page abstract summary for compendium	10%
	-comprehensive essay examination	10%
	-in-class review of historical or contemporary speech-2-3 page paper	5%
	-Class participation-includes attendance, class participation and criticism sessions, impromptus, short homework and reaction papers.	10%

Please note: Very specific assignment criteria sheets will be distributed in class prior to each major project.

Final Class meeting date: Thursday, Dec. 17-10-11:40AM

- Generic Course policies for Communications Courses
Dr. Neil A. Patten

WELCOME!

The following course policies constitute a contractual agreement between the instructor and student to ensure an efficiently run course that will provide the maximum learning opportunity. I promise to apply the rules fairly and equally to all students and to live up to the teaching responsibilities implied by these standards.

- Attendance-Due to the participatory nature of all communications courses, attendance is absolutely mandatory. Since criticism and discussion are such a major aspect of all communication courses, student participation on a daily basis is a crucial component required for successful completion of each course.
- specific "no fault" policy-Each student is entitled to two "personal business" days-i.e. unexcused absences. After two unexcused absences, additional absences can have a detrimental impact on the student's final grade. After three or more unexcused absences, the instructor reserves the right to reduce the final grade as he sees fit, up to and including course failure in extreme cases. Excused absences, cleared with the instructor and accompanied by appropriate documentation are not included in this policy. Documented illnesses and family emergencies constitute "excused" absences. Do note that in cases of prolonged emergencies and illnesses, an incomplete may be the most viable option. The best way to handle such contingencies is to keep the instructor informed of your situation.
- Assignment Completion-In all my classes, students must complete all specified assignments in order to obtain credit in the class.
- Late work and make-ups-In general I do not accept late papers. This is due to the high volume of work I must assess. Your work merits my full and detailed attention and I can only provide that if it is received on time. In rare cases, I will make exceptions for documented emergency situations (illness or family emergency)-Again, please keep me abreast of your individual situation if you experience such problems. Make-ups for assignments are allowed only in similar circumstances.
- Written Assignments-Written assignments must be typed neatly and preferably saved on a personal disk. Please retain a xeroxed "hard" copy of all work you submit. Written work should be proof-read for typing and grammatical errors and should be neatly collated and paginated where necessary. As for style, please follow the latest edition of the Modern Language Association Handbook. This helpful volume is available at the reference desk of any good library and demonstrates proper documentation format and bibliographical reference requirements.
- In-class behavior expectations-In all my classes, I treat my students as adults and professionals. Hopefully all my classes will provide a relaxed and supportive environment in which to study and practice effective communication skills. I expect all of us to treat each other with respect and courtesy at all times and respect everyone's right to their own opinions and freedom of speech. Whenever anyone has the floor, whether it is the instructor or a student, all are expected to listen politely. While an occasional quiet aside to a seatmate is acceptable, I do expect full attention during lectures, speeches and discussion. Everyone has the right to be heard and I will be fair in recognizing all who wish to comment. In all classes, many of us will occasionally have differing viewpoints, but we will air our differences in an environment marked by respect and civility. Unacceptable behavior includes arriving late and noisily, interrupting other people's presentations, holding loud personal conversations while others have the floor, inappropriate language, reading newspapers or doing homework during class, sleeping in class, wearing baseball caps in class, etc. The instructor reserves the right to determine what is/is not acceptable or professional behavior. In such situations, the student will be politely warned on the first infraction. Further infractions if chronic may result in expulsion from the class for the day or on a permanent basis. Please refer to appropriate institutional guidelines from the university/or program in which you are enrolled.
- Data sheets-Early on in all my classes, I ask you to fill out a confidential data sheet. This provides me with an opportunity to better serve your specific needs. If you have any special requirements (for example, you may have a learning disability such as dyslexia or a health problem such as epilepsy), that might affect your progress in class-please let me know. Many such challenges can be easily accommodated either by the professor of the institution/program.

the upcoming Communication Major. Please feel free to ask me or any Communication faculty member about the program requirements. FSU students should also consider joining our Intercollegiate travelling **SPEECH TEAM** or our nationally recognized **NEDA DEBATE TEAM**. Your instructor will be happy to provide you with information about both activities. Finally, all students are welcome to join The Ferris Communication Association, our recognized pre-professional communication organization. This organization promotes communication related activities on and off campus, such as the annual FSU Public Speaking Contest. See instructor in class for details.

FERRIS STATE UNIVERSITY

Classroom Rights and Responsibilities

As a student at Ferris you have the right to:

- Be treated as an adult
- Be treated with respect
- Know the instructor's expectations for you in the class
- Know the grading scale
- Receive a written syllabus
- Know all class policies (attendance, etc.)
- Know the instructor's office hours
- Know all safety procedures (if applicable)

As a student at Ferris your responsibilities include:

- To attend class on a regular basis according to the requirements set forth in the instructor's syllabus
- To be on time for class
- To be prepared for class
- To wear appropriate clothing to class
- To use appropriate language in class
- To take responsibility for your own learning
- To be aware of the academic honesty policies
- To respect all points of view, everyone's rights and feelings.

If you, as a student, fail to fulfill your classroom responsibilities such behavior may reflect negatively on your grade in the class and/or disciplinary action may result. If you feel the instructor has failed to fulfill her/his responsibility discuss your concerns with your instructor, then you may go to the Department Head, Dean of the College or Vice President for Academic Affairs.

SYLLABUS FOR COMM 385

BROADCAST WRITING

Instructor: Dr. Jesse Huff, Associate Professor
Office: Johnson Hall-Room 110
Office Telephone: 592-2782
Office Hours: Noon - 1:00 p.m. Tuesday & Thursday

COURSE DESCRIPTION:

Radio and television writing techniques: theory and practice in the writing of major continuity types.

SUGGESTED TEXT:

Broadcast News Process, by Frederick Shook and Dan Lattimons

SUGGESTED REFERENCE BOOKS:

Field, Stanley. *Professional Broadcast Writer's Handbook*.
Lee and Misiorowski. *Script Models*.
Nash, Constance. *The Television Writer's Handbook*.
Orlik, Peter. *Broadcast Copywriting*.
Willis, Edgar. *Writing Television and Radio Programs*.

COURSE OBJECTIVES:

The student should:

1. understand the stylistic requirements and technical constraints involved in writing for radio, television, and slide-tape presentations.
2. understand how to write a program treatment.
3. understand the basic principles of
 - a. organizing program material for clarity and dramatic impact.
 - b. writing narration for film, video-tape and slide-tape instructional programs.
 - c. writing dialogue for a dramatic sequence.
4. understand the legal and ethical questions a writer must consider in preparing a script

ASSIGNMENTS AND CLASSROOM ACTIVITIES:

The student should be involved individually and in groups in as many writing projects as possible. These might range from short in-class writing exercises to group development of pilot scripts for an educational program series to individual term projects of full-length scripts. Suggested assignments include commercial or public service announcements, a short (5-minute) actuality or documentary, a trigger film, a longer (15-minute) instructional film including treatment and sequence outline. All scripts should be typed, using proper script format.

b:spc385sy

Course Overview
English 321 Advanced Composition
(Health Section--Pharmacy)

Eng 321, Section
Class Meetings: MWF

Dr. Christine A. Vonder Haar
Office:

English 321 is an upper level writing course which builds on skills taught in the lower level writing sequence. Advanced Composition is intended for students whose future work or training may require writing, and for those students who desire to improve and refine their writing skills and style. This section of 321 emphasizes critical thinking and writing (especially analysis), the development of ideas, fundamentals of composing and editing, and features of writing as applied in the health field in general and pharmacy in particular.

Materials:

- *A Writer's Reference* by Diane Hacker (available in local book stores)
- A good college dictionary; a portfolio to hold all major assignments
- Access to Typewriter and/or PC Word Processor

Minimal Course Requirements/Expectations:

- (1) 6 Writing Assignments: These vary in purpose, length, etc., (refer to syllabus for descriptions, point value, and due dates). Final drafts of all papers must be typed, (appropriate style sheets will be given). Papers must be submitted when due. Please hand-deliver work to instructor (i.e., no "drop offs")
- (2) Short assignments: on occasion, we will write short pieces, free writes, etc. during class periods or outside of class.
- (3) Discussion/Participation: several class periods are set up for informal discussion of projects and ideas related to the papers. Students are encouraged to participate in these as much as possible. Students should be well prepared for class meetings with readings, etc.
- (4) Attendance: Because of the nature of this course, regular attendance is expected. 4 absences are considered excessive and beyond this may result in course failure.
- (5) Conferences: Consultations with instructor are highly encouraged.
- (6) Peer Response: For most papers, students consult and help each other in organized peer response sessions. This activity will be explained in detail, especially for students who are unfamiliar with it.

Grading:

point system. Your final course grade is determined by your total accumulation of points for the 6 assignments (355 points) and shorter in-class and homework assignments and workshop tests (about 150 points). Also factored in are participation, attendance, overall final portfolio, and the final self-assessment. Refer to "Grading Policy" and "Syllabus" handouts for details on points and grades.

Grading Policy Eng 321

The final course grade will be determined by the following:

- (1) *The total points accumulated* from the 6 major writing assignments (355 points estimated; refer to syllabus for projects and their point value), and from other *in-class and outside of class assignments* (120 points estimated).
- (2) *Attendance and participation*. Regular attendance is expected. Four absences are considered excessive and, barring exceptional circumstances discussed with the instructor, **five absences—whether excused or unexcused— may result in course failure.**
- (3) *Student Self-Assessment*. At the end of the course, you will be asked to assess how well you have met the minimal course requirements, your attendance and participation, and what you feel you have accomplished in the course. Since this assessment is meant to focus on your *achievements*, it can influence the final grade in a positive way.

Points are recorded, and twice during the semester they are totalled to determine your progress in terms of a letter grade (mid-semester academic warning period and end semester). Students are advised to keep a record of their own progress and to consult with the instructor to clarify any questions about points, grade, etc. Your final grade is based primarily on the percentage of total points you have accumulated throughout the course. This percentage corresponds with the following letter grade system:

96-100%	A+	77-79	C+
92-95	A	74-76	C
89-91	A-	71-73	C-
86-88	B-	68-70	D+
83-85	B	65-67	D
80-82	B-	0-64	F

(Note: No D- is given; you must attain 65% of the total points to pass)

Late Grade Policy:

- An assignment is considered late if it is turned in *after the class meeting the day it is due*
- The 6 major assignments and shorter assignments should be turned in on the dates they are due (consult syllabus for due dates). If you have an unexcused absence (official university absence or doctor's note), you should consult with the instructor immediately about turning in work to avoid late grade penalty. Late penalty: drop of one letter grade for every class day it is late. Please note: **Peer Response sessions cannot be made up.**
- All assignments and papers should be hand delivered by the student to the instructor: no drop-offs, sliding papers under office door or leaving on instructor's desk or in mail box, etc. Do *not* have another student turn in a paper for you. (It's also a good idea to keep a copy of any formal papers you submit).
- Inform instructor, in advance, of circumstances related to absence or make-up work.

If you have any question or comment about grading, do not hesitate to ask at any time.

English 321 Course Syllabus

January

- M 12 Introduction to course and first assignment: Categorical Proposition (CP)
W 14 CP particular and iterative examples; organizing an essay
F 16 CP
- M 19 No class meeting (Martin Luther King, Jr)
W 21 First draft CP due; peer response; revision strategies
F 23 Final draft of CP due (25 points); introduction to Professional Writing Inquiry
- M 26 Professional Writing Inquiry (PWI)
W 28 PWI; Workshop Session
F 30 PWI

February

- M 2 First draft of PWI due; discussion groups; format
W 4 PWI; *workshop test*
F 6 Second draft of PWI due; peer response;
- M 9 Final draft PWI due (35 points); introduction to Patient Information assignment
Broadsheet (PIB)
W 11 PIB purpose and audience; sample assignments and formats
F 13 PIB group activity; workshop session
- M 16 PIB
W 18 First draft of PIB; peer response session; *workshop test*
F 20 Second draft of PIB; editing session; format and revision
- M 23 Final draft of PIB (35 points); introduction to Professional Journals assignment
(PJA)
W 25 PJA student samples; sample health and pharmacy journals; memo format
F 27 Library day; consultations for research projects begin (schedule)

March

- M 2 First draft PJA memo; peer response session
W 4 Second draft PJA memo; editing and revision; format review
F 6 Final draft PJA memo due (50 points); topic proposals for Inquiry Project;
Midterm assessment

[Spring Break Week]

(continued next page)

- M 16 Introduction to Inquiry Project-Topic Proposal form due; sample projects
W 18 Consultation; library/ research
F 20 Consultation; library /research
- M 23 Summary writing assignment (SA); notetaking and working bibliography
W 25 SA (bring 2 articles to class); practice summary format
F 27 First draft of one summary due; peer response; Inquiry project continued--
documentation
- April**
- M 30 Final draft of 2 Summaries (SA; 30 points); Inquiry project continued
W 1 Inquiry Project; organizing research; beginning drafting parts of project
F 3 Inquiry Project; bring draft of introduction of report; workshop session
- M 6 Inquiry Project; *workshop test*; integrating sources in drafting research
W 8 Inquiry Project; bring draft of first 3 sections of Inquiry Project report
F 10 No class meeting
- M 13 Oral reports on projects (5 points);
W 15 Oral reports on projects (continued); workshop session
F 17 Progress reports due (10 points); organizing and drafting the Inquiry report;
- M 20 Inquiry Project; *workshop test*
W 22 Inquiry Project first draft due; peer response session; consultations
F 24 Inquiry Project; consultations
- M 27 Inquiry Project second draft of report due; peer response and editing session
W 29 Final revisions and editing for Inquiry report
F 1 Final draft of Inquiry Project Report due (100 points); final portfolio due

Exam Week: May 4-8

- Final assessment due
- Course evaluation due
- Portfolios and final reports returned (tentative)

Note: This syllabus is meant to be a tentative schedule for major assignments. Detailed descriptions and directions will be given for each assignment at the time it is introduced.

Dr. Sandra J. Balkema

office: 3087 ASC, ext. 5631

office hours: M-W-F 1-2:15 (others by appt.)

class: 10-11 a.m. M-W-F Science 117

Text: *Proposal Planning and Writing*, 2nd Ed., L. Miner, J. Miner, and J. Griffith

Grade breakdown:

40% = project proposal

20% = mini-proposal + letter proposal

10% = annotated bibliography

15% = mid-term exam

15% = final exam

Preparing to work on the proposals:

In English 323 you will be responsible for developing three proposals: a letter proposal, a mini-proposal (5-8 pages), and a full-scale, external proposal. By working through three "levels" of proposals, you will learn how the proposal application and writing process works for both internal (from within your company or organization) and external (from outside your company or organization) funding sources.

You'll be writing the mini-proposal (internal) as part of a team. I will be giving you the details of our "company" and the projects for which we'll be requesting funds during the first week of class.

For the external proposal, you will be on your own, requesting funds for a project associated with a specific local non-profit community agency or institution. You will need to come up with the project idea, research all information needed for the proposal, identify appropriate funding sources, and write the proposal. You will need to do a considerable amount of preliminary thinking and planning before we begin this process.

To insure that you are sufficiently prepared to begin this assignment, I encourage you to begin thinking about the project proposal immediately. Therefore, in the first few weeks of classes, you need to do the following:

1. Choose the agency or institution you would like to represent.
2. Decide on a particular project to work on.
3. Collect background information about the agency/institution.
4. Develop the project idea in terms of when/where/how/who/why.

Some suggestions for finding a suitable and interesting project idea:

1. First, identify an agency or institution [that Sandy mentions in class] which needs grant funding for special projects.
2. Next, think of projects—similar to the ones we discuss in class—in which you have participated or with which you are familiar. What was needed—in terms of money, personnel, equipment, facilities—to make these successful?
3. Determine what information you need to know. What questions will you need to ask the agency representative?
4. With a telephone call or a personal visit, find out as much as you can about the agency/institution: how it's organized, how it operates, what its chief programs and activities are, how it's funded.

Advice: Stay away from construction projects: they're time consuming and usually take more technical expertise than you can muster for a short working period. I suggest program-related projects, training projects, etc.

Due Dates

Oct. 2	Mini-proposal
Oct. 9	Annotated Bibl. and Letter of Inquiry
Oct. 16	Midterm
Oct. 16	Preliminary Project Sketch
Oct. 23	Pre-application and Letter of Intent
Oct. 31	Intro./ Problem-Need
Nov. 6	Goals / Objectives
Nov.13	Procedures
Nov.20	Personnel - Facilities and Evaluation
Nov. 25	Dissemination and Budget
Nov. 30	Abstract and Title Page
Dec. 7	Letter Proposal
Dec. ?	Final exam

Schedule

Aug. 31	1	M W F	intro syllabus, requirements, proposal, etc. writing sample lecture: bkgrd on proposals/problem solving
Sept. 7	2	M W F	no class - Labor Day intro library (traditional) materials (intro: annotated bib); intro finding funding (internet search)
Sept. 14	3	M W F	intro to internal proposals (the mini-proposal) planning a project; organizing plans team work session
Sept. 21	4	M W F	writing the mini-proposal editing the mini-proposal (style, approach to audience, etc.) team work session
Sept. 28	5	M W F	intro to external proposals intro preliminary project sketch; planning session Project Sketch planning session DUE: mini-proposal
Oct. 5	6	M W F	intro letter of inquiry more on finding funding; workshop: letter of inquiry; Workshop: Prelim. Project Sketch and letter of inquiry; DUE: annotated bibliography
Oct. 12	7	M W F	intro Pre-app. and Letter of Intent more on Pre-App. and Letter of Intent; Review for mid-term exam mid-term exam DUE: Preliminary Project Sketch
Oct. 19	8	M W F	intro problem/need (introduction) more on problem/need Workshop: Problem/Need DUE: Pre-application and Letter of Intent

Oct. 26	9	M W F	intro goals/objectives more on goals/objectives Workshop: goals/objectives DUE: intro - problem/need
Nov. 2	10	M W F	intro procedures more on procedures workshop: procedures DUE: goals/objectives
Nov. 9	11	M W F	intro personnel/facilities intro evaluation Workshop: personnel/facilities and evaluation DUE: procedures
Nov. 16	12	M W F	intro dissemination intro budget Workshop: dissemination and budget DUE: Personnel-Facilities and Evaluation
Nov. 23	13	M W F	more on budget; Workshop: budget intro abstract and title page DUE: Dissemination and Budget no class -- Thanksgiving recess
Nov. 30	14	M W F	intro letter proposal; brainstorming DUE: abstract and title page putting the proposal together Workshop: putting the proposal together
Dec. 7	15	M W F	course evaluation DUE: letter proposal review for exam: Completed Proposals due study session for exam
Dec. 14			exam week: Final exam

COURSE: Economics 305

COURSE NAME: Intermediate Macroeconomic Theory

INSTRUCTORS: Ferdowsi

REQUIRED TEXTS: Macroeconomics, Dornbush and Fisher, McGraw Hill, 1994

COURSE DESCRIPTION: This course presents an analysis of income determination models using consumption, investment, government expenditures and the money supply; the causes and cures of unemployment and inflation and discussion of Classical, Keynesian, Monetarist and Rational Expectations theories.

TOPIC OUTLINE	CONTACT HOURS
I. General Equilibrium Macro Theory	15
A. The IS curve	
B. The LM curve	
C. General equilibrium	
D. Monetary and Fiscal Policy	
II. Aggregate Supply and Demand	15
A. Aggregate demand	
B. Aggregate supply: wages, prices and employment	
C. Rational expectations	
III. Inflation and Unemployment	15
A. The dynamics of inflation and unemployment	
B. The trade off between inflation and unemployment	
C. Money, deficits and inflation	
CPC COVERAGE:	
ECONOMICS	45
PROD/OPER	
MARKETING	
FINANCE	
ACCOUNTING	
MANAGEMENT	
QUANT. ANALYSIS	
GLOBAL DIMENSION	

COURSE: Economics 331

COURSE NAME: Labor Economics and Labor Relations

INSTRUCTORS: Ferdowsi

REQUIRED TEXTS: Contemporary Labor Economics, McConnell and Brue, McGraw-Hill, 1996

COURSE DESCRIPTION: By using modern tools of economic analysis, a rigorous study of the evolution and the changing composition of labor and labor institutions is made. The labor movement as shaped by labor, government and the post-industrial economy will be studied. Also the new emerging international labor relations are analyzed.

TOPIC OUTLINE	CONTACT HOURS
I. Introduction	3
II. Labor Supply	9
A. Individual Labor Supply	
B. Labor Force Participation Rate	
C. Investing in Human Capital	
III. Labor Market Equilibrium	9
A. The Demand for Labor	
B. Wage Determination	
IV. Issues in Labor Economics	12
A. The Wage Structure	
B. Employment and Unemployment	
C. The Personal Distribution of Earnings	
V. Government and Labor Unions	12
A. Taxation and Labor Supply	
B. Labor Unions and Collective Bargaining	
C. Labor Market Discrimination	
CPC COVERAGE:	
ECONOMICS	45
PROD/OPER	
MARKETING	
FINANCE	
ACCOUNTING	
MANAGEMENT	
QUANT. ANALYSIS	
GLOBAL DIMENSION	

I. Instructor and Office

Instructor: Dr. Kilman Shin

Office: College of Business Room 360. Office Phone: 592-2474

For tutoring service schedule, call 592-3543

II. Course Description and Objective

To study the types, organizations, functions, and operations of financial markets and institutions such as interest rates, commercial banks, savings and loan associations, credit unions, pension funds, insurance companies, investment banks, investment companies, stock and bond markets, foreign exchange markets, options and commodity futures markets, and swap markets. Federal reserve system, monetary and fiscal policies. (Prerequisite: Accounting 201-202 and Economics 221: you must have completed these courses in the previous semesters)

III. Approximate Class Schedule

Week of		Textbook chapters	
Aug	31	Introduction	1
		An overview of the financial system	2
Sep	7	Understanding interest rates	3
	14	Portfolio choice	4
		The behavior of interest rates	5
	21	The risk and term structure	6
	28	The theory of efficient markets	7
Oct.	5	The foreign exchange markets	8
	12	The money markets	9
	19	The capital markets	10
	26	The mortgage markets	11
Nov.	2	The theory of financial structure	12
	9	The banking firm and bank management	13
	16	The commercial banking industry	14
	23	Thrifts: savings and loan, credit unions	15
	30	Banking regulation	16
Dec.	7	Pension and insurance companies	17
	14	Finance companies and conglomerates	18
		Securities markets and firms	19
		Risk management and financial institutions	20
		Hedging with financial derivatives: Forwards and futures	21
		Hedging with financial derivatives: Options and swaps	22
		Final exam week	

Note: The above schedule is tentative. Some chapters may be skipped. Midterm tests will be given around in the middle of the semester and will be announced at least one week in advance. The deadline for withdrawal (W) is Nov. 2 (Monday).

IV. Text Book

Mishkin, F.S., and Eakins, S.G., *Financial Markets and Institutions*, 2nd ed., 1998

"Buying a book is an educational investment in your own human capital. As a person's body needs nutrition, so does a person's brain."

Additional reference books?: If you would need additional reference books or journal articles,

consult with the instructor or look into the following finance books which give detailed explanations on finance topics and also show long lists of original journal articles:

- Melicher, R.W., Welshans, M.T., and Norton, E.A., *Finance: Introduction to Institutions, and Management*, 9th ed., 1997
- Arshadi, N., and Karels, G., *Modern Financial Intermediaries and Markets*, 1997
- Block, S.B., and Hirt, G.A., *Foundations of Financial Management*, 1997
- Brigham, E.F., and Gapenski, L., *Financial Management: Theory and Practice*, 1997
- Dietrich, J. K., *Financial Services and Financial Institutions: Value Creation and Practice*, 1996
- Eaker, M.R., Fabozzi, F.J., and Grant, D., *International Corporate Finance*, 1996
- Hull, J.C., *Options, Futures, and Other Derivatives*, 3rd ed., 1997
- Krugman, P.R., and Obstfeld, M., *International Economics: Theory and Policy*, 4th ed., 1997
- Lee, C.F., Finnerty, J.E., and Norton, E.A., *Foundations of Financial Management*, 1997
- Levi, M.D., *International Finance: The Markets and Financial Management of Multinational Business*, 3rd ed., 1996
- Reilly, F.K., and Brown, K.C., *Investment Analysis and Portfolio Management*, 5th ed., 1997
- Rose, P., *Money and Capital Markets*, 6th ed., 1997
- Shapiro, A., *Foundations of Multinational Financial Management*, 2nd ed., 1994 (Optional)
- Weston, J.F., and Copeland, T.E., *Managerial Finance*, 1992

V. Class Participation, Attendance, Home Work, and Grading Policies

Class participation-Attendance Policy is to Help Serious Students:

Attendance is required because if a student does not attend the class, the student will be unable to learn and tend to fail the course. Some students do well in the classroom discussion and yet they do not do well in the written tests. Thus, class attendance and class participation should have some contribution to a final grade. The attendance policy in this course is intended to help such students. That is, the goal of attendance policy in this course is to make students earn some credits by attending the classes and by participating the classroom discussion. The class participation consists of the following: (1) Doing home work, (2) participating in class discussion, and (3) solving problems on the blackboard. If you miss a class, you will lose 2 points. A disturbing student in the class will not earn class attendance credits and may be asked to leave the class room.

Absence: The following attendance policy will be applied to encourage student attendance: Tests will make up 80 %, and attendance, class participation, and homework will make up 20 % of the final grade score. A perfect attendance will earn 20 points and each absence will lose 2 points. If a student misses 10 classes, the student will lose a maximum 20 points. A student who expects many absences is suggested to consider switching to another section where the instructor would not require attendance.

Homework: If you do not turn in one homework, you will lose 2 points from the class participation credit.

Excused Absence: If you miss classes due to athletic and university activities, car problems, travel, oversleep, work, baby care, illness, wedding, funeral, etc., such absences are all justifiable excused absences. But you are responsible for the course work, and you are subject to the above makeup policies. You will not be treated with a special favor, but you will be treated equally.

An "excused" absence does not mean that you will automatically get the attendance credits. It means that the student may request a makeup homework assignment for the excused absences. If you wish to earn a makeup credit, you must meet the following 2 conditions:

(1) The student must request for the makeup within 2 weeks of absence. (2) Each makeup homework will consist of at least 4 pages of typewritten report on the textbook chapter assigned by the instructor, and must be turned in within 2 weeks. If the student does not request for the makeup homework, or if the student does not turn in the makeup homework within 2 weeks, it will be assumed that the student gave up doing makeup homework.

Late Walk-in and Early Walk-Out: Some students seem to have a habit of being late. Also, some students

walk out of class room before the class is formally dismissed. If you were late for any reason, or if you have to leave the class room early for any reason, you are expected to talk with the instructor before you leave the class. If you leave the class without notification, you will be unable to get the attendance credit.

Example of Grading: Assume that you missed 2 classes ($2 \times 2 = 4$), and you did not turn in 1 homework ($1 \times 2 = 2$). Then the student will lose 6 points in total ($4 + 2 = 6$). The following example shows how the final grade is determined:

Final Grading Example:

Test 1	90	x	0.15	=	13.5	A-
Test 2	90	x	0.15	=	13.5	A-
Test 3	90	x	0.25	=	22.5	A-
Test 4	90	x	0.25	=	22.5	A-
Absence+Homework	20	-	(3 x 2)	=	14.00	C-
					Total	86.0 B

You will get a B instead of an A- due to a loss of 6 points in class participation .

90-94.99	A-	95-100	A	No	A+
80-83.99	B-	84-87.99	B	88-89.99	B+
70-73.99	C-	74-77.99	C	78-79.99	C+
60-63.99	D-	64-67.99	D	68-69.99	D+
				0-59.99	F

The borderline score can be curved upward only if the student's class participation is perfect.

Rationale for Different Weights: The first several chapters are introductory easy chapters and the next several chapters are more advanced chapters. Thus, the first 2 tests should have smaller weights than the final 2 tests which cover more advanced chapters.

VI. Test Policies and Dates

Midterm test dates will be announced at least a week in advance for the most convenient time for all students as much as possible. If a student does not take the midterm test with the class, and take a makeup test later it is unfair for other students. So, the final exam grade will be used to evaluate the missing midterm grade or a -15 penalty points shall be given for each makeup test. If a student does not take a final test, an F grade shall be automatically given for the final test.

VII. Calculator Use and Recommended Calculators

A calculator is required. A student should carry a calculator for the use in the class and for the test. A student should be familiar with the use of own or borrowed calculator before the test, and no questions will be answered on how to use the calculator at the time of examination since the ability of calculator use is part of the test.

Recommended calculators: To calculate $(1+0.12)^{-25}$, a calculator must have a $[y^x]$ or $[x^y]$ key: TI-30 Solar, TI-36 Solar, TI BA-35, TI BA II Plus, HP-12C, HP-10B. **Decimal Places:**

- (1) 2 decimal places for dollars and cents: \$1234.12, \$1,234.45,
- (2) 4 decimal places for discount rate, interest rate (cost of bond), cost of stock, IRR, ARR, etc.: 0.1367
- (3) 2 decimal places in percents: 0.1243 => 12.43 %, 0.0971 => 9.71%

VIII. Preparing for the Test - No Photo-Xerox Copies and No Books

(1) Only your own hand-written notes, handout xerox-copies, and your own homework sheets are allowed for your reference in the exam. You are not allowed to turn in pre-written answer sheets such as financial statements are not allowed. Books, photo-xerox copies of notes (you and your

friend's) are not allowed. (2) You should ask questions as much as possible during the regular class time or regular office hours since some questions may not be answered during the test time. Also, you can use the tutoring services. During the exam day or week, the instructor may not be available in the office since the instructor may be giving exams from one class to another all day long and may have no time to return to his office.

A. Financial institutions and banking history

Types and functions of financial institutions, definitions of money, types of money supply, functions of money, history of US monetary acts, National Banking Act, McFadden Act, Edge Act, Glass-Steagall Act, Holding Company Act, US banking history, types of banks, monetary acts of 1980, 1982, 1989, deposit creation, Bank-holding Company act, federal Reserve System

B. Balance Sheet and Income Statement Concepts

Balance sheet, income statement, ratio analysis, pro forma statements, percent of sales method, cash flow (accounting, finance)

C. Interest Rate Concepts

Current rate (current yield), coupon rate (coupon yield), yield to maturity (YTM), internal rate of return, discounted loan, before tax interest rate, after tax interest rate, real interest rate, short term rate, long term rate, yield to maturity, daily rate, monthly rate, annual rate, simple rate, compound rate, compensating balance.

D. Saving and Investment

Classical theory of interest rate, Keynesian liquidity preference theory, loanable funds theory, consumption function (MPC, APC), saving function, factors affecting saving, life cycle theory personal saving, corporate saving, multiplier, equilibrium income

E. Financial Markets

Stock market, commodity market, option market, Dow Jones stock index, Standard and Poor's stock index, New York Stock Exchange index, Wilshire 5000 stock index, NASDAQ index
Investment banking, investment companies, value of the right, margin trading, organized exchange, short sale, OTC market, third market, fourth market, bond market, cumulative voting, interest rate swap, currency swap, prime rate, federal funds rate, discount rate, call money rate, LIBOR, banker's acceptances, commercial paper, investment bank, investment companies, living trust, testamentary trust, term insurance, whole life insurance, surety insurance, fidelity insurance, annuity contract, straight bond, zero coupon bond, convertible bond, bond-duration, value of the right, hedging, arbitrage, fixed mortgage rate, variable mortgage rate, EPS, debt ratio, det/equity ratio.

F. Risk and Return

Capital asset pricing model, systematic risk beta, accounting beta, total risk, business risk, financial risk, SML (security market line), CML(capital market line), efficient frontier

G. Future and present value formulas (Time value of money, see Ch. 10)

Note: P_0 = Present value, F_n = Future value, i = Interest rate, discount rate, minimum required return, cost of capital (k_s), Yield to maturity, or IRR (internal rate of return), A = Annuity, n = No. of deposits, payments, or years.

Management 447

Business Ethics and Social Responsibility

Textbooks: Ferrell and Fraedrich, Business Ethics: Ethical Decision Making and Cases, 3rd Edition

William C. Frederick, et al, Business and Society Corporate Strategy, Public Policy Ethics, 8th Edition

Course Description: The course focuses on two emergent issues for Businesses, business ethics and corporate social responsibility, and Especially upon those situations that require moral reflection, judgement, and decision. The course examines contemporary concepts of business ethics and social responsibility and explores current problems that require moral and ethical reasoning.

Class Conduct: The course content and objectives are such that minimal lecture and substantial discussion - of textual material, cases, exercises, current events, and presentations - will occur during the class sessions. The class participants will be expected to be prepared for each session by reading and thinking about the assigned materials including cases or exercises, and by bringing to class sessions current news stories related to the course.

Grading:

The student's final grade will be based upon an accumulation of points earned through a variety of activities.

Mid-term test:	100 points
Final Exam	100 points
Project	150 points
Journal	100 points
Participation	150 points

A = 96% to 100% B = 86% to 95 % C = 70% to 85 % D = 60% to 69%

F = 59 % and lower

MANAGEMENT 447 ASSIGNMENTS

<u>Date</u>	<u>Chapter in textbook</u>
11-15 Jan	Handout syllabi one Frederick, Post, Lawrence, Weber
18 Jan 98	Martin Luther King Day NO CLASS
20-22 Jan	two five
25-29 Jan	nine thirteen
1-5 Feb	fifteen six
8-12 Feb	eight eighteen
15-19 Feb	nineteen four
22-26 Feb	<i>complete</i> <i>complete</i>
1 March	Mid-term Exam
3-5 March	one and two Ferrell and Fraedrich
6-15 March	SPRING BREAK
15-19 March	three four Ferrell and Fraedrich
22-26 March	PRESENTATIONS PRESENTATIONS PRESENTATIONS / CASES
29-31 March	five
1-2 April	EASTER RECESS
5-9 April	six ten
12-16 April	nine
19 April	JOURNALS DUE
19-23 April	<i>Complete</i> - Cases
26-30 April	<i>Complete</i> - Cases Cases
16 Dec 98	Final Exam 1400 1540 hrs

**MGMT 447: BUSINESS ETHICS AND SOCIAL
RESPONSIBILITY REQUIREMENTS FOR PRESENTATIONS**

The purpose of the presentation is to share information about a topic with the class. Thus, the presentation should concentrate on delivering the information in an interesting way. Students may be creative in using visual aids, distributing printed materials related to the topic, and the like. The delivery is to be performed in a professional manner: **THIS IS NOT SHOW BUSINESS. The presentation should last about twenty minutes.** Presentations may be done individually or as groups (the groups should not have more than four members). When completed the presenter(s) should turn in their notes and other research materials to the professor as well as a one page summary of the topic.

The primary criteria for evaluation of the presentation are
(1) the quality of the information about the topic presented
(2) the clarity and logical order of the presentation.

Secondary criteria include the use of creativity in the presentation, the ability to hold the interest of the audience, the ability to elicit response and questions from the audience and the **elan** of the presenter(s).

TOPICS

- 1) Restructuring of organizations
- 2) AIDS in the workplace
- 3) Americans with Disabilities Act's effects on business
- 4) Tobacco
- 5) Alcohol
- 6) Advertising
- 7) Equal employment topics
- 8) Current "HOT" topics
- 9) Other

PLEASE OBTAIN PROFESSORIAL APPROVAL BEFORE WORKING ON ANY TOPIC SO AS TO AVOID DUPLICATION.

JOURNALS

Students must find at least two articles (from a newspaper, magazine, Journal, radio, television, or the internet) related to the concepts of business Ethics or social responsibility for each of the first ten weeks of the semester Beginning the first week of classes.

In addition to finding the article and photocopying it or reporting the News item (if the source was non-print medium), the student must also write A commentary about the situation. The commentary must relate to course Concepts , connect with cases or incidents that have been discussed in class, Or reflect upon one's own values and developing code of business ethics or Sense of social responsibility for businesses. A personal reaction must integrate Course concepts, the models of moral philosophies, or ethical decision making Frameworks.

The journals must have a cover sheet that identifies the student and the Date of submission, and have a professional appearance. The student commentary Must be typed. The journal entries will be evaluated on the basis of timeliness Of the news item (evidence that the event reported did occur within the framework Of the covered weeks) and the quality of the commentary, and the overall Appearance of the journal submission. The instructor expects the commentary For each entry to be at least one page in length, with only one paragraph Devoted to article summary and the balance devoted to integration of the course Concepts.

INTRODUCTION TO CRIMINAL JUSTICE

CRIM 110-001

Winter, 1999

Tuesday/Thursday 12:00 p.m. - 1:15 p.m.

Bishop Hall 204

Professor: Shannon Barton

Office: 504 Bishop Hall

Telephone: 592-5009

E-mail: shannon_barton@ferris.edu

Office Hours: Tues/Thurs 3:00p-4:00p;

Wed. 2:00p-5:00p or by appointment

1. Required Texts:

Schmallegger, Frank (1999). Criminal Justice Today: An Introductory Text for the 21st Century, 5th ed. Prentice Hall: Upper Saddle River, NJ.

Schmallegger, Frank (1999). Criminal Justice Today: Student Study Guide. Prentice Hall: Upper Saddle River, NJ.

Leshin, Cynthia B. (1997). Internet investigations in Criminal Justice. Prentice Hall: Upper Saddle River, NJ.

Armstrong, Gordon (1994). Career Paths: A Guide to Jobs in Federal Law Enforcement. Prentice Hall: Upper Saddle River, NJ.

Victor, Joseph L. (ed.) (1998). Criminal Justice: Annual Editions 98/99. Dushkin Publishing: Guilford, CT.

Recommended Reading:

Champion, Dean (1997). The Roxbury Dictionary of Criminal Justice: Key Terms and Major Court Cases. Roxbury Publishing, Co.: Los Angeles, CA.

2. Course Description:

This is a course designed to provide the student with an overview of the criminal justice system; organization and operation of police, courts, and corrections; race, ethnicity, gender, and criminal justice decision-making; current trends and future prospects of the system.

3. Grades:

Grades for this course will consist of four in-class examinations worth 100 points each for a total of 400 points, eight assignments worth 25 points each the lowest 2 assignment scores will be dropped. The total points possible for assignments is 150. I reserve the right to administer pop quizzes at any point during the semester.

Grades will be determined based on the following point distribution:

A = 550-506 (92%)	A- = 505-495 (90%)	
B+ = 494-484 (88%)	B = 483-451 (82%)	B- = 450-440 (80%)
C+ = 439-429 (78%)	C = 428-396 (72%)	C- = 395-385 (70%)
D+ = 384-374 (68%)	D = 373-341 (62%)	D- = 340-330 (60%)
	F = 329-0 (59%-0%)	

4. Withdrawal:

The last day to withdraw the class with a W is March 22, 1999. Not showing up for class does not constitute withdrawal. The student must follow proper procedure to withdraw the course.

5. Cheating:

Cheating is a serious breach of academic honesty. Any form of academic dishonesty (plagiarism, cheating off of someone, letting someone cheat off of you, or using your own notes) will result in failing the exam or paper and possibly failing the course.

6. Class Attendance:

As in any class, participation plays a major role in your understanding and comprehension of the presented material. Therefore, your attendance in class is not only recommended but also expected.

Attendance will be taken at the start of each class period. Each student is allowed to miss 3 classes without an excuse. Each class missed after the 3 will result in a deduction of 5 points from your final grade. At the end of the semester, anyone either *attending all class periods* or having *no unexcused absences* will be awarded 5 bonus points.

Excused absences include illness, a death in the family, or verifiable extenuating circumstances. Any absence due to illness must be verifiable by a doctor's excuse. If you do choose to miss class, it is *your responsibility* to contact another student in the class for notes and any information disseminated in class on that day. If you are going to miss a class, I recommend letting me know prior to the class period or shortly thereafter (24 hours). If there are extenuating circumstances that the student is aware of, they must inform the professor in advance.

7. Make-up Exams and Assignments:

All late assignments will be deducted one letter grade per business day. An assignment is considered late if turned in following the completion of the class, which is determined by the professor.

Anyone missing an exam, or turning in an assignment without a legitimate excuse will be given a grade of 0 for that exam, or assignment. Legitimate excuses include illness, death in the family, or verifiable extenuating circumstances. Excuses must be accompanied by authorization or be verifiable.

To constitute a legitimate excuse, the student must inform the professor at least one day before or one day after the exam, or assignment due date. If there are extenuating circumstances that the student is aware of, they must inform the professor in advance.

Make-up exams will be given on a predetermined date by the professor. Please note that these exams will be much more difficult than those given in-class.

8. Reading Assignments:

Students are expected to read all assignments on time and be prepared to answer any questions posed in class.

9. Class Conduct:

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class but also disrespectful to both classmates and the professor.

10. Exams:

Each exam is worth 100 points of your final grade. Each exam may be composed of any combination of the following multiple choice, true and false, short answer, and essay. You will be notified one class period before the exam of what types of questions will be included on the exam.

11. Course Outline:

	<i>Subject</i>	<i>Schmalleger</i>	<i>Victor</i>
January			
12	Introduction & Overview		
14	Introduction to the Computer	Entire Leshin book	
	Class will meet in Bishop Hall room 206 for this day only.		
19-21	Crime & Criminal Justice ASSIGNMENT #1 DUE 1/21	Chapt. 1 & 2	pp. 8-64
26-28	Criminal Justice Theories	Chapt. 3	
February			
2-4	Criminal Law & Procedure ASSIGNMENT #2 DUE 2/2	Chapt. 4	
9	EXAM #1		
11-16	Police in America	Chapt. 5	pp. 78-109
18-23	Police Operations ASSIGNMENT # 3 DUE 2/18	Chapt. 6	

	<i>Subject</i>	<i>Schmallegger</i>	<i>Fisch</i>
25	Legal Issues in Policing ASSIGNMENT #4 DUE 2/25	Chapt. 7	
March			
2	EXAM #2		
4	Structure of the Courts	Chapt. 8	pp. 110-131
8-12	NO CLASS SPRING BREAK		
16	Structure of the Courts, cont'd	Chapt. 8	pp. 110-131
18-23	Courts & Criminal Trial ASSIGNMENT # 5 DUE 3/18	Chapt. 9	
25	Punishment & Sentencing ASSIGNMENT #6 DUE 3/25	Chapt. 10	
30	EXAM #3		
April			
1	NO CLASS--EASTER		
6-8	Probation/Community Corrections	Chapt. 11	pp. 173-174;184-189; 203-206
13-15	Prisons & Jails ASSIGNMENT #7 DUE 4/13	Chapt. 12	170-172;175-183;190-202; 207-211
20-22	Prison Life	Chapt. 13	
27-29	Juvenile Delinquency ASSIGNMENT #8 DUE 4/27	Chapt. 14	pp.134-167
May			
4	FINAL EXAM 12:00 pm-1:40pm		

****NOTE: Dates for discussion of each topic, assignments, and exams are estimates. Specific topics may be added, deleted or altered at my discretion.****

FERRIS STATE UNIVERSITY
INTRODUCTION TO CRIMINAL JUSTICE (CRIM-110)
3 Semester Hours
FALL 1998
M-W-F 9:00-9:50 Str 134 (Crim-110-01)
M-W-F 10:00-10:50 Str 129 (Crim-110-02)

INSTRUCTOR: Mr. Michael A. McMorris, Assistant Professor
OFFICE: Bishop 505
OFFICE HOURS: Mons. & Weds. 2:15-4:45, and by appointment
TELEPHONE: 616-592-2938 EMAIL: Mcmorrim@fsu.edu

TEXT: 1) Adler, F., Mueller, G. and Laufer, W., Criminal Justice: The Core, USA: McGraw-Hill, 1996.

2) Supplemental materials will be provided by the instructor in the form of videos, journal and news articles, and readings which will be held in the library on reserve.

COURSE INFORMATION: This course will examine a broad spectrum of ideas and information relative to how the United States Criminal Justice System operates. As the course proceeds, students will be encouraged to challenge themselves academically, and intellectually, while investigating complex issues such as police brutality; drug enforcement operations; state and federal criminal laws; prison overcrowding; and plea bargaining in the courts. Each of these issues impact how efficiently and effectively the United States Criminal Justice System operates.

COURSE OBJECTIVES: Upon completing this course, the student will:

- 1) be able to describe the interdependent nature of the United States Criminal Justice System components;
- 2) be able to discuss the independent purpose and function of each Criminal Justice System component;
- 3) be able to discuss the CJS dynamics, and how each component is influenced (internally & externally);
- 4) be able to describe the demands placed on the CJS, by society, relative to how justice should be served; and
- 5) have a basic knowledge of career opportunities available, within the Criminal Justice arena.

GRADES: Student grades will be based on the following:		
Attendance/Participation	200pts	A 450-500
Oral Group Quiz	25pts	B 400-449
Written Quiz	25pts	C 350-399
Oral Group Quiz	25pts	D 300-349
Midterm Exam	100pts	F 299 & below
Team Developed Project	125pts	

Total	500pts	

The written course exams may consist of a combination of multiple choice, true & false, matching and short essay questions. These exams are comprehensive. The Oral Group Quiz requires students to work together in small groups, while answering questions posed by the professor, in a "Jeopardy" style format. The OGQ is explained, in detail, on an attached sheet.

MAKE-UP EXAMS:

All students are expected to take class exams on the day, and at the time they are scheduled. However, if a student has a mitigating circumstance, or is involved in an emergency situation (which shall be documented and precludes the student from taking the exam), the student may be allowed to make-up an exam. However, the Mid-term exam cannot be taken after Mid-terms Week. If a student knows that he/she will be out on exam day, he/she must prearrange taking the exam with the instructor. Any student failing to take an exam on the day it is scheduled, and whom does not make a pre-arrangement with the professor, or does not contact the instructor prior to the exam, will be allowed to make-up the exam, after which time the student will be assessed a penalty of 30% deducted from his/her test score. The OGQ cannot be made-up. **DO NOT CALL THE PROFESSOR TO EXPLAIN AN ABSENCE, unless that absence concerns the Mid-term exam.**

ATTENDANCE/PARTICIPATION:

It is extremely paramount that all students attend class regularly. Any student who misses class is still responsible for knowing the material covered by class lecture, library reserve readings and any other materials and information provided by the professor. Additionally, all students are expected to actively participate in all phases of the course (i.e. class discussion, assignments and workshops). It is important that the student understands that his/her active participation enhances the learning process and the academic climate of the class. Students are required to be present and in their seats on time. No student will be allowed to interrupt class by arriving more than 15 minutes after class has started (that includes exam days). When students are late, they are to wait in the hall, until invited into class, by the professor.

STUDENT DISHONESTY, CLASSROOM DEMEANOR

Although the professor does not expect any problems in this area, students must understand that cheating, in any form, will not be tolerated; nor shall counterproductive or disruptive behavior. If a student is discovered cheating, he/she will be dismissed from that class, given a failing grade for that assignment and dealt with according to FSU policies. A student behaving in a disruptive manner, he/she will be dismissed from class, and if necessary, dealt with according to Ferris State University Policies. **EATING AND SLEEPING ARE NOT ALLOWED IN CLASS!**

STUDENT ASSISTANCE

Students are fully encouraged and invited to meet with me, to discuss any concerns that they might have, relative to their academic needs. Criminal Justice faculty offices are located on the 5th floor, in Bishop Hall. My office is in Bishop 505. I am available to assist you in any way that I can. If for some reason you need to meet with me, outside of scheduled office hours, please make an effort to schedule an appointment. When scheduling an appointment during office hours, please sign the scheduling book, located in the Criminal Justice Department Secretaries' office.

Additionally, Ferris State University has many services available to students, who might be experiencing some difficulties, academic or otherwise. These services are listed in the Student Handbook/University Catalog.

TEAM DEVELOPED PROJECT (TDP)

Each student will be assigned to a team to work with, in an effort to develop and present a specific project to the class. The project will require students to work together (in and out of class) in problem solving activities, while demonstrating critical thinking abilities. For additional information see attachment.

EXTRA CREDIT

There will be one (1) extra credit assignment (25 pts) offered by the professor. This assignment will be given at a later date. All students are encouraged to complete this assignment. **NO LATE EXTRA CREDIT ASSIGNMENTS WILL BE ACCEPTED!**

COURSE OUTLINE

WK1	A31	Course Introduction
	S2	Ch 1
	S4	Ch 2
WK2	S9	Ch 3
	S11	Ch 4
WK3	S14	Video "Law & Order"
	S16	" "
	S18	OGQ #1
WK4	S21	Ch 5
	S23	Ch 5
	S25	Ch 5
WK5	S28	Video "Search & Seizure"
	S30	" "
	O2	" "
WK6	O5	Ch 6
	O7	Ch 6
	O9	Written Quiz
WK7	O12	Ch 7,8
	O14	Ch 7,8
	O16	Ch 9
WK8	O19	*****MID-TERM EXAM*****
	O21	Video "Reasonable Doubt"
	O23	" "
WK9	O26	Ch 10
	O28	Ch 10
	O30	Topic Discussion
WK10	N2	ALL TDPS ARE DUE!
	N4	Video "Do the Guilty Go Free?"
	N6	" "
WK11	N9	Ch 11
	N11	Ch 11
	N13	Topic Discussion
WK12	N16	Video "Vigilante Justice"
	N18	" "
	N20	TDP Presentation
WK13	N23	TDP Presentation
	N25	TDP Presentation
WK14	N30	TDP Presentation
	D2	Video or TDP Presentation, if necessary.
	D4	Ch 12
WK15	D7	Ch 12,13
	D9	Ch 14
	D11	OGQ #2

(NOTE: This syllabus is subject to change, at the professor's discretion.)

TEAM DEVELOPED PROJECT

This project is intended to develop critical thinking and problem solving skills, and to encourage group support, group reliance and positive group interaction. Please take this project seriously, yet, have fun during its preparation.

PROBLEM SOLVING TDP (125 pts)

Each team will be required to research a current problem impacting one of the Criminal Justice System components. Upon agreeing on a problem, the group will create a scenario, describing the problem, and present it to the class, for discussion. Each scenario will include five (5) discussion questions, requiring critical thinking and problem solving activities. Each team will be assigned a date to present its project to the class, and lead class discussion. This project will be outside of class. It shall be typed (double spaced) and free of punctuation, spelling and grammatical errors. The project will be graded as follows:

Originality	10 pts
Level of Difficulty (Content)	100 pts
Presentation	5 pts
Grammar/Spelling/Punctuation	10 pts

	125 pts

ORAL GROUP QUIZ

The objective of the OGQ is to promote group thought and cooperation, through critical analysis of terms and concepts, while presenting one's knowledge and accepting the wisdom and knowledge of others within the group.

Listed below are rules to guide you through the OGQ. Please follow these rules closely, to avoid receiving a failing grade .

- The quiz will begin when the instructor asks a group to define specific terms or concepts.

- The group will be given time (1.5 mins.) to brainstorm and discuss their ideas and answers, before presenting their answer.

- The group will be given a reasonable amount of time to give their answer to each set of questions, as determined by the instructor.

- Once the spokes-person for that set of questions begins speaking, he/she must answer all questions asked during that questioning sequence. No one may assist the spokes-person at that time. If someone attempts to assist the spokes-person, that group will forfeit the opportunity to answer that question. Any student attempting to cheat will receive a zero for the quiz and be asked to leave the classroom.

- If the spokes-person does not give a complete answer, that group will only receive partial points. The remainder of the question then moves to the next group, where they can receive the leftover bonus points that the prior group missed, if they can give the answer immediately. Moreover, the following group will maintain its right to answer its original question. The order is followed and the sequence is not broken.

NOTE: The participants in the OGQ are not competing against the other groups. Participants compete against themselves.

CRIMINAL JUSTICE 111: INTRODUCTION TO CORRECTION

Catalog Number: CRIM 111

Call Number: 11047

Days Class Meets: Tuesday

Time: 6:00 PM to 9:00 PM

Room: Bishop 203

Instructor: Eric Lambert

Office: Bishop 511

Office Phone Number: 592-5013

Office Hours: Monday 12:00 to 1:00 PM

Semester: Winter 1999

Monday 5:00 to 6:00 PM

Tuesday 5:00 to 6:00 PM

Wednesday 9:00 to 10:00 AM

Thursday 5:00 pm to 6:00 PM

or by Appointment

This course will provide an introductory examination of correctional history, processes, structures, and ideologies in the United States. Through course readings, lectures, assignments, and activities, the student will gain an understanding of the critical elements of correctional systems and their use as social control agencies, and how corrections function as a salient component of the criminal justice system and the American political system.

Course Requirements:

(1) **Three examinations:** The first test will be administered in class on February 9, 1999. The second test will be administered in class on March 2, 1999. The third test will be administered in class on April 13, 1999. The examinations are based upon assigned readings, lectures, and classroom discussions. Except for extenuating circumstances, no make-up tests will be allowed. If a make up test is allowed, it will be administered during the week of May 3 through 7, 1999, at my convenience. Each examination comprises 15 percent of the final grade for this course.

(2) **Course Assignments:** You will be given assignments during the course of the semester. These assignments will vary at the discretion of the instructor in terms of both the number and type. The nature and due date of a course assignment will be announced in class, and it is the responsibility of the student to be in class to obtain the necessary information on the course assignment. The course assignment section will comprise 20 percent of your total grade for this course.

(3) **Final Examination:** The final examination will be comprehensive in nature. Time and room will to be announced later. The examination will consist of both short answer and essay questions, derived from assigned readings, lectures, and class discussions. The final examination will comprise 25 percent of your final grade for this class.

(4) Class Attendance and Participation: You are expected to attend and participate in all class meetings. Responsibility for class attendance and participation rests with you, the student. Class attendance and participation will comprise 10 percent of your final grade for this course. More than 2 absences will not only result in a zero for this section, but each absence after 2 will result in a full letter grade reduction (e.g., a student earning an A grade with 4 absences will earn a final grade of C). A student who is more than 10 minutes late to a class meeting will be marked absent for that class meeting.

Required Textbook:

Richard A. Tewksbury Introduction to Corrections, Third Edition Westerville, Ohio:
Glencoe/McGraw-Hill.

In addition, several articles may be placed on reserve status in the main library. How and when to obtain these articles will be discussed in later in class.

Reading Assignments:

Week 1 - Chapter 1; Week 2 - Chapter 2; Week 3 - Chapter 3; Week 4 - Chapter 4; Week 5 - Chapter 5; Week 6 - Chapter 6; Week 7 - Chapter 7; Week 8 - Chapter 8; Week 9 - Chapter 9; Week 10 - Chapter 10; Week 11 - Chapter 11; Week 12 - Chapter 12; Week 13 - Chapter 13; Week 14 - Chapter 14; Week 15 - Appendix A and B.

You are expected to have read the assigned material before coming to class. Quizzes on the assigned reading material may be given at the beginning of class. The quizzes will be graded under the course assignment section.

GRADING:	A	93% or higher
	A minus	90% to 92%
	B plus	87% to 89%
	B	83% to 86%
	B minus	80% to 82%
	C plus	77% to 79%
	C	73% to 76%
	C minus	70% to 82%
	D plus	67% to 69%
	D	63% to 66%
	D minus	59% to 62%
	F	Anything below 59%

ACADEMIC STUDENT DISHONESTY

Academic dishonesty will not be tolerated in this course. Academic dishonesty mainly encompasses, but is not limited to, cheating on assignments, tests, and papers, and plagiarism. In addition, it is my policy that you may not submit the same piece of work (e.g., a paper, presentation, assignment, etc.) to myself and another instructor without prior approval from both instructors. Any student found engaging in academic dishonesty will receive not only a failing grade for the project involved but also for the course. In addition, I will seek maximum sanctions allowed by Ferris State University.

DISRUPTIVE STUDENTS

Any student that acts in a disruptive, inappropriate, and/or counterproductive behavior in the classroom will be asked to leave the classroom and the course. If necessary, such a student will be dealt with accordingly to Ferris State University policies. The class starts on time. Any student who is late will enter the room quietly and sit a seat in the back of the room by the doorway.

WITHDRAWAL

The last day to withdrawal from the class with a "W" is on March 22, 1999 by 4:00 PM. Failure to attend class does not constitute withdrawal. The student must follow proper procedure to formally withdraw from the course. Failure to do so will result in a failing grade.

*****Note: I, the instructor, reserve the right to change any of the aforementioned should the need arise. Should changes be made, you, the student, will be notified in class of the changes.

**Introduction to Corrections
Crim 111 Section 001
TR 8:00 am-9:15 am
Winter, 1999**

Taught to you by:

Nancy L. Hogan, Ph.D.
517 Bishop Hall
616-592-2664

e-mail: nancy_hogan@ferris.edu

web site: http://www.ferris.edu/HTMLS/academics/course_offerings/HoganNancy/index.htm
(or go to the Ferris homepage, click on academics, then click on faculty instructional pages, and click on Hogan, Nancy)

Office Hours:

Tuesday, Thursday: 9:30 am – 12:00 pm

If these hours are not convenient, let me know and we can make other arrangements.

Textbook:

Tewksbury, Richard A. (1997) *Introduction to Corrections*, 3rd ed., Westerville, OH: Glencoe/McGraw-Hill.

Objectives

The purpose of this course is to provide an introductory examination of correctional history, processes, structures, and ideologies in the United States. Through course readings and class activities, students will gain an understanding of 1) the means of pursuing the goals of corrections as a social control agency, 2) how corrections is positioned and influenced as the final phase of the criminal justice process, and 3) how corrections builds upon and is influenced by other criminal justice agencies and activities.

Requirements

1. Students are expected to keep up with the reading assignments in order to promote class discussion and active class participation. If it appears no one is reading, pop quizzes will occur to provide encouragement.
2. All in-class assignments will be checked for completion. If not completed, points (the amount will be announced in class and depends on the assignment) will be deducted off your total course score.
3. **Attendance!!!!** Attendance is expected and is included in the course grade. Two unexcused absences are permitted. Once the two unexcused absences are used, each additional absence will result in being penalized 5 points from the overall grade. **Absence from the mandatory Saturday class will result in your failing the class!**
4. **Positive Attitude!!!** In order to provide a positive learning environment, students are expected to present themselves in a manner appropriate to the collegiate classroom. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Such remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval is not acceptable. Finally, it is expected that students show respect not only to the professor, but also to other students who may express different views in discussions. Informed decision-making is the result of understanding all sides of the issue at hand!
5. Three in-class exams (100 points each)
6. One final exam (200 points)
7. Five short writing assignments (30 points each)
8. Journal (50 points)

Due dates for assignments will be announced in class. I DO NOT ACCEPT LATE PAPERS! Schedule your time prior to the assignment due date and if you will not be in class, make arrangements to drop your paper off early. In extreme cases (beheadings), some papers may be handed in late, but with the understanding that the score will be dropped one grade level. Even with the extreme case grace, if it is not turned in on the agreed upon date, it is a goose egg.

Test dates will be announced in class and will be graded on the following grade scale:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	50-59	F

(incomplete assignment/test = 0)

I do not allow for make up tests unless it is an extreme emergency (you are close to death!). I will permit you to take the test earlier than scheduled if you know you will not be in class that day. In any case, if the test is not made up within one week of the class test, a goose egg will be given.

All writing assignments for this course are to be typed. The format is double-spaced, 1 inch margins (all sides), 12 point font! Cites and references are to be APA style.

FOR ALL ASSIGNMENTS, PUT YOUR NAME ONLY ON THE BACK OF THE LAST PAGE---NO NAMES ON THE FIRST PAGE, TITLE PAGE, OR THE TOP OF EACH PAGE----IF YOU DON'T OWN A STAPLER, GO TO WALMART OR K-MART AND GET ONE FOR \$1. ALL PAPERS ARE TO BE STAPLED!!!

Tentative Course Outline

Week	Topic	Chapter
January		
11	Introduction to Course; Corrections' Early Days	1
18	Corrections and Criminal Justice	2
25	Concepts of Punishment; Ideologies	3
February		
1	Prisons: Yesterday & Today exam 1	4
6	Managing the Prison	5
6	Life in Prison	6
6	Corrections on the Local Level exam 2	10
8	Law and Prisoner's Rights	7
15	Violence in Correctional Settings	8
22	Women and Corrections	9
March		
1	Community Corrections: Probation	11
1	Community Corrections: Parole	12
15	Juveniles and Corrections exam 3	13
April		
26	Contemporary Issues in Corrections; Review	14
May		
6	Final Exam--8 am- 9:40 am	

Journal Requirements

This assignment is to prepare you for the skills needed to be a successful upper-level student. I have discovered, unfortunately, that many students lack proper preparation for tests. The biggest fault is in pre-test activities such as reading, class note-taking, knowing definitions, and organization. Therefore, to aid you in your academic endeavors, a journal will be required. It will contain:

1. **Class notes.** The neater the better, at least for your sake when you are studying. You should review your notes soon after the class discussion to see if there are areas that you do not understand or areas that you have questions about. All class notes should be clearly marked, meaning the chapter we are studying and the day the notes were taken!
2. **Definition of Terms.** For each chapter, you should have a separate sheet of paper with the definition of terms. You don't have to copy word for word what is in the book, paraphrase! (For neatness, you can type this section)
3. **Questions for Review.** At the end of each chapter, there are questions for review. You will be assigned several questions to answer. Write the number of the question, the question, and then briefly answer it. Skip a space between each question. (For neatness, you also can type this section)
4. **Writing assignments.** After your assignment is returned, place it in the notebook.

THE ABOVE FOUR ELEMENTS SHOULD BE PLACED IN A THREE RING NOTEBOOK. EACH CHAPTER SHOULD BE SEPARATED BY EITHER A COLORED PIECE OF PAPER OR SECTION DIVIDERS. THERE WILL BE SEVERAL SPOT CHECKS TO MAKE SURE YOU ARE DOING THE

ASSIGNMENT. IF YOU ARE NOT UP-TO-DATE ON THE DAY OF THE 'INSPECTION', YOU WILL LOSE 5 POINTS OFF YOUR TOTAL GRADE (NOTE: THIS IS NOT OFF THE 50 POINTS THE JOURNAL IS WORTH---SO IT IS A BIG DEDUCTION--SOLUTION---KEEP YOUR JOURNAL UP-TO-DATE)!!!!

Grading for the journal:

1. All sections complete, neatly arranged--45-50 pts
2. All sections complete, average neatness 40-44 pts
3. Missing one to three sections, neatly arranged--35-39
4. Missing four or five sections, neatly arranged--30-34
5. Missing 1-5 sections and not organized---25-30
6. You don't do it-----0

Academic Student Dishonesty

Academic dishonesty will not be tolerated in this course. Academic dishonesty mainly encompasses, but is not limited to, cheating on assignments, tests, and papers as well as plagiarism. In addition, it is my policy that you may not submit the same piece of work (e.g., a paper, presentation, assignment, etc) to myself or another instructor at the same time. Further, you may not submit the same piece of work that you or anyone else has written in a prior semester. Any student found engaging in any dishonest practice will receive not only a failing grade for the project, but also for the course. In addition, sanctions by Ferris State University will be pursued.

Withdrawal

The last day to withdraw from the class is March 22, 1999 by 4 pm. Note that this day is after class will be dismissed for one month. The student must follow proper procedure to formally withdraw from the course. Failure to do so will result in a failing grade.

I reserve the right to change any of the aforementioned areas should the need arise. If changes are made you, the student, will be notified in class of the changes.

CRIM 220

Supervision & Management in Criminal Justice

Section 001 Monday, Wednesday & Friday 9:00 am to 9:50 am

Pharmacy 106

Instructor: Beth A. Collett

*Fall Semester 1998
Ferris State University
Criminal Justice Institute
Big Rapids, MI*

*Main Office: FSU Police
Phone: 592-5000
Hours: 11am - 9pm M-Th*

I. Required Materials

People at Work Human Relations in Organizations, Fourth Edition,
Authors - Paul R. Timm & Brent D. Petterson.

Supervision Correspondence Course for CRIM 220, MLEOTC

II. Course Description

Supervision and Management will examine the role of a supervisor beginning with the initial stages of development as a supervisor. The course will examine issues of behavior, authority and delegation thereof, cooperation and support from both the patrol ranks and management, as well as other issues concerning the responsibilities of a first line supervisor.

III. Educational Objectives

- 1. To provide a comprehensive understanding of the supervisors role within a police department.*
- 2. To acquaint the student with the functions and roles a supervisor must play between the patrol unit(s) and management.*
- 3. To provide the student with a basic understanding of leadership.*
- 4. To provide the student with an understanding of the importance of effective communication, including listening skills.*
- 5. To examine and survey current trends and issues within the supervisory role.*

IV. Instructional Method

This course will be open to a variety of methods of instruction such as lectures, discussion, and audio-visual materials. These tools will be used to enhance the understanding of the course material.

V. Course Requirements

This course will consist of a variety of methods to test the students level of comprehension. There will be several "pop" quizzes, questions for discussion, possibly a short paper or two and at least three (3) major exams. Note: Before each examine a study guide will be supplied to all students.

Notice of an exam will be given at least one (1) week prior to the day of the exam.

VI. Grading

Each quiz will be worth at least 10 points, but no more than 15.

Each test will be worth 100 points

Each report will be worth at least 25 point, but no more than 50.

Each question/discussion will be worth at least 5 point, but no more than 10.

The following example of a grading scale will be used:

90 -100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

VII. Final Grade

Your final grade will be based on the total number of points earned on the tests and final exam, written reports, quizzes and question/discussion assignments.

Note: Keeping track of your points will keep you mindful of your grade at any one time.

The potential for every person to succeed can only be measured by their desire to learn and commitment to themselves.

SUPERVISION AND MANAGEMENT IN CRIMINAL JUSTICE (CRIM-220-02)

3 Semester Hours

FALL 1998

M-W-F 11:00 - 11:50

Star 129

INSTRUCTOR: Mr. Michael A. McMorris, Assistant Professor

OFFICE: Bishop 505

OFFICE HOURS: Mon. & Weds. 2:15-4:45, and by appointment*

TELEPHONE: 616-592-2938 EMAIL: Mcmorrim@ferris.edu

TEXT:

1) Supervision Correspondence Course, Michigan Law Enforcement Officer's Training Council, 1993.

2) McMorris, M., Criminal Justice Scenarios, Ferris State University, 1997.

COURSE INFORMATION: This course will examine the fundamental principles of supervision and management, as they are applied to the agencies of the criminal justice system. As the course proceeds, students will be encouraged to challenge themselves academically, and intellectually, while investigating issues such as the nature of police work; police brutality; police policies and procedures; law enforcement and corrections recruitment and training objectives; ethics in criminal justice agencies; leadership in criminal justice agencies; and organizational hierarchies. Each of these issues impacts how efficiently and effectively United States Criminal Justice Systems are managed.

COURSE OBJECTIVES: Upon completing this course, the student will:

1) be able to describe the fundamental principles of supervision and management in the criminal justice system;

2) be able to develop and apply problem solving skills, through critical thinking and the interpretation of Policies and professional Codes of Ethics;

3) be able to discuss the dynamics, of internal & external influences on the management of criminal justice system components;

4) have developed a basic knowledge of how to supervise and manage personnel in the Criminal Justice arena.

GRADES: Student grades will be based on the following:

Attendance/Participation	200pts	A 450-500
Oral Group Quiz #1	25pts	B 400-449
Written Quiz	25pts	C 350-399
Oral Group Quiz #2	25pts	D 300-349
Evaluation TDP	10pts	F 299 & below
Scenario TDP	100pts	
Code of Ethics TDP	15pts	
Midterm Exam	100pts	

	500pts	

The written course exams may consist of a combination of multiple choice, true & false, matching and short essay questions. These exams are comprehensive. The Oral Group Quiz (OGQ) requires students to work together in small groups, while answering questions posed by the professor, in a "Jeopardy" style format. The OGQ is explained, in detail, on an attached sheet.

MAKE-UP EXAMS:

All students are expected to take class exams on the day, and at the time they are scheduled. However, if a student has a mitigating circumstance, or is involved in an emergency situation (which shall be documented and precludes the student from taking the exam), the student may be allowed to make-up a written exam. However, the Mid-term Exam may not be taken after Mid-terms week. If a student knows that he/she will be out on exam day, he/she must prearrange taking the exam with the instructor. Any student failing to take an exam on the day it is scheduled, and whom does not make a pre-arrangement with the professor, or does not contact the instructor prior to the exam, will be allowed to make-up the exam, after which time the student will be assessed a penalty of 30% deducted from his/her test score. Note, the OGQ cannot be made-up.

TEAM DEVELOPED PROJECT (TDP)

Each student will be assigned to a group to work with, in an effort to develop, and present specific projects to the class. The projects will require the students to work together (in and out of class) in problem solving activities, while demonstrating critical thinking abilities. For additional information see attachment.

EXTRA CREDIT

There will be one (1) extra credit assignment (25 pts) offered by the professor. This assignment will be given at a later date. All students are encouraged to complete the extra credit assignment. **NO LATE EXTRA CREDIT ASSIGNMENTS WILL BE ACCEPTED!**

ATTENDANCE/PARTICIPATION:

It is extremely paramount that all students attend class regularly. Any student who misses class is responsible for knowing the material covered by class lecture, library reserve readings and any other materials and information provided by the professor. **DO NOT CALL THE PROFESSOR TO EXPLAIN AN ABSENCE**, unless that absence concerns the MID-TERM (see make-up exams).

Additionally, all students are expected to actively participate in all phases of the course (i.e. class discussion, assignments and workshops). It is important that the student understands that his/her active participation enhances the learning process and the academic climate of the class. Each student will receive five (5) points, per day, for actively participating in class. Students are required to be present and in their seats on time. **NO STUDENT WILL BE ALLOWED TO INTERRUPT CLASS BY ARRIVING MORE THAN 15 MINUTES, AFTER CLASS HAS STARTED (that includes exam days)**. When students are late, they are to wait in the hall, until invited into class, by the professor.

STUDENT DISHONESTY, CLASSROOM DEMEANOR

Although the professor does not expect any problems in this area, students must understand that cheating, in any form, will not be tolerated, nor shall counterproductive or disruptive behavior. If a student is discovered cheating, he/she will be dismissed from that class, given a failing grade for that assignment and dealt with according to FSU policies. A student behaving in a counterproductive, or disruptive manner, will be dismissed from class, and if necessary, dealt with according to Ferris State University Policies. **EATING AND SLEEPING ARE NOT ALLOWED IN CLASS!**

STUDENT ASSISTANCE

Students are fully encouraged and invited to meet with me, to discuss any concerns that they might have, relative to their academic needs. Criminal Justice faculty offices are located on the fifth floor, in Bishop Hall. My office is Bishop 505. I am available to assist you in any way that I can. If for some reason, you need to meet with me, outside of scheduled office hours, please make an effort to schedule an appointment. When scheduling an appointment during office hours, please sign the scheduling book, located in the Department secretaries' office.

Additionally, Ferris State University has many services and resources available to students, who might be experiencing some difficulties, academic or otherwise. These services are listed in the Student Handbook/FSU Catalog.

COURSE OUTLINE: Supervision Correspondence Course Packet

WK1	A31	Course Introduction
	S2, S4	Ch 1, 14
WK2	S9, S11	Ch 2, 3, 4
WK3	S14	Ch 5 & Scenario #1
	S16	Ch 6, 7
	S18	TDP (Developing an Evaluation Tool)
WK4	S21	Ch 8 & Video " <u>Police Brutality</u> "
	S23	" "
	S25	OGQ#1
WK5	S28	Ch 9
	S30	Ch 10
	O2	Video
WK6	O5	Ch 11
	O7	Scenario #2
	O9	Ch 12
WK7	O12	Video "Brubaker"
	O14	" "
	O16	" "
WK8	O19	***Mid-term Exam*** <u>Hot Pursuit</u>
	O21	Scenario #3
	O23	" "
WK9	O26	Video "Hot Pursuit"
	O28	" "
	O30	Topic Discussion
WK10	N2	Scenario #4
	N4	TDP Presentations
	N6	TDP Presentations
WK11	N9	Scenario #5
	N11	Video " <u>Cops or Crooks</u> "
	N13	" "
WK12	N16	Written Quiz
	N18	Code of Ethics TDP & Video "Bad Judges"
	N20	" "
WK13	N23	TDP Presentations
	N25	TDP Presentations
WK14	N30	Ch 13
	D2	Ch 15
	D4	Ch 15
WK15	D7	Video
	D9	Video Discussion
	D11	OGQ #2

(NOTE: This syllabus is subject to change, at the professor's discretion.)

ORAL GROUP QUIZ

The objective of the OGQ is to promote group thought and cooperation, through critical analysis of terms and concepts, while presenting one's knowledge and accepting the wisdom and knowledge of others within the group.

Listed below are rules to guide you through the OGQ. Please follow these rules closely, to avoid receiving a failing grade .

- The quiz will begin when the instructor asks a group to define specific terms or concepts.
- The group will be given time (1.5 mins.) to brainstorm and discuss their ideas and answers, before presenting their answer.
- The group will be given a reasonable amount of time to give their answer to each set of questions, as determined by the instructor.
- Once the spokes-person for that set of questions begins speaking, he/she must answer all questions asked during that questioning sequence. No one may assist the spokes-person at that time. If someone attempts to assist the spokes-person, that group will forfeit the opportunity to answer that question. Any student attempting to cheat will receive a zero for the quiz and be asked to leave the classroom.
- If the spokes-person does not give a complete answer, that group will only receive partial points. The remainder of the question then moves to the next group, where they can receive the leftover bonus points that the prior group missed, if they can give the answer immediately. Moreover, the following group will maintain its right to answer its original question. The order is followed and the sequence is not broken.

NOTE: The participants in the OGQ are not competing against the other groups. Participants compete against themselves.

TEAM DEVELOPED PROJECTS

Each student assigned to a team must participate. The professor will be meeting with individual teams to assess progress, and to lend assistance, as needed.

These projects are intended to develop critical thinking and problem solving skills; and to encourage group support, group reliance and positive group interaction. Please take them very seriously, yet, have fun during their preparation.

As mentioned previously, each student will be assigned to a team in an effort to develop, complete and present group projects, as follows:

EVALUATION TOOL TDP (10 pts)

Each team will be required to work together, in class, to develop an "Evaluation Tool" that can be used to assess Corrections and Police Officers' performance, during "On the Job Training." This project shall be specific, clear and concise, based on knowledge acquired in and out of class. Information from this document will be discussed with the class.

SCENARIO TDP (100 pts)

Each team will be required to develop a Criminal Justice Scenario, which will address a violation (s) of either code of ethics, or the Policies and Procedures packet. Each scenario will include five (5) discussion questions, requiring critical thinking and problem solving. Each team will be given a date to present its scenario to the class and lead class discussion. This project will be prepared outside of class. It shall be typed (double spaced) and free of punctuation, spelling and grammatical errors. This project will be graded as follows:

Originality	10 pts
Level of Difficulty (Content)	100 pts
Presentation	10 pts
GSP	5 pts

	125 pts

CODE OF ETHICS TDP (15 pts)

Each team will be required to develop (in class) a Code of Ethics for Judges. This document will be based on information gained from class and outside of class. Its format is open. Information from each document will be discussed with the class.

DELINQUENCY PREVENTION & CONTROL

CRIM 260-005

Winter, 1999

Tues/Thurs. 1:30-2:45

Pennock 103

Professor: Shannon Barton

Office: Bishop Hall 504

Telephone: 592-5009

Office Hours: Tues./Thurs., 3:00 p.m.-4:00pm & Wed. 2:00 p.m.-5:00 p.m., or by appointment

1. Required Texts:

Champion, Dean J. (1998). The Juvenile Justice System: Delinquency, Processing and the Law. Upper Saddle River, NJ: Prentice Hall.

2. Course Description:

Analysis of juvenile delinquency theories of causation and current prevention programs. Role of police agencies in prevention programs and their relationship to juvenile courts and institutional treatment centers.

3. Grades:

Grades for this course will consist of four in-class examinations worth 100 points each for a total of 400 points, four assignments worth 50 points each for a total of 200 points, one 8-12 page paper worth 100 points, and one paper topic and abstract worth 50 points. I reserve the right to administer pop quizzes at any point during the semester.

Grades will be determined based on the following point distribution:

A = 750-690 (92%) B+ = 674-660 (88%) C+ = 599-585 (78%) D+ = 524-510 (68%)
A- = 689-675 (90%) B = 659-615 (82%) C = 584-540 (72%) D = 509-465 (62%)
B- = 615-600 (80%) C- = 539-525 (70%) D- = 464-450 (60%)
F = 449-0

4. Withdrawal:

The last day to withdrawal the class with a W is March 22, 1999. Not showing up for class does not constitute withdrawal. The student must follow proper procedure to withdrawal the course.

5. Cheating:

Cheating is a serious breach of academic honesty. Any form of academic dishonesty (plagiarism, turning in a paper that has already been submitted in another course, cheating off of someone, letting someone cheat off of you, or using your own notes) will result in failing the exam or paper and possibly failing the course.

6. Class Attendance:

As in any class, participation plays a major role in your understanding and comprehension of the presented material. Therefore, your attendance in class is not only recommended but also expected. Attendance will be taken at the start of each class period. If you are not present when I take attendance, you will be counted as absent. Each student is allowed to miss 3 classes without an excuse. Each class missed after the 3 will result in a deduction of 5 points from your final grade. At the end of the semester, anyone either *attending all class periods* or having *no unexcused absences* will be awarded 5 bonus points.

Excused absences include illness, a death in the family, or verifiable extenuating circumstances. Any absence due to illness must be verified by a doctor's excuse. If you do choose to miss class, it is *your responsibility* to contact another student in the class for notes and any information disseminated in class on that day. If you are going to miss a class, you must let me know prior to the class period or shortly thereafter (24 hours).

If there are extenuating circumstances that the student is aware of, they must inform the professor in advance.

7. Make-up Exams, Assignments and Papers:

All late assignments will be deducted one letter grade per business day. An assignment is considered late if turned in following the completion of the class, which is determined by the professor. Anyone missing an exam, or turning in an assignment without a legitimate excuse will be given a grade of 0 for that exam, or assignment. Legitimate excuses include illness, death in the family, or verifiable extenuating circumstances. Excuses must be accompanied by authorization or be verifiable.

To constitute a legitimate excuse, the student must inform the professor at least one day before or one day after the exam, or paper due date. If there are extenuating circumstances that the student is aware of, they must inform the professor in advance.

Make-up exams will be given on April 30 by the professor, no exceptions!!!!!! Please note that these exams will be much more difficult than those given in-class.

8. Reading Assignments:

Students are expected to read all assignments on time and be prepared to answer any questions posed in class.

9. Class Conduct:

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class but disrespectful to both classmates and the professor.

10. Paper/Paper Topic, Abstract, and Working Bibliography:

Paper Topic, Abstract, and Working Bibliography:

Paper topics are to be selected by the student and approved by the instructor. You must select a paper topic pertaining to a juvenile justice related issue (e.g., some aspect of juveniles and the police, juveniles in the court system, child abuse victims, waiver to the adult court, etc). Your paper abstract must describe in one or two paragraphs what you are going to write. *You do need to include citations in the abstract.* You must also include a working bibliography. The bibliography must include at least ten sources other than your required text. These sources do not necessarily have to be included in your final paper but must be from refereed journals or books.

You are required to submit a copy of your paper topic, abstract, and working bibliography of your paper to the instructor on February 4, 1999. This paper topic, abstract, and working bibliography submittal is worth *50 points* toward your final grade. Upon receipt of the proposed paper topic, abstract, and working bibliography, the instructor will then either approve or reject the proposal. If your proposal is rejected, you **must** turn in a revised topic, abstract, and working bibliography by the following class period. **Failure to complete this assignment will result in your paper not being accepted and your receiving a grade of 0 for your paper.** Once your abstract has been accepted you may not change topics unless you receive prior approval by the instructor. I will make copies of each persons abstract and compare them to the final paper. **You must attach a copy of the approved abstract to the final paper. Failure to do so will result in a loss of one letter grade on the final paper. If the topic is not approved, you will receive a 0 a your final paper grade.**

Paper:

Each class member is required to submit an 8-12 page paper (the 8-12 page requirement refers only to the body of the paper not the title, abstract, tables, graphs, and/or charts, or reference pages). *Papers are due on April 20, 1999.* When writing this paper you must include a minimum of 12 academic references *not including your required text.* These 12 sources must include a combination of journal articles (refer to American Psychological Association's Publication Manual, 4th edition), books, or government documents. This paper is to be written according to the instructions found in the fourth edition of the Publication Manual of the American Psychological Association with a detailed reference page. If you wish to include tables, graphs or charts, they must appear at the end of the paper in a Tables section. The title and reference pages, tables, graphs, and/or charts are not included as part of the 8-12 page requirement. Be sure if you decide to include any tables, graphs or charts that you explain them completely in the body of your paper.

This paper is worth *100 points* towards your final grade. The paper grade will be based on two separate criteria: 1) content; and 2) format. You will receive 80 points for content and 20 points for format. The following criteria will be used to grade your papers:

Content:

Points Possible (80)

- 5 Is the paper honest? Is the paper plagiarized?
- 5 Does the paper address the topic or assignment?
- 5 Does the paper contain factual errors?
- 5 Does the paper follow directions and include all required components?
- 5 Is the paper comprehensible?
- 6 Is the paper well organized?
- 5 Is the paper free of mechanical errors, i.e., grammar, spelling, punctuation
- 6 Do the conclusions flow logically from the body of the paper?
- 5 Is the paper properly referenced?
- 5 Does the paper show evidence of original thought by the author?
- 8 Does the paper meet all of the requirements outlined in APA Manual?
- 5 Does the paper include the 12 minimum required sources?
- 6 Does the paper include both a title and reference page?
- 6 Does the paper contain an introduction and conclusion?
- 3 Are all tables, graphs, and/or charts explained thoroughly in the body of the text?

Format:

Points Possible (20)

- 4 Is the paper typed?
- 4 Is the paper double spaced?
- 2 Is the paper stapled?
- 2 Is the paper numbered?
- 4 Does the paper length fall within the 8 page minimum and 12 page maximum requirements?
- 2 Does the paper contain one inch margins?
- 2 If the paper includes table's, graphs, or charts do they appear at the end of the text in a tables section?

Writing Tips:

1. Do not use words such as feel. Feel describes a sensory perception, i.e., "I feel ill." Instead you should use words such as believe, argue, indicates.
2. When citing in the text you must include the last name of the author, the year the article was published and if a direct quote the page number, i.e., "It is not known how often Roman fathers resorted to such measures, but by law they had the right to" (Kocourek & Wigmore, 1951, p. 20).
3. When using the authors name at the beginning of the sentence you reference the authors name the year, then the page number if applicable at the end of the sentence, i.e., Kocourek & Wigmore

(1951) report that it is not known how often Roman fathers resorted to such ... (p. 20).

4. When reporting numbers, you do not spell out numbers over ten unless at the beginning of the sentence.
5. When reporting percents you can either spell out percent or use the symbol (%). However, whichever version you choose to use you must be consistent throughout the paper.
6. Your reference page is just that the **REFERENCE** page. You only need to type the word **REFERENCE** at the top of the first page. It is not a Works Cited or a Bibliography page.
7. I recommend using subheadings to break up your paper and help it flow more smoothly. You may organize your paper and/or presentation according to the outline you use for your paper. Think of it as a table of contents.
8. When referencing an article in an edited book you must cite the author of the article then the book it was found in, i.e., Durkeim, Emile (1996). The normal and the pathological. In R. C. Monk (Ed.), Taking Sides: Clashing Views on Controversial Issues in Crime and Criminology (4th ed.) (pp. 4-8). Dushkin Publishing Group/Brown & Benchmark Publisher: Guilford, CT. In the text you would reference the author of the articles' name.
9. ***DO NOT USE CONTRACTIONS!!!!*** i.e., It's = it is; Can't = cannot; Don't = do not

11. Exams:

Each exam is worth 100 points of your final grade. Each exam will be composed of a combination of any of the following: multiple choice, true and false, matching, short answer, and essay. Exams will cover all material presented in class, guest speaker information, videos, and/or tours if applicable. The exams will not be comprehensive in nature. However, if there is information that is applicable for more than one exam you will be responsible for that information.

13. Course Outline:

	<u>Subject</u>	<u>Champion</u>
January		
12	Overview & Introduction	
14-19	History of Juvenile Justice	Chapt. 1
21-26	Measuring Delinquency	Chapt. 2
28-2/2	Theoretical Development & Understanding Assignment #1 Due 2/2	

February		
4	Overview of the Juvenile Justice System PAPER TOPICS, ABSTRACTS, AND WORKING BIBLIOGRAPHY DUE 2/4	Chapt. 3
9	EXAM #1	
11-16	Juveniles and the Police	Chapt. 4
18-23	Intake and Preadjudication Process	Chapt. 5
25-3/2	Classification Assignment #2 Due 2/25	Chapt. 6
March		
4	EXAM #2	
8-12	No Class--Spring Break	
16-18	Prosecutorial Decision-Making	Chapt. 7
23-25	Adjudicatory Process	Chapt. 8
30	Legal Rights of Juveniles Assignment #3 Due 3/30	Chapt. 9
April		
1	No Class--Easter	
6	Legal Rights of Juveniles Continued	Chapt. 9
8	EXAM #3	
13-15	Sanctions	Chapt. 10
20-22	Juvenile Probation PAPERS DUE 4/20	Chapt. 11
27-29	Juvenile Corrections Assignment #4 Due 4/27	Chapt. 12
May		
5	FINAL EXAM 2:00pm-3:40pm	

****NOTE:** Dates for discussion of each topic, assignments, and exams are estimates. Specific topics may be added, deleted or altered at my discretion.**

CRIM 260

Delinquency Prevention & Control

Section 001

Monday, Wednesday & Friday

9:00 to 9:50 AM

Bishop 203

Instructor: James Williams

**Winter Semester 1999
Ferris State University
School of Criminal Justice
Big Rapids, MI 49307**

I. Required Materials

Juvenile Delinquency, A Sociological Approach, Fourth Edition
Authors – Jack E. Bynum & William E. Thompson

II. Course Description

Delinquency Prevention and Control will examine various social and psychological factors and/or theories of juvenile delinquency. The course will also look at problems with delinquency, schools, youths, the justice system and society in attempts to deal with the prevention and control of delinquency.

III. Educational Objectives

1. To provide a comprehensive understanding of delinquency.
2. To acquaint the student with the Juvenile Justice System.
3. To provide the student with the knowledge emphasizing the importance of social issues when dealing with juveniles.
4. To examine and survey current trends and issues dealing with juvenile delinquency.
5. To encourage the students to use creative thinking in attempts to solve some of the delinquency problems facing the Justice System.

IV. Instructional Method

This course will be open to a variety of methods of instruction such as lectures, emphasized discussion, and audio-visual materials. These tools will be used to enhance the understanding of the course material.

V. Course Requirements

This course will consist of a variety of methods to test the students level of comprehension. There will be several "pop" quizzes, questions of discussion, a paper and at least three (3) major exams.

Note: Before each examination, a study guide will be supplied to all students. In addition, notice of an exam will be given at least one (1) week prior to day of the exam.

VI. Grading

Each quiz will be worth at least 10 points.

Each test will be worth 100 points.

The report will be worth at least 100 points.

The following example of a grading scale will be used:

93 – 100 = A	73 – 76 = C
90 – 92 = A-	70 – 72 = C-
87 – 89 = B+	67 – 69 = D+
83 – 86 = B	63 – 66 = D
80 – 82 = B-	60 – 62 = D-
77 – 79 = C+	Below 60 = F

VII. Final Grade

Your final grade will be based on the total number of points earned on the tests and final exam, written report, and quizzes.

Note: Keeping track of your points will keep you mindful of your grade at any one time.

The potential for every person to succeed can only be measured by their desire to learn and commitment to themselves.

CRIMINAL JUSTICE 260: Delinquency Prevention and Control

Catalog Number: CRIM 260

Call Number: 11051

Days Class Meets: Thursday

Time: 6:00 PM to 9:00 PM

Room: Bishop 203

Instructor: Eric Lambert

Office: Bishop 511

Office Phone Number: 592-5013

Office Hours: Monday 12:00 to 1:00 PM
Monday 5:00 to 6:00 PM
Tuesday 5:00 to 6:00 PM
Wednesday 9:00 to 10:00 AM
Thursday 5:00 pm to 6:00 PM
or by Appointment

Semester: Winter 1999

This course will examine the juvenile justice system in America. The focus will be the probable causes of juvenile delinquency, current efforts to prevent delinquency, and the handling of juvenile delinquents. The different components of juvenile delinquency, juvenile justice, and juvenile treatment will be explored and discussed.

Course Requirements:

(1) Three examinations: The first test will be administered in class on February 11, 1999. The second test will be administered in class on March 4, 1999. The third test will be administered in class on April 15, 1999. The examinations are based upon assigned readings, lectures, and classroom discussions. Except for extenuating circumstances, no make-up tests will be allowed. If a make up test is allowed, it will be administered during the week of May 3 through 7, 1999, at my convenience. Each examination comprises 15 percent of the final grade for this course. The three examinations will, therefore, account for a total of 45 percent of your final grade for the course

(2) Course Assignments: You will be given assignments during the course of the semester. These assignments will vary at the discretion of the instructor in terms of both the number and type. The nature and due date of a course assignment will be announced in class, and it is the responsibility of the student to be in class to obtain the necessary information on the course assignment. The course assignment section will comprise 10 percent of your total grade for this course.

(3) **Research Paper** - You will pick the topic. However, the topic must be related to the course subject and have written approval by the instructor. You must supply the instructor with a brief description of your proposed topic and obtain written approval by the instructor no later than 8:00 PM on February 18, 1999. Paper is due by the end of class (8:50 PM) on Thursday, April 8, 1999. Papers turned in later than this date will lose a full letter grade each day the paper is late. The research paper will comprise 15 percent of your final grade for this course. Deliver the final paper directly to the instructor. If it is late and I am not available, please provide it to another Criminal Justice staff member. Please have this person place the date and time the paper was received on the first page and sign his/her name. If you slide a late paper under my door or place it in my mail box, I will date and time the paper when I receive physical custody of it. The research paper will comprise 15 percent of your final grade for this course.

Length of Research Paper: 5 to 10 pages, double spaced, excluding title page and reference pages.

Reference Requirements: A minimum of 4 or more written and published sources are required. Properly cite all materials and sources of information used in your paper. Plagiarism will result in the minimum not only a failing grade for the paper but also the course.

Further requirements and instructions for this paper will be provided in class at a later date.

(4) **Presentation** - you will present the results of your paper to the class in mid to late April. The time limit is no less than 8 minutes and no more than 15 minutes. The presentation will comprise 5 percent of your final grade for the class.

(5) **Final Examination:** The final examination will be comprehensive in nature. Time and room will to be announced later. The examination will consist of both short answer and essay questions, derived from assigned readings, lectures, and class discussions. The final examination will comprise 15 percent of your final grade for this class.

(6) **Class Attendance and Participation:** You are expected to attend and participate in all class meetings. Responsibility for class attendance and participation rests with you, the student. Class attendance and participation will comprise 10 percent of your final grade for this course. More than 2 absences will not only result in a zero for this section, but each absence after 2 will result in a full letter grade reduction (e.g., a student earning an A grade with 4 absences will earn a final grade of C). A student who is more than 10 minutes late to a class meeting will be marked absent for that class meeting.

Required Textbook:

Dean Champion 1998 **The Juvenile Justice System: Delinquency, Processing, and the Law, Second Edition.** Upper Saddle River, New Jersey: Prentice Hall, Inc.

In addition, several articles may be placed on reserve status in the main library. How and when to obtain these articles will be discussed in later in class.

Assigned Readings for future class meetings will be provided at the beginning of class.

You are expected to have read the assigned material before coming to class. Quizzes on the assigned reading material may be given at the beginning of class. The quizzes will be graded under the course assignment section.

GRADING:	A	93% or higher
	A minus	90% to 92%
	B plus	87% to 89%
	B	83% to 86%
	B minus	80% to 82%
	C plus	77% to 79%
	C	73% to 76%
	C minus	70% to 82%
	D plus	67% to 69%
	D	63% to 66%
	D minus	59% to 62%
	F	Anything below 59%

ACADEMIC STUDENT DISHONESTY

Academic dishonesty will not be tolerated in this course. Academic dishonesty mainly encompasses, but is not limited to, cheating on assignments, tests, and papers, and plagiarism. In addition, it is my policy that you may not submit the same piece of work (e.g., a paper, presentation, assignment, etc.) to myself and another instructor without prior approval from both instructors. Any student found engaging in academic dishonesty will receive not only a failing grade for the project involved but also for the course. In addition, I will seek maximum sanctions allowed by Ferris State University.

DISRUPTIVE STUDENTS

Any student that acts in a disruptive, inappropriate, and/or counterproductive behavior in the classroom will be asked to leave the classroom and the course. If necessary, such a student will be dealt with accordingly to Ferris State University policies. The class starts on time. Any student who is late will enter the room quietly and sit a seat in the back of the room by the doorway.

WITHDRAWAL

The last day to withdrawal from the class with a "W" is on March 22, 1999 by 4:00 PM. Failure to attend class does not constitute withdrawal. The student must follow proper procedure to formally withdraw from the course. Failure to do so will result in a failing grade.

*****Note: I, the instructor, reserve the right to change any of the aforementioned should the need arise. Should changes be made, you, the student, will be notified in class of the changes.

**TERM PAPER REQUIREMENTS FOR CRIM 260 - DELINQUENCY PREVENTION
AND CONTROL**

A requirement for this class is a term paper. This paper will comprise 20 percent your final grade for this course.

Subject Matter: You, the student, will select the topic. However, the topic must be related to CRIM 260 - Delinquency Prevention and Control, and must be approved in writing by me. You must supply me with a brief, written description of your proposed topic and obtain written approval by the instructor no later than 7:00 pm on February 18, 1999.

Length Of Paper: Minimum is 5 full pages, double spaced, excluding title and reference pages. The maximum length for the paper is 10 pages.

References: A minimum of 4 or more written and published sources are required. You may not use any of the course textbooks as one of the 4 required citations. Written and published sources do not include Internet material! Your paper will be stronger the more sources you use, the more current your sources are, and the more scholarly (e.g., peer reviewed journals) they are.

Citations: You have to cite materials used in your paper via APA. For example, "Probation is believed invented in 1841 by John Augustus..." (Champion, 1990, p. 2). This example is for direct quotes. For paraphrases, just exclude the page number - e.g., Probation Officers suffer from role conflict (Champion, 1990). You must properly cite all sources used in your paper, including for direct quotes and paraphrases. Direct quotes longer than 3 lines need to be single spaced and indented on both the left and right margins. However, you should not overly rely on long direct quotes in your paper. You need to cite for paraphrases. This means that you need to cite for material that is not your own original idea or is not common knowledge (i.e., basically almost all material in your paper needs to be correctly cited). You need to cite frequently. Additionally, you should use multiple sources when you cite. Remember, when in doubt, cite. Plagiarism will result in a failing grade for both the paper and the class. Refer to the Student Handbook under plagiarism for more information.

Title Page: A title page is required. It will include at the minimum 1) a title of your paper; 2) your first and last name; 3) your student identification number; 4) the course.

Reference Section: A reference section is required. It will include a full citation of only the material cited in the paper. It is not to be a bibliography. You need to use APA style for the reference section. Refer to the APA packet I have provided.

The paper must be typed. There are no exceptions. All four margins (i.e., top, bottom, right, and left) must be 1 inch. You must use 12 point type. Your paper is to be 12 full pages in length. A partial page does not count! Points will be deducted for papers that give the appearance of having been "adjusted" to meet the page length requirement.

Due Date: The paper is due by the end of class (9:00 PM) on April 8, 1999. Papers turned in later than this date will lose a full letter grade (i.e., 10 points) each calender day they are late.

Please note that an evaluation research format is a unique style of writing. It is not like your traditional term papers or theoretical papers.

IF YOU HAVE QUESTIONS, PLEASE ASK THE INSTRUCTOR.

CRIM 260

Delinquency Prevention & Control

Section 002

Monday, Wednesday & Friday

10:00 am to 10:50 am

Bishop 203

Instructor: Beth A. Collett

*Winter Semester 1999
Ferris State University
Criminal Justice Institute
Big Rapids, MI*

*Main Office: FSU Police
Phone: 592-5000
Hours: 11am - 9pm M-Th*

I. Required Materials

Juvenile Delinquency, A Sociological Approach, Fourth Edition,
Authors - Jack E. Bynum & William E. Thompson

II. Course Description

Delinquency Prevention and Control will examine various social and psychological factors and/or theories of juvenile delinquency. The course will also look at problems with delinquency, schools, youths, the justice system and society in attempts to deal with the prevention and control of delinquency.

III. Educational Objectives

- 1. To provide a comprehensive understanding of delinquency.*
- 2. To acquaint the student with the Juvenile Justice System.*
- 3. To provide the student with the knowledge emphasizing the importance of social issues when dealing with juveniles.*
- 4. To examine and survey current trends and issues dealing with juvenile delinquency.*
- 5. To encourage the students to use creative thinking in attempts to solve some of the delinquency problems facing the Justice System.*

IV. Instructional Method

This course will be open to a variety of methods of instruction such as lectures, emphasized discussion, and audio-visual materials. These tools will be used to enhance the understanding of the course material.

V. Course Requirements

This course will consist of a variety of methods to test the students level of comprehension. There will be several "pop" quizzes, questions of discussion, a paper and at least four (4) major exams.

The paper that is required will be formed through your own research. You will be required to collect news articles from any source with reference to the primary topic, juvenile delinquency. These news articles must be collected each week and weekly discussions will be take place. The articles will in turn be used to establish your research enabling you to write a detailed report of your findings. Hint: Purchase a binder and store each article in the binder. After finding each article write a brief on it's contents. This will help you decide what approach to take when finishing your final report. All the articles and notes will be required when turning in your report.

Note: Before each examine a study guide will be supplied to all students. In addition, notice of an exam will be given at least one (1) week prior to the day of the exam.

VI. Grading

Each quiz will be worth at least 10 points, but no more than 15.

Each test will be worth 100 points

The report will be worth at least 100 points.

Each question/discussion will be worth at least 5 point, but no more than 10.

The following example of a grading scale will be used:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

0 - 59 = F

VII. Final Grade

Your final grade will be based on the total number of points earned on the tests and final exam, written reports, quizzes and question/discussion assignments.

Note: Keeping track of your points will keep you mindful of your grade at any one time.

The potential for every person to succeed can only be measured by their desire to learn and commitment to themselves.

TENTATIVE OUTLINE

Sociology 450
Criminology
Winter 1999

Instructor: Dr. David Pilgrim
Office: Arts & Sciences Commons 2074
Office Phone: 592-5887

Office Hours: M-W-F 9:00-10:00 a.m.
M - - - - 3:00-4:00 p.m.

REQUIRED TEXTBOOK:

Reid, Sue Titus, Crime and Criminology, 8th Edition, New York: Harcourt Brace, 1997.

OBJECTIVES OF COURSE:

1. To introduce students to the basic nature and concerns of criminology as an academic field.
2. To examine and critically assess the most significant criminology theories and research projects.
3. To study the various types of crime in terms of their nature, causes, and possible solutions.
4. To understand the statuses "criminal," "law-violator," and "deviant," historically and in contemporary America.
5. To compare and contrast issues of crime in the United States with other societies, for example, Japan, Nigeria, and England.

COURSE REQUIREMENTS AND MARKING SYSTEM:

Your final grade will be determined by your performance on the following items:

Three fifty-question objective tests and a comprehensive 100-question final. The final is optional, and may be used to replace another test. These examinations will be multiple-choice covering material from the required textbook and classroom lectures. **Make-up exams may be in essay form.**

(NOTE: If you miss a regularly-scheduled examination you will need to make arrangements for a make-up test. In order for such a make-up test to be approved, you must inform me within 48 hours of the originally-scheduled exam concerning the problem which prevented you from taking the test. You also must provide me with one of the following: medical excuse signed by a physician; academic excuse signed by the Registrar; or excuse signed by the Academic Dean. Failure to take an exam will result in a zero for that exam; this makes passing the course unlikely.)

GRADING:

<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>	<u>Grade</u>	<u>%</u>		
A	94	B+	87	C+	77	D+	67	F	59 or less
A-	90	B	84	C	74	D	64		
		B-	80	C-	70	D-	60		

COURSE SCHEDULE:

Unless notified by the professor, students are to use the following schedule:

<u>Week</u>	<u>Chapter(s)/Topics</u>	<u>Exams</u>
1	1 Crime	
2	2 Measurement	
3	3 Prisons	Exam 1
<hr/>		
4	4 Police	
5	5 Sociological Theories	
6	6 Social Process Theories	
7	7 Violent Crimes	Exam 2
<hr/>		
8	8 Property Crimes	
9	9 White Collar Crimes	
10	10 Organized Crime	Exam 3
<hr/>		
11	11 U.S. CJS	
12	12 Biological/Psychological Theories	
13	13 Court Systems	
14	14 Early Theories	
15	15 Community Corrections	FINAL
<hr/>		

ACADEMIC HONESTY:

The first time a student is caught cheating s/he will fail the exam (zero points) and will be reported to the Academic Dean. A second violation will be punished by an automatic F for the course.

NOTES ON TEACHING

Simply put, a teacher's job is to teach. By teaching, I mean, the imparting of information and skills in a palatable manner to students. Teaching is a noble and serious profession. A teacher should always approach the lectern with a liking for and a firm grasp of the subject matter. Anything less is a disservice to students and to the profession. A teacher who is not willing and able to teach has chosen the wrong profession.

A teacher should strive for objectivity while performing professorial duties: lectures, classroom discussions, grading, and so forth. Teachers, probably because their ideas routinely go unchallenged, are prone to become haughty, dogmatic, and argumentative. These tendencies must be resisted. The classroom should be a place where students feel free to express their ideas. Moreover, students should be treated equally and fairly, without respect for their individual statuses. If a student has a problem with a grade or a lecture, for example, the teacher should discuss these matters with the student and attempt to resolve the problem.

Students should attend most, if not all, classes. The most academically thorough teacher cannot teach students who routinely miss classes. Also, students should complete all reading assignments before classroom sessions. When this is not done, classroom discussions suffer and dedicated students are punished.

Often, students believe that because they are paying tuition they have the following rights: to come to class whenever they choose; to come to class unprepared; to read newspapers in class; to sleep in class; to disrupt class; and to leave class whenever they choose. These students do not understand the symbiotic relationship between teachers and students. The rights of teachers are the duties of students, and the rights of students are the duties of teachers. For example, students have the right to require that a teacher come to class prepared to discuss the subject matter in an intelligent manner; this is the students's right and it is a teacher's duty. The teacher has the right to expect that students will attend lectures, ask questions, and behave in a sensible manner. This is the teacher's right and the students's duty.

Teachers and students have the right to expect fairness. It is my hope that my students will always feel comfortable discussing classroom problems with me.

It is often said that a coach is as good as his or her players. This is certainly true of teachers and students. I, for example, am a much better teacher when students are studious, inquisitive, and demand to be taught. Students with an insatiable desire for learning force me to explore issues more deeply and thereby continue my learning; they, in turn, receive a better and higher education. On the other hand, slothful students make learning and teaching unnecessarily difficult.

These are some of my ideas about teaching, please consider them carefully as you decide whether to remain in this course.

SCWK 110
INTRODUCTION TO THE SOCIAL WORK PROFESSION
Winter - 1998

Instructor: Michael Berghoef, ACSW

Office Hours: Mondays: 10 - 11 AM
1 - 2 PM
Tuesday: 10 - 11 AM
Thursday: 10 - 11 AM

Office: ASC 2101
Phone: 592-2765
Email: Michael_Berghoef@ferris.edu

COURSE DESCRIPTION

Introduction to professional roles and settings. Overview of professional values, knowledge, and skills. History of the social work profession. Beginning emphases on self-awareness, cultural diversity, and helping from a psycho-social perspective. Career exploration for students undecided about program choice.

COURSE OBJECTIVES

Knowledge Objectives:

1. To gain an overview understanding of the Social Work Code of Ethics, as well as values and ethical principles to be presented throughout the program.
2. To become familiar with major events in social work professional history.
3. To gain survey knowledge of the fields and settings of social work.
4. To appreciate illustrations of social workers fulfilling typical professional roles.
5. To become aware of diverse cultural groups and other special populations within the client group.
6. To gain beginning knowledge required for practice with special populations.
7. To gain an introductory conceptualization of the psycho-social or person-in-environment perspective of social work.
8. To gain an introductory familiarity with the problem solving model of practice.
9. To gain insight into both the personally rewarding and the personally stressing aspects of the social work profession.
10. To become familiar with all advising, counseling, study-skill, and learning resource services available to social work students.
11. To become familiar with activities of the Ferris Social Work Association and with activities of other campus and community organizations.
12. To gain a clearer self-identity, especially about personal life-style, philosophy, values, learning style, and study strategies.
13. To learn health and wellness strategies for the Ferris campus.

SOCIAL WORK PROGRAM
SCWK 110
INTRODUCTION TO THE SOCIAL WORK PROFESSION
AND PROFESSIONAL EDUCATION
Winter - 1998

Instructor: Michael Berghoef, ACSW

Office Hours: Mondays: 10 - 11 AM
 1 - 2 PM
 Tuesday: 10 - 11 AM
 Thursday: 10 - 11 AM

Office: ASC 2101
Phone: 592-2765

COURSE DESCRIPTION

Introduction to professional roles and settings. Overview of professional values, knowledge, and skills. History of the social work profession. Beginning emphases on self-awareness, cultural diversity, and helping from a psycho-social perspective. Career exploration for students undecided about program choice.

COURSE OBJECTIVES

Knowledge Objectives:

1. To gain an overview understanding of the Social Work Code of Ethics, as well as values and ethical principles to be presented throughout the program.
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4. To appreciate illustrations of social workers fulfilling typical professional roles.
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8. To gain an introductory familiarity with the problem solving model of practice.
9. To gain insight into both the personally rewarding and the personally stressing aspects of the social work profession.
10. To become familiar with all advising, counseling, study-skill, and learning resource services available to social work students.
11. To become familiar with activities of the Ferris Social Work Association and with activities of other campus and community organizations.
12. To gain a clearer self-identity, especially about personal life-style, philosophy, values, learning style, and study strategies.

Skill Objectives:

1. To interpret particular ethical principles (from the Social Work Code of Ethics) in terms of their application to specific professional situations.
2. To express advocacy for professional ethical or value positions while maintaining communicative rapport with persons expressing opposing or divergent views.
3. To analyze and be articulate about personal beliefs, values, and attitudes, including the ability to compare personal values with professional values, to describe how personal values are changing, and to describe how personal values are impacted by professional values.
4. To communicate tolerance for human diversity not only with respect to special populations but also with respect to life-styles, traditions, beliefs, and behaviors.
5. To form supportive peer relationships with upper-class social work students, as well as supportive out-of-class relationships with social work faculty.
6. To gain confidence in self-expression, especially in small group discussions about personal life-story, career goals, and career obstacles.

Value Objectives:

1. To be committed to promotion of professional ethics as represented by the Social Work Code of Ethics.
2. To begin formation of a personal prioritization of professional values.
3. To gain a clearer self-identity, especially about career motivation, preferred life-style, general value orientation, and philosophy of life.

(Through consideration of the Social Work Code of Ethics, SCWK 110 begins the process of professional ethics and values socialization. Later courses, however, will introduce ethics and values considerations which expand or go beyond the Code of Ethics. Of particular importance in this regard are SCWK 240, 310, 320, and 482. At these later points in the program, students will be asked to report on further self-analysis concerning prioritization of professional values.)

INSTRUCTIONAL METHODS

Lecture. class discussion. small group discussion. group oral presentation, non-text reading, computer lab exercises. values clarification exercises. values self-analysis. peer instruction. film/video viewing, group project/plan

TEXTBOOKS

PRIMARY:

Skidmore, Rex A., Milton G. Thackeray, and O. William Farley (1994). Introduction To Social Work. 7th Ed., Prentice Hall, Inc.

Student Handbook. Social Work Program, Ferris State University. 1997.

NASW Code of Ethics, NASW Press. 1996. Available at

<http://www.naswdc.org/CODE.HTM>

SUPPLEMENTAL:

Brieland, Donald, Lela B. Costin, and Charles R. Atherton. Contemporary Social Work: An Introduction to Social Work and Social Welfare. Third Edition. New York: McGraw-Hill Book Co., 1985.

Heffernan, Joseph, Guy Shuttlesworth, and Rosalie Ambrosino. Social Work and Social Welfare: An Introduction. Second Edition. St. Paul, MN: West Publishing Company. 1992.

Schulman, Eveline. Intervention in Human Services: A Guide to Skills and Knowledge. Third Edition. St. Louis, MO: The C.V. Mosby Company. 1982.

WWW RESOURCES:

<http://www.naswdc.org> National Association of Social Workers

<http://www.sc.edu/swan/> Social Work Access Network

<http://www.socialworker.com> The New Social Worker Magazine Online

<http://www.cswe.org> Council on Social Work Education

<http://www.peacelives.com/Heartland/4862> The Social Work Cafe

<http://www.idpsu.edu/socialwork/dhuff/YK.htm> The Social Work History Station

<http://www.uta.edu/cussen/cussen.html> Computers Use in Social Services Network

ASSIGNMENTS

1. Two In-Class Exams: Mid term (first 6 chapters of primary text and lectures) and Final (last half of the course only, primary text with knowledge base gained from first half of course). Be prepared by completing all reading assignments and reviewing class notes.
2. Notebook/Journal:
Complete typed journal.
The journal is a collection of 10 separate articles taken from the newspaper or other printed media source(s) which presents a social problem or issue. In 1 typed page provide a cogent analysis of the theme and/or major issues raised in the article. Your analysis should be an in-depth discussion and not merely a reiteration of the article itself. It is expected that the student will utilize social work principles of practice as you provide meaning to the assumptions and/or conclusions raised in the article. It is critically important that you begin to demonstrate a knowledge base of social work as discussed in class lecture. thus this journal assignment will give you an opportunity to develop skill in converting theory to practice.
3. Oral Presentation and 8 - 10 page Written Report:
Complete group presentation of a social work topic.
Each group will be assigned one area of social work practice for their project. Length of presentations should be no longer than 30-45 minutes. Written reports are due on the same date of your oral presentation.
4. Final Examination:

This exam will test you on the knowledge base content learned throughout the course. Previous projects, class attendance and participation should enable you to complete this exam successfully.

EVALUATION METHODS

Each student will be required to take two exams, attend and participate in class, make an oral presentation, complete a written report, complete a notebook/journal, and attend and participate in career seminars as appropriate or required. Extra credit opportunities may be available.

<u>Assignments</u>	<u>% of Final Grade</u>
Mid Term Exam	25%
Final Exam	25%
Written/Oral Presentation	25%
Notebook/Journal	<u>25%</u>
	100%

Each assignment will have a maximum of 25 points.

GRADING SCALE

A	=	95-100	C	=	73-76
A-	=	90-94	C-	=	70-72
B+	=	87-89	D-	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	E	=	59 and below

ATTENDANCE REQUIREMENT

Class attendance and participation will be closely monitored. I expect everyone to be professional and attend class on a regular basis. Much of the material on the tests will come from lectures, class discussions, and actual field practice examples.

MAKE-UP TESTS AND ASSIGNMENTS

All tests and assignments must be completed and submitted on due dates unless notified of change of date by professor. Make-up tests or extensions for assignments will be granted only in cases of verified illness, emergency or prior approval of the professor. Grades may be lowered due to lateness, five points for each class session that the paper is late. Make-up tests will be in essay form and given at a time that is convenient for both student and professor.

SPECIAL REMINDER TO SOCIAL WORK STUDENTS

You must receive a grade of "C" or better in this course to be admitted to degree candidacy. You must be admitted to degree candidacy to be allowed to enroll in third and fourth year social work courses.

WRITTEN ASSIGNMENT GUIDELINES

Written papers will be evaluated using the following criteria:

1. Neatly typed: for journals a minimum of 1 page, double spaced with usual margin allowances
2. Grammar, sentence construction, punctuation.
3. Clarity and organization of concepts and ideas
4. Presentation (organization, creativity, critical analysis, proper citation)
5. Adequate use of reference material (library and supplemental sources)
6. Papers need to be proofread, preferably by yourself and another. Typos and spelling count!
7. Please print off papers legibly, that is, dark enough to read. If you are using an older printer you may need to use a bold setting on your text.

ORAL PRESENTATION GUIDELINES

Presentations will be evaluated on the following dimensions:

1. Organization: You must communicate your ideas within some structure including basic components: Introduction, main body, and conclusion.
2. Coherency: The presentation and written reports should exhibit unity of group members (Systems Theory). The parts of the report should fit together. The written report should read as if one person wrote it.
3. Application: Your oral presentation and written report should relate the abstract concepts and ideas learned in class to the information received responding to presentation guidelines.
4. Visual Communication: You should have a clear purpose for including visual aids like graphics, posters, handouts, slides/videos or films. Use them to capture what you think is important.

SOCIAL WORK PROGRAM

SCWK 130

Social Work Interviewing Skills I

Course Syllabus

Winter - 1999

Instructor: Michael Berghoef, ACSW

Sections: 211, 221

I. Course Description

Introduction to types, purposes, and stages of interviewing. Basic empathy training. Skill development for observation, listening, non-verbal communication, rapport-building, information-giving, and information-gathering. Beginning training in recording and documentation. Emphasis on self-monitoring and working with culturally diverse, oppressed, or psychologically maladaptive clients.

II. Course Objectives

A) Knowledge Objectives:

1. To gain a survey knowledge of the types and purposes of social work interviewing.
2. To conceptualize the interview process as a helping process, including basic developmental stages.
3. To become sensitized concerning blockages to helpful communication including the worker's own values and cultural stereotypes related to clients from special populations. e.g., clients distinguished by ethnic background, age, sex, religion, disablement, sexual orientation, and socioeconomic class.
4. To gain in-depth understanding of aspects of nonverbal communication which are critical to interviewing.
5. To gain in-depth understanding of the factors of good listening.
6. To conceptualize the rapport-building skills and attitudes of positive regard, empathy, genuineness, controlled emotional involvement, tolerance for human diversity, and practitioner optimism about the ability of individuals to change.
7. To gain a beginning appreciation for factors involved in observation of clients.
8. To gain a beginning appreciation for elements of recording and documentation.
9. Through elaboration and illustrative application, to gain thorough understanding of the concept of confidentiality as presented in SCWK 110.

B) Skill Objectives:

1. To demonstrate beginning ability to manage--but also appropriately self-disclose--own blockages, stereotypes, values, etc., particularly as related to clients from special populations noted above.
2. To express non-verbal communication appropriate to the rapport-building state of interviewing.
3. To demonstrate a level of listening skill acceptable for the rapport-building stage of interviewing.
4. To demonstrate qualities of positive regard, empathy, and genuineness acceptable for the rapport-building stage of interviewing.
5. To give and gather information accurately.
6. To make, record, and report basic observations.

C) Value Objectives:

To develop commitment to those ethical principles and values which are of particular importance to interviewing and rapport-building: critical self-awareness and uses of self, maintenance of confidentiality, positive regard, empathy, genuineness, controlled emotional involvement, tolerance for human diversity, and optimism, about the ability of individuals to change.

III. Textbooks

Primary: Courmoyer, Barry. The Social Work Skills Workbook. Wadsworth Co. 1991.

Hepworth, Dean H. & Jo Ann Larsen. Direct Social Work Practice: Theory and Skills. 5th Edition. Chicago. The Dorsey Press.

Supplemental:

Benjamin, Alfred. The Helping Interview. Third Edition. Houghton Mifflin Company. Boston. 1981.

Brill, Naomi I. Working with People: The Helping Process. 4th Edition. N.Y. Longman, 1985. (SCWK office)

Egan, Gerard. The Skilled Helper: A Systematic Approach to Effective Helping. 3rd Edition. Monterey, CA: Brooks/Cole Publishing Co. 1986.

Schulman, Evaline D. Interviewing in Human Services: A Guide to Skills and Knowledge. 3rd Edition. St. Louis, MO: The C.V. Mosby Co. 1982.

IV. Instructional Methods

Lecture, class discussion, small group discussion, values clarification exercises, instructor & peer modeling, response-rating exercises, response-writing exercises, role play, (film/video) viewing & evaluating, case recording, as well as video taping

V. Evaluation Methods

Each student will be required to take 2 tests, participate in laboratory assignments, complete workbook exercises. and make 2 video tapes, participate in video-tape evaluation, and complete writing assignments.

VI. A) Grading Points (Total)

Midterm	=	200 points
Final Exam	=	300 points
Workbook Exercises (completed)	=	200 points
Video Tapes (2) (100 points each)	=	200 points
Class Participation	=	<u>100 points</u>
TOTAL	=	1000 points

B) Grading Scale - Based on 1000 point system

1000 - 940 = A	819 - 800 = B-	669 - 640 = D+
939 - 900 = A-	799 - 760 = C+	639 - 600 = D
899 - 860 = B+	759 - 700 = C	599 - 580 = D-
859 - 820 = B	699 - 670 = C-	579 > = F

SPECIAL REMINDER TO SOCIAL WORK STUDENTS:

YOU MUST RECEIVE A GRADE OF "C" OR BETTER IN THIS COURSE TO BE ADMITTED TO DEGREE CANDIDACY. YOU MUST BE ADMITTED TO DEGREE CANDIDACY TO BE ALLOWED TO ENROLL IN THIRD AND FOURTH YEAR SOCIAL WORK COURSES.

VII. Office Hours: Room: ASC 2101 Phone: x2765

Mondays: 10:00 - 11:00 AM
1:00 - 2:00 PM

Tuesday and Wednesday
10:00 - 11:00 AM

VIII. Attendance Requirement:

Class attendance and participation will be recorded. I expect everyone to be responsible and attend class on a regular basis. Much of the material on tests will come from lectures, class discussions, feedback and activities. Students will be allowed two personal absences. Any absence over and above this allowed number will result in a half-grade reduction in the final grade. There may be exceptions for doctor's excuses, death or serious illness in your family, or court dates with proper validation.

IX. Make-up Tests and Assignments:

All tests and assignments must be completed and submitted on due dates unless notified of change of date by instructor. Make-up tests or extensions for assignments will be granted only in cases of verified illness, emergencies, or prior approval by the instructor. Grades will be lowered due to lateness (five points for each class session that the paper is late).

NOTE: There will be additional handouts as appropriate to our learning subject matter. Course outline will follow on a separate sheet.

Social Work 210
Introduction to Social Welfare (2 Cr.)
Fall 1998

Instructor: Barbara Pillsbury
Locations: STR 122

Sections: 001, 002
Hours: MW 10:00
MW 12:00

Course Description

Historical development of social welfare in the Old and New worlds. Description of existing income transfer and social service programs in the United States. Discussion of values underlying the existing systems. Prerequisite: PLSC 121, HIST 122.

COURSE OBJECTIVES

Knowledge Objectives

1. To grasp the significance of the term "welfare state" and to appreciate the sense in which the United States is a "reluctant" welfare state.
2. To synthesize a variety of theoretical underpinnings to the establishment of social welfare programs in the United States e.g. evolutionary theory, functionalism, conflict theory and cyclical theory with an eye to understanding the conundrum of social welfare - redistribution how? -- residual vs. institutional; universal, selective, exceptionalism? centralization vs. decentralization.
3. To gain a survey understanding of the Old and New World developments--social, political, and economic--which have led to our present social welfare policies, with particular emphasis on feudalism and medieval society, the transition to industrialism, United States colonial policies, and nineteenth century United States industrialization, urbanization and social policy responses.
4. To gain an in-depth understanding of the twentieth century developments--social, political, and economic--which have transformed the United States into a "welfare state", with particular emphasis on the Progressive Era, New Deal, passage of the Social Security Act of 1935, expansion of the federal role in economic security and social service policy in the Kennedy-Johnson years, Reagan counter-revolution," and Clinton reform attempts.
5. To trace the changing status of women, minorities, and other "outgroups" throughout the history of social welfare, with emphasis on the extent to which such groups have been the victims of stereotyping, prejudice, discrimination, and oppression.
6. To gain an appreciation for the political, governmental and other-institutional context in which the social welfare institution is imbedded, including topics such as political ideology and the relative lack of ideology in the United States, the absence of a strong U.S. radical tradition, the three-tiered complexity of U.S. federalism, changing views of the constitutional rights, welfare rights, social welfare related decisions of the Supreme Court, sectarian social services and the impact of religion on social welfare, federated funding and other forms of private

philanthropy, and the impact on social welfare of labor unions, public schools, political parties, interest groups, the medical profession, and the media.

7. To understand the relationship between the social welfare institution and the social work profession, from both historical and current perspectives, but with particular emphasis on the role of social workers in the Progressive Era and the New Deal.
8. To analyze the development of the United States social welfare institution in terms of its underlying historical values, including notions of mutual aid, charity, justice, Protestant work ethic, Social Darwinism, less eligibility, etc., and also, in this analysis, to utilize Jansson's framework of cultural, economic, institutional, social, sequential and legal factors influencing the evolution of the reluctant welfare state as compared to his "five moral issues." (a) morality of social services, (b) nature of social obligation, (c) preferred interventions, (d) compensatory strategies, and (e) magnitude of federal policy roles.
9. To become familiar with the meaning of key social welfare terms and concepts, for example, social services, income transfers, in-kind benefits, social policy, social insurance, public assistance, means test, entitlement, residual, institutional, developmental, selective, universal.
10. To learn client-resource linking competence by surveying, in some detail, current social welfare programs in the United States, including:
 - a. application of systematic structural analysis:
 - (1) objectives
 - (2) benefit form
 - (3) eligibility criteria
 - (4) funding mechanism
 - (5) administrative structure
 - (6) program characteristics
 - b. a thorough understanding of the basic benefits and policies of income transfer programs, with particular emphasis on OASDHI, public assistance, and Unemployment Insurance.
 - c. an expansion in awareness of the many ways in which income is transferred within the U.S. economy, and an appreciation of the complexity of analysis necessary to determine the net impact of total income transfers on the economic welfare of any one individual or family.
 - d. understanding of the basic benefits and policies of major public social service programs
 - e. understanding of "opportunity" programs as an important dimension of social welfare.
 - f. understanding the distinction between private and public social welfare and of the blurring of that distinction.

- g. overview understanding of the variety of private social welfare programs in the United States.

Skill Objectives

1. Students will be able to define programs within the broad and narrow concepts of social service delivery; delineate between the various types of cash transfer, in-kind and services programs; recognize historical and political relationships within social welfare programs.
2. To use effectively persuasive public speaking in a debate on recent proposals for reform of public assistance in the United States, and to demonstrate ability to use social work values as part of the rationale for positions defended in that debate.

Value Objectives

1. To gain a beginning sense of guarded optimism about the evolution of humane and just social welfare policies, and thus about the value of participation in attempts to improve social welfare policy at all levels.
2. By examining the historical social welfare policy debates and dilemmas, to begin to formulate personal value positions in regard to analogous debates and dilemmas in the present.
3. To assess one's own biases about "welfare" clients, particularly with sensitivity to the societal tendency to "blame the victim."
4. To gain a beginning familiarity with certain social work values of importance to policy analysis in SCWK 310:
 - a. commitment to the ideal that no citizen should fall below a decent standard of economic well-being.
 - b. commitment to the ideal of society in which people of all races, religions, national origins, sexes, sexual orientations, ages, and capability are given equal treatment in law and in all functions of the society regulated by public policy.
 - c. commitment to "making social institutions more humane and responsive to human needs."
 - d. commitment to the ideal of equal social and economic opportunity, i.e., "that people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress, and the realization of their aspirations and values in relation to themselves, the rights of others, the general welfare, and social justice."
 - e. commitment to the goal of significantly greater equality in the distribution of income and wealth.

5. Through debate on public assistance reform, to begin formulation of opinions related to this debate; to examine the consistency of such opinions with one's own developing social work values.

Instructional Methods

Lecture, class discussion, text and supplemental readings, book/periodical/newspaper article reports, values clarification exercises, debates, games/simulations, and policy analysis.

Textbooks/Readings

Primary: Jansson, Bruce. The Reluctant Welfare State: 2nd Edition 1993

Supplementary: Abramovitz, Mimi "Everyone Is on Welfare: The Role of Redistribution in Social Policy Revisited" Social Work Nov-Dec 1983

Day, Phyllis A New History of Social Welfare 1989

Karger, Howard J., and David Stoesz American Social Welfare Policy: A Structural Approach, 2nd Edition

Ryan, William Blaming the Victim

Schenk & Schenk Welfare, Society and the Helping Professions

Outside reading: Books and Articles on reading list

Grading

Grades will be based upon pop quizzes, submission of a contract, five tests, participation on a panel debate, resource file, book reports, magazine articles and/or newspaper articles as follows:

Quizzes	25 points
Contract	25 points
Chapter Tests	400 points
Debate Panel	100 points
Resource File	100 points
Book Report/Magazine or Newspaper Articles	200 points
Final Exam	150 points
Total	1000

Grading Scale:

940 = A 900 = A- 870 = B+ 840 = B 800 = B- 770 = C+
740 = C 700 = C- 670 = D+ 640 = D 600 = D-

Attendance Policy:

Extra credit is related to attendance (see contract). There will be a sign-in sheet passed around. It is your responsibility to sign in. If you neglect to do so, it will count as an absence.

If you are more than 15 minutes late, it will count as an absence. The attendance sheet will be picked up at 15 after the hour and you will not be permitted to sign in after that point.

If you miss an exam or quiz due to an excused absence, you may make an appointment for a make-up. Make-up exams will be "all essay". If you miss your oral debate due to an excused absence, you will be required to submit a term paper in its place.

Written material submitted late will result in 20% subtracted for each class period late.

SPECIAL REMINDER TO SOCIAL WORK STUDENTS:

You must receive a grade of "C" or better in this course to be admitted to degree candidacy. Degree candidacy is required to enroll in third and fourth year social work courses.

Office Hours

ASC 2106 592-5888

Monday & Wednesday 11-12

WRITTEN ASSIGNMENTS

A. Resource File

1. Each student will submit a resource file of a listing of available cash transfer and in-kind programs available for the county of your choice.
2. The file will be on 3 x 5 cards placed into categories (e.g. housing, health, food, finances, etc.) Note: there must be at least five categories and four cards for each category.
3. Each card will have name of agency, address, phone #, private vs. public, and if public, what governmental branch.
4. The card will also indicate the following on the back.
 - a. objectives
 - b. benefit form
 - c. eligibility criteria
 - d. funding mechanism
 - e. administrative structure
 - f. program characteristics
 - (1) residual vs. institutional vs. developmental
 - (2) universal, selective, exceptional
 - (3) central vs. local

B. Outside reading and related written assignment

1. Each student will contract with the instructor to work for 200 points of outside reading.
2. Book Reports are worth 100 points each.
3. Magazine critiques are worth 50 points each.
4. Newspaper articles are worth 25 points each.
5. You may do any combination of #2, 3, & 4 to achieve 200 points.
6. The books chosen must be those on reserve at the library, the magazine articles must be off the reading list. The newspaper articles must be on reform of either social security, "narrow" welfare programs, or on proposals for national health insurance.
7. You may not change your contract once submitted.

8. You may do additional (extra credit) readings in any of the three media to assist you in reaching 750 points (including quiz, contract, tests, file and debate) by 12/1.)
9. The book reports must be two typed pages (double spaced) summarizing the material and offering your opinion.
10. The magazine articles and newspaper articles must be on a 5 x 8 card (not 3 x 5 or 4 x 6) summarizing the material and providing your opinion.
11. Late papers will be marked down 20% for each class period late.

PANEL DEBATES

1. Each student must participate in an oral debate on one of the following topics.
 - Debate 1: Social Security (Cohen/Goldwater)
 - Debate 2: Children/Family Allowances (Briar, et al)
 - Debate 3: Family Assistance Plan (Nixon/Moynihan-First Term)
 - Debate 4: Demogranths (McGovern/Burns)
 - Debate 5: Negative Income Tax/EITC (Nixon/Ford/Friedman - Second Term)
 - Debate 6: Better Job/Better Income Program (Carter)
 - Debate 7: Reaganomics (Reagan - First Term)
 - Debate 8: Family Support Act (Reagan/Moynihan - Second Term)
 - Debate 9: National Health Insurance (Carter/Kennedy/Clinton)
 - Debate 10: Today's Package on Welfare Reform (Clinton)
2. You will choose to be in favor or opposed to the reforms listed above and you and your partner(s) will provide both sides of each issue, explaining the reform and providing the class with pros and cons.
3. No written material need be submitted for the debate.
4. It is strongly suggested that your outside reading be utilized effectively by reading material related to your debate topic.

SCHEDULE

- | | | |
|------|--|--|
| 3/31 | I. Introduction to Course and Requirements <ul style="list-style-type: none"> A. Definition of Social Welfare <ul style="list-style-type: none"> 1. Broad vs. Narrow 2. "Everyone is on Welfare" B. Values in Social Welfare <ul style="list-style-type: none"> 1. American Values 2. Blaming the Victim | Assignment: Ryan Chp 1 & 5
Abromowitz |
| 1/2 | <ul style="list-style-type: none"> C. Selection of Debate Teams D. Field questions on Requirements, etc. | Assignment: Contract Due |
| 1/7 | HOLIDAY | |
| 1/9 | II. Social Welfare and Social Policy <ul style="list-style-type: none"> A. Welfare state - pro and con | |

B. Theories on the Nature of Society

9/14

- C. Comparison of different ideologies
- D. Policy Eras
- E. Values of Social Work as it applies to Policy
- F. Outgroups and Social Welfare History

Assignment: Janssen Chapter 1
Day Chapters 1 & 2
Schenk Chapters 1 & 2

9/16 III. Framework for studying the evolution of the reluctant welfare state

- A. Cultural
- B. Economic
- C. Institutional
- D. Sequential
- E. Legal

9/21

- F. Moral & Causal factors
 - 1. universal vs. selective
 - 2. residual vs. institutional
 - 3. exceptionalism
 - 4. central vs. decentralization

Assignment: - Janssen Chapt. 2
Ryan, Chapt. 10

9/23 **EXAM #1**

9/28 III. Early Historical Perspectives

- A. Feudalism - Role of the Church
- B. Henry VII - Beggar Laws
- C. Elizabethan Poor Laws

Assignment: Newspaper #1 due

9/30

- D. American Poor Law & Mythology
- E. Social Darwinism & the American Constitution
- F. Harsh Treatment of Outgroups

Assignment: Janssen Chapter 3
Day Chapters 3 & 4 & 5

10/5 IV. Nineteenth Century - Emergence of Social Welfare Policy

- A. Speenhamland
- B. Social Reform Policies
- C. Pauperism vs. Poverty
- D. Outgroups in the Early Republic

Assignment: Janssen Chapter 4
Day Chapter 6
Magazine #1 due

10/7

- E. The Frontier policy
- F. The Civil War and the Freedman's Bureau
- G. Social Policy and Industrialization

Assignment: Janssen Chapter 5
Day Chapter 7

10/12

- V. The Progressive Era
 - A. Catalytic events
 - B. New regulations
 - C. Outgroups in the Progressive Era
 - D. Social Reformers
 - 1. Dorothea Dix/Mary Richmond/Jane Addams
 - 2. The Emergences of Social Work

Assignment: Janssen Chapter 6
Day Chapter 8
Newspaper #2 due

10/14

EXAM #2

10/19

- VI. Early stages of the New Deal
 - A. Period of Denial
 - B. Emergency Reforms
- VII. Institutionalizing the New Deal
 - A. The Social Security Act of 1935
 - 1. Income Transfer programs

Assignment: Janssen Chapter 7

10/21

- 2. Public Assistance/Social Insurance
 - 3. Amendments of 1939
- B. Outgroups in the New Deal
- C. World War II

Assignment: Janssen Chapter 8
Day Chapter 9

10/26

- VIII. Federalizing Social Services
 - A. Eisenhower - 1956 Social Security Amendments
 - B. Kennedy - 1962 Social Security Amendments
 - C. Outgroups in the 1960s

Assignment: Book #1 due
Magazine #2 due
Newspaper #3 due

10/28

- D. Johnson - War on Poverty
 - 1. Civil Rights
 - 2. Food Stamps
 - 3. Medicare/Medicaid

Assignment: Janssen Chapter 9
Day Chapter 10

11/2 DEBATES #1 & 2

11/4 IX. Paradoxical Era

- A. Nixon - The reform president?
 - 1. Family Assistance Plan
 - 2. Supplemental Security Income
- B. The 1972 Election
 - 1. Watergate
 - 2. Mc Govern - Demogrants
- C. Outgroups in the 1970s

11/9 DEBATES #3 & #4

Assignment: Newspaper #4 due

11/11

- D. Nixon - turns conservative
 - 1. Negative Income Tax
 - 2. Earned Income Tax Credit
- E. Ford
 - 1. Title XX put into effect
 - 2. Public Law 94-142
- F. Carter
 - 1. Better Jobs Better Income Plan
 - 2. Means testing Social Security?

**Assignment: Janssen Chapter 10
Day Chapter 11**

11/16 DEBATES #5 & 6

Assignment: Magazine #3 due

11/18 EXAM #3

11/23

- X. Counterrevolution
 - A. Reagan
 - B. Conservatism
 - C. Reaganomics
 - 1. The truly needy
 - 2. Trickle down theory
 - D. Outgroups in the 1980s
 - E. Welfare Reform Act
 - 1. Moynihan returns
 - 2. Moderate approach
- XI. The 1990s
 - A. Bush
 - 1. A thousand points of light
 - 2. Growing burden of health care

**Assignment: Janssen Chapt. 11
Newspaper #5 due**

11/25 DEBATES #7 & #8

11/30

B. Clinton

1. National Health Insurance returns
2. Synopsis of current United States social insurance, income maintenance, and public social service programs.
3. What's new for welfare reform?

Assignment: Janssen Chap. 12
Day Chapt 12
Resource File due

12/2 DEBATES #9 & #10

12/7 XII. Reluctant Welfare State

- A. Social Welfare Reform
 1. Why not?
 2. Welfare mythology
- B. Policy Perspectives
 1. Pro & Con
 2. Limitations

Assignment: Janssen Chaps 13 & 14
Day Chapter 13
Book #2 due
Magazine #4 due
Newspaper #6 due

12/9 EXAM #4

Final Exam Section 001: Tuesday, December 15th 10 - 11:40
Section 002: Monday, December 14th 12 - 1:40

CONTRACT

I _____ will submit 1 2 Book Report(s)
Due on _____ and/or _____; 1 2 3 4 Magazine Critique(s) due on
_____ and/or _____ 1 2 3
4 5 6 Newspaper Critique(s) due _____

for a total of a possible 200 points. I understand that I can submit additional reports or critiques to reach a total of 750 points including, contract, quizzes, chapter tests and debate by 12/9. To be eligible for extra credit I must submit a contract, take the quizzes and all tests, participate in the debate and miss no more than three class sessions for any reason.

Signature

Date

Course Syllabus

Social Work 310 - Section 001 - Social Welfare Policy Analysis - 3 credit hours

Gerald E. Matthews, Ph.D., CSW
Assistant Professor

Winter, 1999

OFFICE HOURS:

Monday: 10:00-12:00 noon; 3:00-3:30 p.m.
or by appointment

OFFICE:

ASC 2107
Phone: (616) 592-2752

COURSE DESCRIPTION

Frameworks for analyzing social and economic policies as they bear on social welfare. Preparation for roles not only as service providers within existing policy but also as participants in efforts to change policy. From SCWK 210, continued discussion of values underlying the social welfare system, particularly the principles of social and economic justice. Pre- or corequisite: ECON 221, SOCY 230, SOCY 340, SOCY 443

COURSE OBJECTIVES

Knowledge Objectives:

1. To understand systematic frameworks for the study, analysis, influencing, and formulation of social welfare policy. These include the following:
 - a. Broadly accepted societal goals, as competing priorities, against which the consequences of specific social welfare policies can be compared. e.g., economic justice, equality of economic opportunity, individual liberty, social stability, economic security, and democratic participation.
 - b. Values of the social work profession which are particularly relevant to societal goals and against which the consequences of specific social welfare policies can be compared, namely:
 - (1) Commitment to the ideal that no citizen should fall below a decent standard of economic well-being.
 - (2) Commitment to the ideal of a society in which people of all races, religions, national origins, sexes, sexual orientations, ages, and capability are given equal treatment in law and in all functions of the society regulated by public policy.
 - (3) Commitment to "making social institutions more humane and responsive to human needs." (Curriculum Policy Statement, 5.2.3, Council on Social Work Education)
 - (4) Commitment to the ideal of equal social and economic opportunity, i.e., "that people should have equal access to resources, services, and opportunities for the accomplishment of life tasks, the alleviation of distress, and the realization of their aspirations and values in relation to themselves, the rights of others, the general welfare, and social justice." (Curriculum Policy Statement, 5.1, Council on Social Work Education)
 - (5) Commitment to the goal of significantly greater equality in the distribution of income and wealth.
 - c. Examining the five objective criteria and structural interests of Karger and Stoesz's policy analysis framework through: (1) historical background of the policy, (2) description of the issue/problem that necessitated the policy, (3) description of the policy, (4) policy analysis, and (5) summary and conclusion.

administrative structure, eligibility requirements, coverage, adequacy, and equity), and especially the analytic criteria of Karger and Stoesz: policy goals, feasibility (political, economic, administrative), effectiveness, and efficiency.

2. To understand various theoretical explanations for the development of social welfare as a societal institution, e.g., functionalism, welfare as citizenship, technological determinism, and Marxism.
3. To understand the role that scientific research can play in social welfare policy-making.
4. To understand the relationship between the social planning and social policymaking roles of professional social workers.
5. To understand the process of policy formulation, including the roles of professional social workers in policy formulation.
6. To appreciate why policy analysis is relevant to practitioners in direct services; to appreciate the potential role of direct service practitioners in both the formulation and execution phases of social welfare policy--at national, state, and local levels.
7. To understand the social welfare impact of environmental protection policies discussed in BIOL 111 (Environmental Biology).
8. To apply a variety of the above frameworks, particularly concepts concerning the processes of policymaking and policymaker influencing, to policy issues and policy intervention at the local agency level.

Skill Objectives:

1. To be able to effectively support one's personal position in debates on the rationale for Inkind and Cash Benefits, on the fairness of present income maintenance policies to minorities and women, and on other issues related to specific income maintenance policies at the national level.
2. To be able to prepare a "policy issue analysis" and a "policy- related formulation plan" applicable to a need for policy change in a local agency.

Value Objective:

To formulate a personalized statement of values concerning macro-level issues of social welfare policy, approximately within the range of issues addressed by the value positions stated above, but more detailed; and to integrate this elaboration in an up-dated values self-analysis.

INSTRUCTIONAL METHODS

Lecture, class discussion, small group discussion, oral presentations, text and supplementary readings, library research, values self-analysis, debate, instructor modeling, student modeling, peer instruction, film/video viewing, group project/plan (small group policy issue analysis and intervention plan), agency analysis, guest speakers.

TEXTBOOKS

Primary:

Karger, Howard J., and David Stoesz. American Social Welfare Policy: A Structural Approach, 3rd Edition. New York: Longman, 1998.

Supplemental Readings:

Abramovitz, Mimi. Regulating the Lives of Women: Social Welfare Policy from Colonial Times to the Present. Boston: South End Press, 1988.

Alinsky, Saul. Rules For Radicals. Vintage Books, 1971.

Axinn, June and Herman Levin. Social Welfare: A History of the American Response To Need, 3rd Edition. Longman Publishers, 1992.

Gilbert, Neil and Harry Specht. Dimensions of Social Welfare Policy, 2nd Edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1986.

Jansson, Bruce S. Social Policy From Theory to Policy Practice. Pacific Grove, CA: Brooks/Cole Publishing Co. 1994.

Longres, John. Human Behavior In The Social Environment. F.E. Peacock, 1990.

McConnell, Campbell R. and Stanley L. Brue. Macro-Economics, 12th Edition. New York: McGraw-Hill Book Company. 1993.

Morgan, Michael D. and Joseph M. Moran and James H. Wiersma. Environmental Science: Managing Biological & Physical Resources. Dubuque, IA: Wm C. Brown Publishers, 1993.

Pierce, Dean. Policy for the Social Work Practitioner. New York: Longman, 1984.

Prigmore, Charles S., and Charles R. Atherton. Social Welfare Policy: Analysis and Formulation. Lexington, MA: D.C. Heath and Co., 1979.

Rothman, Juliet Cassuto. From The Front Lines: Student Cases in Social Work Ethics. Allyn and Bacon, 1998.

Wells, Carolyn Cressy, with M. Kathleen Masch. Social Work Ethics: Day to Day. New York: Longman, 1991.

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COURSE OUTLINE

Date/Day

Readings

Week 1

I. Introduction to Course, Assignments, and Requirements, Group Formation

II. The Field of Social Welfare Policy: American Social Welfare Policy

Karger,
Chp. 1

Weeks 2-3

Axinn,
Chps. 1, 2

Date/Day**Readings****Week 4****III. Values and Concepts in Policy Analysis**

- A. In search of societal goals
 - B. The social worker's ethical responsibility to the broader society
 - C. Reconceptualizing the American Welfare State
- Longres,
Chp. 1
Karger,
Chp. 19

Weeks 5-7**IV. Foundations of Social Welfare Policy Analysis**

- A. The making of governmental policy
 - B. Social stigma in the American Welfare State
 - C. Poverty in America
 - D. Income distribution: inequality, poverty, and discrimination
- Karger,
Chp. 9
Karger,
Chp. 4
Karger,
Chp. 5
Axinn,
Chp. 7

Week 8**V. A Framework for Social Welfare Policy Analysis and Formulation**

- A. The Karger/Stoesz Framework for policy analysis
 - B. Scientific research and policymaking
- Karger,
Chp. 2
Longres,
Chps. 11, 12

Weeks 9-11**VI. An Analysis of Major Social Provisions**

- A. Issues in social service delivery
 - B. The voluntary and corporate sectors
 - C. Social insurance and public assistance programs (governmental sector)
- Karger,
Chp. 17
Karger,
Chps. 6,7
Karger,
Chp. 10,11

Week 12**VII. The American Welfare State in International Perspective**

Karger,
Chp. 18

VIII. The Impact of Social Welfare Policy on Women**Weeks 13-14****IX. Environmental Policy as Social Welfare Policy****Week 15****XI. Group project: Policy Analysis and Formulation plan**

**FINAL EXAMINATION WEEK (GROUP PROJECT PRESENTATIONS)
GROUP POLICY PAPERS DUE ON EXAMINATION DATE
MAKE-UP TESTS AND ASSIGNMENTS**

1. Class Participation and Attendance.
2. Two Exams (Midterm and Final:)
Be prepared by reading all textbook and supplemental readings and attending class.
3. Social Welfare Policy Progress Report:
Complete a written paper 3-5 pages discussing your progress in selecting a welfare policy issue. Discussion should focus on 2 or 3 options and their implications for a particular group and society in general. What are the historical and current factors which lend themselves to debate both pro and con? Attention should be given to the application of the Karger and Stoesz policy analysis framework.
4. Group Policy Analysis and Formulation Paper and Oral Report (Final Project):
Each formed group will complete an analysis of a Social Welfare Program/Policy (local) applying the five criteria of Karger and Stoesz's framework for Social Welfare Policy Analysis. Please refer to Application of the Framework (Karger & Stoesz, Chp. 2). In addition to analysis, the group will complete a policy-formulation paper. The paper should include name of Social Welfare/Service Program and location and also the contributions of all group members to assignment. Group grade will be assigned based on contribution of each member. (Due prior to Final Examination)

GRADING SCALE

A	=	95-100	C	=	73-76
A-	=	90-94	C-	=	70-72
B+	=	87-89	D+	=	67-69
B	=	83-86	D	=	63-66
B-	=	80-82	D-	=	60-62
C+	=	77-79	E	=	59 and below

- A. Paper should be neatly typed; a minimum of three pages single-spaced or five pages double-spaced with usual margin allowances.
- B. Paper should include an introduction (intent of paper), main body, and conclusion (summary and implications).
- C. Paper should be written in formal style using proper grammar, sentence construction, punctuation and spelling.
- D. The concepts and ideas presented in the paper should be specific, detailed and well-defined.
- E. Paper should be organized, creative, and critically analyzed including personal reactions and viewpoints.
- F. Concepts, personal reactions and viewpoints should be supported or argued with the use of reference materials (library and supplemental materials).
- G. Paper should include citations within the body of the paper and a reference page. MLA (Modern Language Association) or APA (American Psychological Association) documentation styles. (Minimum of ten references.)

ORAL PRESENTATIONS GUIDELINES: Presentations will be evaluated on the following dimensions:

1. **Organization:** Communicate your ideas within some structure including basic components: Introduction, main body, and conclusion.
2. **Coherency:** The presentation and written report should exhibit unity. The parts of the report should fit together. The written report should read as if one person wrote it.
3. **Application:** Your oral presentation and written report should relate to the abstract concepts and ideas learned in class and other information received from other sources.
4. **Visual Communication:** Should have a clear purpose for including visual aids like graphics, posters, handouts, slides/videos or films. Use them to capture what you think is important.

DO YOUR BEST WORK !!!

GROUP TERM PAPER ASSIGNMENT

Please select a policy issue at the local, state, or national level for this paper, which has implications for individuals, families, groups, and/or communities.

In writing this paper students will have the opportunity to increase their understanding of welfare policy as it relates to micro or macro social issues.

The paper should be between fifteen-twenty (15-20) pages long, typed, double spaced, using A.P.A. format for citations with reference/bibliography page.

At the minimum, the paper should include the following:

1. A clear statement of the policy and/or issue under investigation (the more narrow and focused the issue - the easier it is to handle).
2. A thorough description of the effect of the issue on a particular group, etc. Use of data and historical antecedents are extremely important in presenting or arguing a position or case.
3. Discuss future expectations and/or outcomes. Clearly state your assumptions and conclusions based upon facts that you have previously presented.

Your paper should be succinct and factual. All sources of information must be clearly and appropriately cited. The suggested length is fifteen to twenty pages, typewritten and double spaced.

Due date will be provided soon.

Ferris State University

Department of Social Science

Course Syllabus for:

SOCY 443 **Social Stratification/ Social Inequality**

SEMESTER: Winter 1998-99
CLASS: Tues. & Thurs. - 9:30-10:45 a.m.
STR 232

PROFESSOR: Dr. William L. Rawlings
OFFICE: ASC 2077
OFFICE PHONE: 592-5891
OFFICE HOURS: Tues. & Thurs. - 8:00-9:15 a.m.
Tues. - 2:45-4:15 p.m.

GLOBAL CONSCIOUSNESS JUSTIFICATION

Upon successful completion of this course, students will come to a global awareness of universal social arrangements that all societies have some form of stratification systems. Cultural variations affect modes of distribution of scarce resources in power-relationships of the social structure hierarchy.

COURSE OBJECTIVES:

The Learner is expected:

1. To provide a conceptual framework to examine Social Stratification/Social Inequality cross-culturally.
2. To develop a global awareness of the impact of cultures on Social Stratification systems.
3. To examine the global inequalities in various stratified systems in power, wealth and privileges.
4. To develop an awareness of the major theories of Social Stratification/Social Inequality.
5. Students will be able to identify and analyze models of Social Stratification systems.
6. To have students describe the impact of socialization, lifestyle and social institutions on social caste and class systems.
7. To develop a structured proposed Plan of Inquiry on a subject area of the learner's interest that is related to Social Stratification/Social Inequality.
8. To develop a Research Paper on a topic related to this course through the use of the research process, using the scientific method as designed and structured in the Plan of Inquiry.
9. The learner can produce a Research Paper that is cross-cultural, and related to the subject course, which is a work of sociological inquiry, using sociological theory and ethically prescribed research methods.

CLASSROOM PROCEDURES and REQUIREMENTS:

DISCLAIMER: This Professor is committed to providing an environment where students and Professor can freely engage in intellectual discourse related to this course, without fear

or REPRISAL, even when the subject content may not be acceptable to the beliefs, views, and values of those who are listening.

This Professor assumes adult learners at this level to be aware of their academic pursuits, thus you are attending this class regularly and punctually.

You should plan to schedule at least one or two hours of study time for every hour spent in class. In this course, attendance is required. Each class absence beyond two (2) will cause to lower your grade by .5 until 10% had been exhausted. Adult learners entering classes after roll recording will be marked absent and **NO** change will be made. **EXCESSIVE ABSENCES AND TARDINESS CAN RESULT IN A FAILING GRADE.** Exceptions to any of the aforementioned are at the discretion of the Professor.

CLASSROOM ETIQUETTE:

It is unfortunate that the subject of discipline must be addressed to all students for the behavior of a few. The following WILL NOT be tolerated at any time during this course:

1. Students walking out of class during discussion or lectures because you do not like what is being said. It is immature and unacceptable behavior. **YOU CAN, OF COURSE, WALK OUT, BUT YOU MAY NOT RETURN.**
2. Language that degrades an individual or categories of people is unacceptable and it too will not be tolerated.
3. Newspaper reading, working on another class' assignment and private discussions, etc., will not be tolerated: this behavior epitomizes rudeness and disrespect.
4. At all times, students who have a dispute with this professor must approach him in a civil manner ---- yelling and screaming will not be tolerated.

EVALUATION REQUIREMENTS and GRADING:

Your final grade will be determined by your performance on three (3) evaluations and the quality and substance of your Research Paper.

1. One of the following evaluations will be used:
 - a. Three (3) objective exams - dates to be announced or
 - b. A determined series of limited chapter-short exams - consisting of scantron, essay, objective and short-answer, this part of the evaluation represents 30% of the final grade.
2. The development of a Plan of Study, once implemented becomes a comprehensive Research Paper. Both representing 60% of the final grade provided the Plan of

Study is submitted and approved by the due date. Plans of Study NOT approved by the due date will represent 50%.

3. Class attendance/participation, 10% of final grade.

All Research Papers are due _____. There are NO exceptions and no extensions. **Please don't ask!**

REQUIRED READINGS:

IT IS ABSOLUTELY ESSENTIAL ASSIGNMENTS ARE COMPLETED BEFORE YOU COME TO CLASS.

1. Beeghley, Leonard, The Structure of Social Stratification in the United States, 2nd Ed., Allyn and Bacon, Needham Heights, MA, 1996.
2. The Sociology Writing Group. A Guide to Writing Sociology Papers, 4th Ed., St. Martins's Press, NY., 1998.
3. All course related reading materials on RESERVE.

MEETING DATES AND ASSIGNED ACTIVITIES:

Jan. 12 and 14	Discuss course objectives, requirements, the Research Paper and reading assignment. Research Topic	
Jan. 19 and 21	Lecture Research Process	
Jan. 26 and 28	Video, Lecture on Scientific Method	
Feb. 2 and 4	Lecture on Model of Stratification Systems	
Feb. 9 and 11	Socialization, Association, Lifestyles and Values (Lecture)	
Feb. 16 and 18	1st Exam	
	Sociology and the Study of Stratification	pp. 1-29
Feb. 23 and 25	Prestige and Class	pp. 31-45
Mar. 2 and 4	Poor People	pp. 79-116
SPRING BREAK		
Mar. 16 and 18	Working Class People	pp. 119-143
Mar. 23 and 25	2nd Exam	
	Middle-Class People	pp. 145-170
Mar. 30	Catch-up	
Apr. 6 and 8	Rich People	pp. 173-194
Apr. 13 and 15	Political Participation and Power	pp. 197-224
Apr. 20 and 22	Gender Inequality	pp. 227-260
Apr. 27 and 29	Racial and Ethnic Inequality	pp. 263-288

FINAL EXAM ON _____ ROOM _____

NOTE: STUDENTS ARE ENCOURAGED TO USE OR SELECT MATERIALS FROM THE FOLLOWING REFERENCES:

1. Angle, John, 1986. "The Surplus Theory of Social Stratification and the Size Distribution of Personal Wealth." *Social Forces* 65:293-326.
2. Beeghly, Leonard, 1989. The Structure of Stratification in the United States. Boston: Allyn and Bacon.
3. Collins, Randall, 1979. The Credential Society. New York: Academic Press.
4. Dahrendorf, Raif, 1959. Class and Class Conflict in Industrial Society. Berkeley, CA: Stanford University Press.
5. Davis, Kingsley and Wilbert E. Moore, 1945. "Some Principles of Stratification," *American Sociological Review* 10:242.
6. Garfinkel, Irwin and Sara McLanahan, 1988. "The Feminization of Poverty: Nature, Causes, and a Partial Cure." In *Poverty and Social Welfare in the United States*, Edited by Donald Tomaskovic-Devey. Boulder: Westview Press.
7. Hochschild, Jennifer, 1981. What's Fair? American Beliefs about Distributive Justice. Cambridge, MA: Harvard University Press.
8. Jencks, Christopher, 1972. Inequality. New York: Basic Books.
9. Kohn, Melvin L.. 1977. Class and Conformity. Chicago: University of Chicago Press.
10. Lembeke, Jerry. Forthcoming. Race, Class and Urban Change. Greenwich, CT: Jai Press.
11. Lenski, Gerhard, 1966. Power and Privilege: A Theory of Social Stratification. New York: McGraw-Hill.
12. Lichter, Daniel T., 1989. "Race, Employment Hardship and Inequality in the American Non-Metropolitan South." *American Sociological Review* 54:436-46.
13. Omi, Michael and Harold Winant, 1986. Racial Formation in the United States: From the 1960s to the 1980s. New York: Routledge and Kegan Paul.
14. Marx, Karl, 1967 (originally published in 1848). "The Class Struggle." From *Manifesto of the Communist Party*. In *Theories of Society: Foundations of Modern Sociological Theory*. New York: Free Press, pp. 529-35.
15. Mills. C. Wright. 1956. The Power Elite. New York: Oxford University Press.

16. Milner, Murray, Jr., 1987. "Theories of Inequality: An Overview and Strategy for Synthesis." *Social Forces* 65:1053-89.
17. Patterson, James T., 1986. America's Struggle Against Poverty, 1900-1985. Cambridge, MA: Harvard University Press.
18. Pinkney, Alphonso, 1984. The Myth of Black Progress. Cambridge: Cambridge University Press.
19. Rubin, Beth A., 1986. "Class Struggle American Style." *American Sociological Review* 51:618-33.
20. Ryan, William, 1981. Equality. New York: Patheon Books.
21. Sidel, Ruth, 1986. Women and Children Last: The Plight of Poor Women in Affluent America. New York: Viking.
22. U.S. Bureau of the Census, 1984. "Money, Income and Poverty Status of Families and Persons in the United States: 1983 (Advanced Data) Current Population Reports Series P-60, No-145 (August 1984):3
23. U.S. Bureau of the Census, 1986. Current Population Reports, Series P-60, No-152. Characteristics of the Population Below the Poverty Level; 1984, Washington D.C.: U.S. Government Printing Office.
24. U.S. Congress Joint Economic Committee, 1986. The Concentration of Wealth in the United States: Trends in the Distribution of Wealth Among American Families. Washington D.C.: U.S. Government Printing Office.
25. Weber, Max, 1946. From Max Weber: Essays in Sociology. Translated and Edited by H.H. Gerth and C. Wright Mills. New York: Oxford University Press.
26. Weber, Max, 1958. The Protestant Ethic and the Spirit of Capitalism. (Talcott Parsons, Translated.) New York: Scribner's (Originally published 1904-5).
27. Wexler, Rex, 1982. Blood of the Land: The Government and Corporate War Against the American Indian Movement. New York: Vintage.
28. Williams, Eric. 1966. Capitalism and Slavery. New York: Capricorn.
29. Wilson, W. Julius, 1987. The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago: University of Chicago Press.

NOTES ON TEACHING

Simply put, a teacher's job is to teach. By teaching, I mean, the imparting of information and skills in a palatable manner to students. Teaching is a noble and serious profession. A teacher should always approach the lectern with a liking for and a firm grasp of the subject matter. Anything less is a disservice to students and to the profession. A teacher who is not willing and able to teach has chosen the wrong profession.

A teacher should strive for objectivity while performing professorial duties: lectures, classroom discussions, grading, and so forth. Teachers, probably because their ideas routinely go unchallenged, are prone to become haughty, dogmatic, and argumentative. These tendencies must be resisted. The classroom should be a place where students feel free to express their ideas. Moreover, students should be treated equally and fairly, without respect for their individual statuses. If a student has a problem with a grade or a lecture, for example, the teacher should discuss these matters with the student and attempt to resolve the problem.

Students should attend most, if not all, classes. The most academically thorough teacher cannot teach students who routinely miss classes. Also, students should complete all reading assignments before classroom sessions. When this is not done, classroom discussions suffer and dedicated students are punished.

Often, students believe that because they are paying tuition they have the following rights: to come to class whenever they choose; to come to class unprepared; to read newspapers in class; to sleep in class; to disrupt class; and to leave class whenever they choose. These students do not understand the symbiotic relationship between teachers and students. The rights of teachers are the duties of students, and the rights of students are the duties of teachers. For example, students have the right to require that a teacher come to class prepared to discuss the subject matter in an intelligent manner; this is the student's right and it is a teacher's duty. The teacher has the right to expect that students will attend lectures, ask questions, and behave in a sensible manner. This is the teacher's right and the student's duty.

Teachers and students have the right to expect fairness. It is my hope that my students will always feel comfortable discussing classroom problems with me.

It is often said that a coach is as good as his or her players. This is certainly true of teachers and students. I, for example, am a much better teacher when students are studious, inquisitive, and demand to be taught. Students with an insatiable desire for learning force me to explore issues more deeply and thereby continue my learning; they, in turn, receive a better and higher education. On the other hand, slothful students make learning and teaching unnecessarily difficult.

These are some of my ideas about teaching, please consider them carefully as you decide whether to remain in this course.

Professor:

Course:

THE RESEARCH PAPER

I. The Rationale... the Undergraduate research experience

Many undergraduate institutions whose roles have been primarily defined by teaching have inadequately addressed the need of their students to obtain research experience. As we have learned from our experience, students can learn some of their most important lessons by doing social research by participating in the research process. Although research training may not be appropriate for all students, it will benefit both students who are considering graduate school, whether in sociology or not, and those who will undertake a variety of careers with a bachelor's degree. The following is a discussion of potential advantages of undergraduate research experience in sociology:

- A. **Critical Thinking...** Its the ability to evaluate, construct, and adapt approaches, arguments and evidence in pursuit of explicitly stated objectives.
- B. **Problem Identification...** Problems that allows empirical study, the breaking down of the process into analyzable parts. Most typical of inexperience researchers is to identify interesting research areas, but insufficient focus to the problem.

The undergraduate research experience leads to a better prepared and motivated student. Such preparation is appropriate for any student who wishes to apply sociological theory and methods to problems of social importance.

II. What is a Research Paper

Probably the most important aspect in the process is to select a topic of relative high interest to you and the subject course. Your topic should be one which has ample reference materials available. The topic should be limited in scope to the context of a social problem or some area of inquiry that is sociological in scope. As a beginner your research paper should be non-technical. Stay within a beginner writer's ability by using non-difficult terms and concepts. Your work should be objective in tone as well as substance. Avoid a restating of general materials. Select a topic which you can support and substantiate.

III. Structuring the Plan of Study (outline) and the Research Paper

The plan of study (outline) is your proposal, your blueprint, etc., it says what you are about to do and just how you are going to do it and how you plan to measure your outcome. The plan of study is not the research paper. Its a structured design of your research project. Use the following format to complete your plan of study (outline) only - no other format is acceptable:

- A. **Statement of the Problem**
- B. **Elements of the Problem**

- C. Delimitation of the Investigation
- D. Limitations of the Investigation
- E. Definitions of Important Terms
- F. Procedures
- G. Sources
- H. Methods of Gathering Data
- I. Treatment of the Data

Use the following format to structure and complete your research paper - No other format will be accepted.

ORGANIZING YOUR RESEARCH PAPER

PREFACE: A statement of how your paper relates to this course.

- I. Define the Problem - Statement of the Problem
- II. Elements of the Problem
- III. Delimitations of the Investigation
- IV. Limitations of the Investigation
- V. Definition of Important Terms
- VI. Review of the Literature
- VII. Procedures
- VIII. Sources
- IX. Methods of Gathering Data
- X. Treatment of the Data
- XI. Bibliography
- Appendix, tables, etc.

Due Dates:

- I. First draft of plan of study due _____.
- II. Final draft of plan of study (typed) due _____.
A late plan of studies can not receive a grade on the research paper.
- III. Research paper due on or before _____.
NO EXTENSIONS OR EXCEPTIONS.

FIRST DRAFT OF PLAN OF STUDY

NAME _____

I. STATEMENT OF THE PROBLEM

II. ELEMENTS OF THE PROBLEM

III. DELIMITATIONS OF THE INVESTIGATION

IV. LIMITATIONS OF THE INVESTIGATION

V. DEFINITION OF IMPORTANT TERMS

VI. PROCEDURE

VII. SOURCES

VIII. METHOD OF GATHERING DATA

IX. TREATMENT OF THE DATA

SECTION 10

**ENROLLMENT TRENDS OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 10

ENROLLMENT TRENDS OF THE PUBLIC ADMINISTRATION PROGRAM

As discussed earlier in this report, the Public Administration Program began officially during the 1997 Winter Semester. Additionally, as the table following this narrative indicates, by the 1997 Fall Semester, the Program had an enrollment of fifteen (15) students. These students were almost equally distributed between lower class-standing level (freshmen and sophomores) students with eight (8) and upper class-standing level (juniors and seniors) students with seven (7). Thus, the data indicate that with its inception, the Public Administration Program was attracting new, incoming students to Ferris as well as retaining students within the University.

One year later, by the 1998 Fall Semester, enrollment in the Program had more than doubled to thirty-six (36) students. Of these thirty-six students, seventeen (17) or 47% were freshmen, nine (9) or 25% were sophomores, four (4) or 11% were juniors, and six (6) or 17% were seniors. These numbers display increasing growth in enrollment throughout the class-standing levels of the Public Administration Program and illustrate that the Program continued to recruit students both externally to and internally within the University.

During the 1999 Winter Semester, enrollment in the Public Administration Program had grown to a total of forty-five (45) students. Six (6) of the nine (9) new students were of junior class-standing level, again indicating that the Program continued to retain students within the University. Moreover, the enrollment figures for the 1999 Winter Semester show a healthy distribution among the various class-standing levels with nineteen (19) or 42% freshmen, ten (10) or 22% sophomores, ten (10) or 22% juniors, and six (6) or 13% seniors.

SUMMARY AND CONCLUSIONS

Two of the primary rationales accepted by Ferris State University in initiating the Public Administration Program were that the Program would be attractive both to new and to continuing students. The enrollment trends for the first two and one-half academic years of the Program indicate that the two rationales are being fulfilled.

In a word, with forty-five (45) students enrolled, the Public Administration Program has demonstrated adequate growth during its initial semesters of implementation. Additionally, the Program has recruited successfully from among new students to Ferris and has shown success in retaining students within the University. With continuing and perhaps even increasing levels of financial and institutional support from the University, the Public Administration Program should continue to develop into a major academic program in the new millennium.

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Public Administration Program

Date Submitted: August 12, 1999

Dean: Sue Hammersmith

Please provide the following information:

Enrollment/Personnel

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999**
Tenure Track FTE			1	1	1
Overload/Supplemental FTEF			0	0	0
Adjunct/Clinical FTEF (unpaid)			0	0	0
Enrollment on-campus total*			15	36	45
Freshman			3	17	19
Sophomore			5	9	10
Junior			2	4	10
Senior			5	6	6
Masters			0	0	0
Doctoral			0	0	0
Enrollment Off-campus*			0	0	0

*Use official count (7-day count for semesters, 5-day count for quarters.)

** Tentative

Financial

Expenditures*	FY 95	FY 96	FY 97	FY 98	FY 99
Supply & Expense			NA	NA	NA
Equipment			NA	NA	NA
Gifts & Grants			NA	NA	NA

*Use end of fiscal year expenditures.

Other

	AY 94/95	AY 95/96	AY 96-97	AY 97/98	AY 98/99
Number of Graduates* - Total			NA	2	2
-On campus			NA	2	2
-Off campus			NA	NA	NA
Placement of Graduates			NA	100%	100%
Average Salary			NA	\$35,000	\$27,300
Productivity - Academic Year Average			NA	NA	NA
-Summer			NA	NA	NA
Summer Enrollment			NA	NA	NA

*Use total for academic year (F,W,S)

SECTION 11

**PROGRAM PRODUCTIVITY/COSTS OF THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 11

PROGRAM PRODUCTIVITY/COSTS OF THE PUBLIC ADMINISTRATION PROGRAM

During the 1999 Winter Semester, data was collected from the Ferris State University Office of Institutional Research concerning program costs for the Public Administration Program. The data contained in the several tables, which follow this narrative, were derived directly from this institutional information.

The Office of Institutional Research uses two different methods to determine academic program costs. The first method calculates the instructor costs for all courses, including free electives, required by the program and divides these total costs by the total number of student credit hours required to complete the program. These calculations result in "Instructor Cost Per Student Credit Hour (SCH)" for the program. The second method adds department costs and dean's costs per student credit hour to the instructor costs to determine "Total Cost Per Student Credit Hour" for the program. Because of the availability of comparable data from the Office of Institutional Research, data derived from both of these methods will be utilized in this analysis.

"Table IV: Degree Program Costing Instructor Cost Per SCH Ranked High to Low, 1997-98" contains the figures comparing costs for the 173 programs across the University and ranks them from most to least costly. As these data indicate, the Public Administration Program has an "Instructor Cost Per SCH" of \$101.80, which ranks the Program at #143 among the University's 173 total programs. In other words, 142 (82%) of the 173 Ferris State programs are more costly than Public Administration when calculated according to instructor cost per student credit hour. This ranks the Program as one of the least costly of all Ferris State programs, especially among four-year baccalaureate programs.

The low costs for the Public Administration Program continue to be illustrated by the second data set, **"Degree Program Costing 1997 – 1998 (Summer, Fall, and Winter)"**, which also add department costs and dean's costs to instructor costs. According to these figures, the Program has a "Total Cost Per Student Credit Hour (Average for Program)" of \$154.17 and a "Total Program Cost" of \$19,117.24,¹ which rank the Public Administration Program at #142 of the 173 total programs.² Moreover, according to **"Average Instructor, Department and Dean's Cost Per SCH for Degree Programs: The University, 1997-1998 Data"** (Graph 1), the average program at Ferris State University has a "Total Cost per Student Credit Hour" of \$194.19.³ This is more than 25% higher than the Public Administration Program's cost of \$154.17 or a difference of

¹ As the table indicates, "Total Program Costs" are determined by calculating what the costs would be to the student for completing the entire program in one year.

² These rankings are found in **"Table III: Degree Program Costing Total Cost per SCH Ranked High to Low, 1997-98."**

³ Again, this figure was calculated by summing the "Avg. Instructor Cost/SCH," the "Avg. Dept. Cost/SCH," and the "AVG. Dean's Cost/SCH."

\$40.02 per student credit hour between the University average and the Public Administration Program. Again, Public Administration is a very low cost program according to these institutional figures.

Additional comparisons of program costs are presented in "**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs, Departments in the College of Arts and Sciences, 1997-1998 Data**" (Graph 4). This table contains the "Avg. Instructor Cost/SCH" for all Departments in the College of Arts & Sciences. The Public Administration Program's "Instructor Cost Per SCH" of \$101.80 are less than similar costs for all Departments in the College, including in descending order the Departments of Mathematics (\$147.22 per sch), Physical Sciences (\$126.00 per sch), Social Sciences (\$116.41 per sch), Biological Sciences (\$109.56 per sch), Humanities (\$106.14 per sch), and Languages and Literature (102.88 per sch). Only the "Pre" Programs are less costly at \$85.07 per student credit hour, but these are two-year Associate Degree programs and are, thus, not comparable to four-year baccalaureate programs like Public Administration.

Finally, even within the Social Sciences Department, the Public Administration Program has the lower costs of the two baccalaureate programs currently offered. As the Office of Institutional Research data indicate, the "Total Cost per Student Credit Hour" for the Public Administration Program is \$24.08 less than that of the Social Work Program.⁴

SUMMARY AND CONCLUSIONS

According to data collected from the Ferris State University Office of Institutional Research, the Public Administration Program has costs of \$101.80 ("Instructor Cost Per SCH") and \$154.17 ("Total Program Cost"). These figures place the Program at #143 and #142 respectively among the University's 173 total programs when ranked from most to least costly. The Program also exhibits very low instructor costs when compared to other academic departments and programs within the College of Arts and Sciences and the Department of Social Sciences.

In conclusion, the Public Administration Program is one of the least costly baccalaureate programs on campus. In fact, the costs associated with the Public Administration Program, especially in light of continually increasing student enrollment trends within the Program, are bargains for the University.

⁴ See "**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs, Social Sciences Department, 1997-1998 Data**" (Graph 22) from the Ferris State University Office of Institutional Research.

Degree Program Costing
Instructor Cost Per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Total Instructor Cost*	Instructor Cost Per SCH
Optometry OD (Yrs 3,4,5 & 6)	163	\$75,442.53	\$462.84
Pharmacy/All Options Pharm.D (Yrs 6 & 7)	71	\$28,089.78	\$395.63
Public Relations Certificate	12	\$3,646.44	\$303.87
Computer Networks & Systems BS (Embedded Systems Track)	136	\$40,111.42	\$294.94
Criminal Justice Administration MS	30	\$8,378.69	\$279.29
Insurance Certificate	12	\$3,293.33	\$274.44
Real Estate Certificate	9	\$2,321.16	\$257.91
Opticianry AAS	68	\$17,012.01	\$250.18
Quality Technology Certificate	12	\$2,951.09	\$245.92
Printing Technology AAS	65	\$15,518.27	\$238.74
Advanced Studies in Global Logistics Certificate	12	\$2,819.77	\$234.98
Indust & Environ Hlth Mgt (Gen Env Hlth option) BS	134	\$30,872.58	\$230.39
Dental Technology AAS	61	\$13,410.26	\$219.84
Advertising Certificate	14	\$3,025.68	\$216.12
International Business Certificate	12	\$2,583.98	\$215.33
Biotechnology BS	130	\$27,866.52	\$214.36
Quality Improvement for Managers Certificate	9	\$1,926.42	\$214.05
Marketing Research Certificate	12	\$2,526.69	\$210.56
Visual Communication BS (Yrs 3 & 4)	64	\$13,349.28	\$208.58
Computer Networks & Systems BS (Indust Automation Track)	136	\$28,342.18	\$208.40
Advanced Studies in Investment Analysis Certificate	12	\$2,493.94	\$207.83
Computer Networks & Systems BS (Communications Track)	136	\$28,017.37	\$206.01
Computer Networks & Systems BS (Information Systems Track)	137	\$27,743.37	\$202.51
Mainframe Computer Certificate	12	\$2,407.84	\$200.65
Automotive Service Technology AAS	68	\$12,639.41	\$185.87
Automotive Body AAS	63	\$11,434.65	\$181.50
Electrical/Electronics Engr Technology BS (Yrs 3 & 4)	69	\$12,018.53	\$174.18
Actuarial Science BS	120	\$20,766.61	\$173.06
Career and Tech Educ/Career & Tech Instr MS	32	\$5,509.57	\$172.17
Career and Tech Educ/Human Resource Dev MS	31	\$5,280.20	\$170.33
Manufacturing Engineering Technology BS (Yrs 3 & 4)	79	\$13,307.06	\$168.44
Technical Drafting and Tool Design AAS	67	\$11,249.22	\$167.90
Heavy Equipment Technology AAS	67	\$11,233.14	\$167.66

* Instructor Cost - Salary & Fringe

**Degree Program Costing
Instructor Cost Per SCH Ranked High to Low
1997-98**

Program Name	Program Credits Required	Total Instructor Cost*	Instructor Cost Per SCH
Info Systems Mgt/Quality Improvement Emphasis MS	31	\$5,189.37	\$167.40
Midrange Computer Certificate	12	\$2,001.16	\$166.76
Welding Technology AAS	68	\$11,224.12	\$165.06
Marketing Sales Certificate	12	\$1,958.11	\$163.18
Career and Tech Educ/Postsecondary Admin MS	32	\$5,189.01	\$162.16
Industrial Electronics Technology AAS	67	\$10,837.62	\$161.76
Retailing Certificate	12	\$1,940.39	\$161.70
Nursing AAS	72	\$11,531.86	\$160.16
Legal Assistant AAS	64	\$10,243.09	\$160.05
Quality Engineering Technology BS (Yrs 3 & 4)	68	\$10,789.57	\$158.67
Info Systems Mgt/Accounting Emphasis MS	31	\$4,914.64	\$158.54
Indust & Environ Hlth Mgt (Indust Safety option) BS	121	\$19,181.67	\$158.53
Surveying Technology AAS	61	\$9,616.31	\$157.64
Civil Engineering Technology AAS	63	\$9,806.81	\$155.66
Automotive Service Technology AAS (Ford ASSET opt)	68	\$10,507.56	\$154.52
Automotive Service Technology AAS (Chrysler Apprentice opt)	68	\$10,507.56	\$154.52
Automotive Service Technology AAS (General Motors ASEP opt)	68	\$10,507.56	\$154.52
Accountancy/Finance BS	137	\$21,119.73	\$154.16
Surveying Engineering BS	138	\$21,273.03	\$154.15
Indust & Environ Hlth Mgt (Haz Waste option) BS	130	\$19,987.84	\$153.75
Printing Management BS (Yrs 3 & 4)	64	\$9,754.91	\$152.42
Manufacturing Tooling Technology AAS	68	\$10,358.47	\$152.33
Indust & Environ Hlth Mgt (Indust Hyg option) BS	127	\$18,605.74	\$146.50
Marketing Certificate	12	\$1,748.96	\$145.75
Facilities Management BS (Yrs 3 & 4)	68	\$9,820.14	\$144.41
Welding Engineering Technology BS (Yrs 3 & 4)	73	\$10,396.41	\$142.42
Public Relations BS	124	\$17,362.52	\$140.02
Plastics Technology AAS	69	\$9,616.09	\$139.36
Architectural Technology AAS	66	\$9,085.76	\$137.66
Construction Project Management Certificate	12	\$1,650.86	\$137.57
Accountancy (Public Accounting Track) BS	124	\$16,668.56	\$134.42
Construction Administration Certificate	12	\$1,595.33	\$132.94
Info Systems Mgt/Information Systems Emphasis MS	31	\$4,119.57	\$132.89

* Instructor Cost - Salary & Fringe

Degree Program Costing
Instructor Cost Per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Total Instructor Cost*	Instructor Cost Per SCH
Ornamental Horticulture Technology AAS	60	\$7,958.92	\$132.65
Plastics Engineering Technology BS (Yrs 3 & 4)	64	\$8,466.71	\$132.29
Accountancy (Cost/Managerial Track) BS	124	\$16,332.16	\$131.71
Construction Management BS (Highway/Bridge Track)	130	\$17,118.53	\$131.68
Heavy Equipment Service Eng Tech/Maint Opt BS (Yrs 3 & 4)	66	\$8,627.32	\$130.72
Social Work BSW	128	\$16,712.64	\$130.57
Retailing BS	127	\$16,559.97	\$130.39
Finance BS	125	\$16,298.42	\$130.39
Hospitality Management Certificate	12	\$1,560.66	\$130.05
Professional Tennis Management BS	126	\$16,293.64	\$129.31
Small Business Management Certificate	12	\$1,545.18	\$128.77
Medical Technology (Integrated) BS	136	\$17,475.90	\$128.50
Insurance/Real Estate BS	124	\$15,902.30	\$128.24
Accountancy/Computer Information Systems BS	139	\$17,796.47	\$128.03
Medical Technology (Career Mobility) BS (Yrs 3 & 4)	72	\$9,182.97	\$127.54
Medical Laboratory Technology AAS	70	\$8,896.33	\$127.09
Food Service Management Certificate	12	\$1,523.71	\$126.98
Accountancy (Professionally Directed Track) BS	124	\$15,724.89	\$126.81
Industrial Chemistry Technology AAS	63	\$7,938.02	\$126.00
Advertising BS	125	\$15,708.10	\$125.66
Hospitality Management BS (Yrs 3 & 4)	63	\$7,892.13	\$125.27
Pharmacy BS (Yrs 3,4 & 5)	94	\$11,642.06	\$124.51
Computer Information Systems/Marketing BS	145	\$17,725.33	\$122.24
Music Industry Management BS	124	\$15,156.04	\$122.23
Computer Literacy Certificate	12	\$1,462.78	\$121.90
Applied Mathematics BS	120	\$14,567.06	\$121.39
Marketing/Sales BS	124	\$14,936.45	\$120.46
Television Production BS	128	\$15,417.48	\$120.45
HVACR Technology AAS	68	\$8,121.48	\$119.43
Insurance BS	124	\$14,784.02	\$119.23
Health Information Management BS	123	\$14,615.21	\$118.82
CJ/Law Enforcement Option BS (Yrs 3 & 4)	67	\$7,949.99	\$118.66
Real Estate AAS	63	\$7,471.30	\$118.59

* Instructor Cost - Salary & Fringe

Degree Program Costing
Instructor Cost Per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Total Instructor Cost*	Instructor Cost Per SCH
Food Service Management AAS	63	\$7,418.01	\$117.75
Mechanical Engineering Technology AAS	65	\$7,620.68	\$117.24
Nursing BSN (Yrs 3 & 4)	84	\$9,809.34	\$116.78
HVACR Engineering Technology BS (Yrs 3 & 4)	65	\$7,568.16	\$116.43
Marketing BS	124	\$14,330.53	\$115.57
Computer Information Systems/Management BS	153	\$17,629.13	\$115.22
Applied Speech Communication BS	126	\$14,517.15	\$115.22
Wage Earning Home Economics Education BS (Yrs 3 & 4)	98	\$11,276.39	\$115.07
Nuclear Medicine Technology BS	128	\$14,707.11	\$114.90
International Business BS	127	\$14,579.86	\$114.80
Construction Management BS from Arch Tech (Yrs 3 & 4)	83	\$9,454.75	\$113.91
Health Care Systems Administration BS	128	\$14,472.72	\$113.07
Technical Education BS (Yrs 3 & 4)	98	\$11,021.72	\$112.47
Building Construction Technology AAS	63	\$7,068.53	\$112.20
Allied Health Education BS (Yrs 3 & 4)	99	\$11,021.72	\$111.33
Computer Information Systems BS	129	\$14,284.90	\$110.74
Construction Field Engineering Certificate	15	\$1,660.30	\$110.69
Construction Management BS (Commercial/Industrial Track)	130	\$14,380.26	\$110.62
Direct Marketing Certificate	12	\$1,320.59	\$110.05
Retailing AAS	67	\$7,347.00	\$109.66
Career and Tech Educ/Administrative Cert MS	32	\$3,493.53	\$109.17
Automotive and Heavy Equipment Mgt BS (Yrs 3 & 4)	67	\$7,284.02	\$108.72
Health Information Technology AAS	63	\$6,844.36	\$108.64
Operations Management BS	125	\$13,518.44	\$108.15
CJ/Corrections Option BS (Yrs 3 & 4)	65	\$6,992.93	\$107.58
Business Education/Marketing/Distributive Edu BS	155	\$16,627.00	\$107.27
Business Education/General Business BS	155	\$16,626.65	\$107.27
Mathematics Education BS	144	\$15,439.37	\$107.22
Product Design Engineering Technology BS (Yrs 3 & 4)	68	\$7,275.30	\$106.99
Human Resource Management BS	122	\$13,029.97	\$106.80
Management BS	123	\$13,121.81	\$106.68
Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS	128	\$13,616.05	\$106.38
Professional Golf Management BS	124	\$13,134.25	\$105.92

* Instructor Cost - Salary & Fringe

Degree Program Costing
Instructor Cost Per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Total Instructor Cost*	Instructor Cost Per SCH
Small Business Management BS	123	\$12,893.51	\$104.83
Recreation Leadership & Mgt/Sports Management Track BS	128	\$13,398.40	\$104.68
CJ/Generalist Option BS (Yrs 3 & 4)	64	\$6,689.26	\$104.52
Recreation Leadership & Mgt/Leisure Service Track BS	128	\$13,356.41	\$104.35
Recreation Leadership & Mgt/Corp Fitness-Well Track BS	128	\$13,324.71	\$104.10
Biology Education BS	122	\$12,603.81	\$103.31
Dental Hygiene AAS	77	\$7,945.07	\$103.18
Technical and Professional Communication BS	121	\$12,448.15	\$102.88
Quality & Productivity Management BS	124	\$12,754.01	\$102.85
Training in Business and Industry BS (Yrs 3 & 4)	99	\$10,126.30	\$102.29
Public Administration BS	124	\$12,623.66	\$101.80
Chemistry Education BS	152	\$15,360.42	\$101.06
Business Administration BS	124	\$12,153.19	\$98.01
Multimedia Production Certificate	12	\$1,155.74	\$96.31
Visual Communication AAS	66	\$6,325.64	\$95.84
Pre-Teaching (Elementary or Secondary) AA	65	\$6,154.46	\$94.68
Child Development AAS	63	\$5,879.88	\$93.33
Directed Studies AA	60	\$5,513.17	\$91.89
Heavy Equipment Service Eng Tech/Mfg Opt BS (Yrs 3 & 4)	66	\$6,013.38	\$91.11
Nuclear Medicine Technology AAS	66	\$5,942.50	\$90.04
Career Exploration AA	60	\$5,390.15	\$89.84
Applied Biology (Pre-Veterinary Medicine Track) BS	120	\$10,670.39	\$88.92
Applied Biology (Pre-Medicine Track) BS	120	\$10,663.11	\$88.86
Applied Biology (Sports Medicine Track) BS	120	\$10,663.11	\$88.86
Applied Biology BS	120	\$10,663.11	\$88.86
Applied Biology (Pre-Dentistry Track) BS	120	\$10,663.11	\$88.86
Pre-Criminal Justice AA	64	\$5,681.36	\$88.77
General Business AAS	63	\$5,568.28	\$88.39
Collegiate Skills Program AA	60	\$5,292.87	\$88.21
Applied Biology (Pre-Physical Therapy Track) BS	120	\$10,555.02	\$87.96
English Education BS	120	\$10,530.86	\$87.76
Applied Speech Communication AA	60	\$5,225.64	\$87.09
Pre-Optometry AS	60	\$5,132.98	\$85.55

* Instructor Cost - Salary & Fringe

**Degree Program Costing
Instructor Cost Per SCH Ranked High to Low
1997-98**

Program Name	Program Credits Required	Total Instructor Cost*	Instructor Cost Per SCH
Pre-Mortuary Science AS	60	\$5,132.98	\$85.55
Pre-Pharmacy AS	60	\$5,123.52	\$85.39
Pre-Engineering AS	60	\$5,123.52	\$85.39
Pre-Social Work AA	60	\$5,077.04	\$84.62
Pre-Law AA	60	\$5,074.42	\$84.57
Liberal Arts AA	60	\$5,064.96	\$84.42
Respiratory Care AAS	69	\$4,358.33	\$63.16
Radiography AAS	78	\$4,908.03	\$62.92

* Instructor Cost - Salary & Fringe

Degree Program Costing 1997 - 1998 (Summer, Fall, and Winter)

College : Arts and Sciences
 Department : Social Sciences

Program Name: Public Administration BS

Program Credits Required (Total credits to graduate) 124

*Instructor Cost per Student Credit Hour(SCH) (Average for program) \$101.80
 **Department Cost per Student Credit Hour \$39.01
 ***Dean's Cost per Student Credit Hour \$13.36

Total Cost per Student Credit Hour (Average for program) \$154.17

Total Program Instructor Cost (Assumes a student will complete program in one year) \$12,623.66
 Total Program Department Cost \$4,836.63
 Total Program Dean's Cost \$1,656.94

Total Program Cost (Assumes a student will complete program in one year) \$19,117.24

Course ID	Level	Instructor Cost	Dept Cost	Dean's Cost	SCH's Produced	Instructor Cost/SCH	Dept Cost/SCH	Dean's Cost/SCH	Credits Required	Program Instructor Cost	Program Dept Cost	Program Dean's Cost
ACCT465	N	\$10,841,552	\$3,857,577	\$1,547,475	76848	\$141	\$50	\$20	3	\$423	\$151	\$60
COMMT21	L	\$218,034	\$68,791	\$25,005	2742	\$80	\$25	\$9	3	\$239	\$75	\$27
ECON221	L	\$133,824	\$78,430	\$38,564	2712	\$49	\$29	\$14	3	\$148	\$87	\$43
ECON222	L	\$92,380	\$38,434	\$18,898	1329	\$70	\$29	\$14	3	\$209	\$87	\$43
ECON431	N	\$10,841,552	\$3,857,577	\$1,547,475	76848	\$141	\$50	\$20	3	\$423	\$151	\$60
ENGL150	L	\$669,969	\$163,474	\$57,206	6273	\$107	\$26	\$9	3	\$320	\$78	\$27
ENGL250	L	\$396,225	\$104,292	\$36,496	4002	\$99	\$26	\$9	3	\$297	\$78	\$27
ENGL311	U	\$113,344	\$28,536	\$9,986	1095	\$104	\$26	\$9	3	\$311	\$78	\$27
FREEE	E	\$22,834,487	\$9,107,163	\$3,251,013	211726	\$108	\$43	\$15	41	\$4,422	\$1,764	\$630
FSUS100	L	\$48,054	\$21,026	\$48,669	916	\$52	\$23	\$53	1	\$52	\$23	\$53
HIST121	L	\$42,461	\$17,386	\$6,320	693	\$61	\$25	\$9	3	\$184	\$75	\$27
HIST122	L	\$51,643	\$29,729	\$10,807	1185	\$44	\$25	\$9	3	\$131	\$75	\$27
HUMN216	L	\$12,702	\$3,914	\$1,423	156	\$81	\$25	\$9	3	\$244	\$75	\$27
ISYS303	U	\$20,310	\$3,791	\$1,109	78	\$260	\$49	\$14	3	\$781	\$146	\$43
ISYS311	N	\$10,841,552	\$3,857,577	\$1,547,475	76848	\$141	\$50	\$20	3	\$423	\$151	\$60
MGMT301	U	\$119,454	\$55,653	\$25,254	1776	\$67	\$31	\$14	3	\$202	\$94	\$43
PLSC121	L	\$63,954	\$34,524	\$7,578	831	\$77	\$42	\$9	3	\$231	\$125	\$27
PLSC122	L	\$31,182	\$10,843	\$2,380	261	\$119	\$42	\$9	3	\$358	\$125	\$27
PLSC251	L	\$6,895	\$2,368	\$520	57	\$121	\$42	\$9	3	\$363	\$125	\$27
PLSC311	U	\$14,626	\$10,220	\$2,243	246	\$59	\$42	\$9	3	\$178	\$125	\$27
PLSC481	N	\$10,841,552	\$3,857,577	\$1,547,475	76848	\$141	\$50	\$20	2	\$282	\$100	\$40
PLSC491	N	\$10,841,552	\$3,857,577	\$1,547,475	76848	\$141	\$50	\$20	4	\$564	\$201	\$61
PSYC150	L	\$298,096	\$175,235	\$38,466	4218	\$71	\$42	\$9	3	\$212	\$125	\$27
PSYC325	U	\$40,242	\$15,455	\$3,392	372	\$108	\$42	\$9	3	\$325	\$125	\$27
SCIUELE	E	\$2,125,709	\$780,771	\$220,024	24127	\$88	\$32	\$9	7	\$617	\$227	\$64
SOCY121	L	\$118,910	\$89,612	\$19,671	2157	\$55	\$42	\$9	3	\$165	\$125	\$27
SOCY340	U	\$30,808	\$22,683	\$4,979	546	\$56	\$42	\$9	3	\$169	\$125	\$27
SSCI310	U	\$26,591	\$9,472	\$2,079	228	\$117	\$42	\$9	3	\$350	\$125	\$27

- * Instructor Cost - *Salary & Fringe* - the actual cost to teach a course
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment* - departmental average applied to all course prefixes within a department
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment* - college average applied to all course prefixes within a college

Degree Program Costing
Total Cost per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Instructor Cost per SCH	Dept Cost per SCH	Dean's Cost per SCH	Total Cost per SCH
Optometry OD (Yrs 3,4,5 & 6)	163	\$462.84	\$48.14	\$82.18	\$593.16
Pharmacy/All Options Pharm.D (Yrs 6 & 7)	71	\$395.63	\$43.97	\$49.42	\$489.02
Public Relations Certificate	12	\$303.87	\$54.69	\$14.22	\$372.78
Computer Networks & Systems BS (Embedded Systems)	136	\$294.94	\$61.79	\$14.27	\$370.99
Dental Technology AAS	61	\$219.84	\$111.42	\$22.83	\$354.08
Quality Technology Certificate	12	\$245.92	\$83.54	\$18.10	\$347.57
Criminal Justice Administration MS	30	\$279.29	\$43.54	\$18.73	\$341.57
Opticianry AAS	68	\$250.18	\$34.78	\$56.55	\$341.51
Insurance Certificate	12	\$274.44	\$36.05	\$15.70	\$326.19
Printing Technology AAS	65	\$238.74	\$67.80	\$15.98	\$322.53
Real Estate Certificate	9	\$257.91	\$31.34	\$14.22	\$303.46
Indust & Environ Hlth Mgt (Gen Env Hlth option) BS	134	\$230.39	\$52.21	\$18.74	\$301.35
Advanced Studies in Global Logistics Certificate	12	\$234.98	\$48.85	\$14.22	\$298.06
Advertising Certificate	14	\$216.12	\$54.69	\$14.22	\$285.03
Computer Networks & Systems BS (Indust Automation T	136	\$208.40	\$61.79	\$14.27	\$284.45
Computer Networks & Systems BS (Communications Tra	136	\$206.01	\$61.79	\$14.27	\$282.06
Automotive Service Technology AAS	68	\$185.87	\$78.64	\$16.04	\$280.55
Quality Improvement for Managers Certificate	9	\$214.05	\$49.13	\$16.19	\$279.37
Computer Networks & Systems BS (Information Systems	137	\$202.51	\$59.09	\$14.30	\$275.90
Automotive Body AAS	63	\$181.50	\$76.87	\$15.88	\$274.25
Marketing Research Certificate	12	\$210.56	\$48.25	\$14.22	\$273.03
Visual Communication BS (Yrs 3 & 4)	64	\$208.58	\$47.96	\$13.13	\$269.67
Mainframe Computer Certificate	12	\$200.65	\$48.60	\$14.22	\$263.47
International Business Certificate	12	\$215.33	\$31.34	\$14.22	\$260.89
Heavy Equipment Technology AAS	67	\$167.66	\$74.36	\$15.56	\$257.58
Biotechnology BS	130	\$214.36	\$30.85	\$9.20	\$254.41
Manufacturing Engineering Technology BS (Yrs 3 & 4)	79	\$168.44	\$69.36	\$15.86	\$253.67
Nursing AAS	72	\$160.16	\$72.70	\$20.68	\$253.54
Advanced Studies in Investment Analysis Certificate	12	\$207.83	\$31.34	\$14.22	\$253.38
Electrical/Electronics Engr Technology BS (Yrs 3 & 4)	69	\$174.18	\$62.53	\$14.30	\$251.01
Automotive Service Technology AAS (Ford ASSET opt)	68	\$154.52	\$78.64	\$16.04	\$249.20
Automotive Service Technology AAS (Chrysler Apprentic	68	\$154.52	\$78.64	\$16.04	\$249.20
Automotive Service Technology AAS (General Motors AS	68	\$154.52	\$78.64	\$16.04	\$249.20
Welding Technology AAS	68	\$165.06	\$66.72	\$15.47	\$247.25
Career and Tech Educ/Career & Tech Instr MS	32	\$172.17	\$54.20	\$20.69	\$247.07
Technical Drafting and Tool Design AAS	67	\$167.90	\$63.09	\$15.07	\$246.06
Industrial Electronics Technology AAS	67	\$161.76	\$68.19	\$14.94	\$244.88

- * Instructor Cost - *Salary & Fringe*
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment*
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment*

Degree Program Costing
Total Cost per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Instructor Cost per SCH	Dept Cost per SCH	Dean's Cost per SCH	Total Cost per SCH
Career and Tech Educ/Human Resource Dev MS	31	\$170.33	\$52.50	\$20.14	\$242.97
Career and Tech Educ/Postsecondary Admin MS	32	\$162.16	\$54.27	\$20.60	\$237.03
Manufacturing Tooling Technology AAS	68	\$152.33	\$67.31	\$15.64	\$235.28
Quality Engineering Technology BS (Yrs 3 & 4)	68	\$158.67	\$58.09	\$15.17	\$231.93
Retailing Certificate	12	\$161.70	\$54.69	\$14.22	\$230.61
Info Systems Mgt/Quality Improvement Emphasis MS	31	\$167.40	\$47.02	\$15.94	\$230.36
Midrange Computer Certificate	12	\$166.76	\$48.60	\$14.22	\$229.58
Indust & Environ Hlth Mgt (Indust Safety option) BS	121	\$158.53	\$48.77	\$17.44	\$224.73
Marketing Sales Certificate	12	\$163.18	\$47.29	\$12.94	\$223.41
Dental Hygiene AAS	77	\$103.18	\$97.96	\$20.45	\$221.60
Indust & Environ Hlth Mgt (Haz Waste option) BS	130	\$153.75	\$49.65	\$17.48	\$220.89
Info Systems Mgt/Accounting Emphasis MS	31	\$158.54	\$46.12	\$15.94	\$220.59
Printing Management BS (Yrs 3 & 4)	64	\$152.42	\$53.29	\$14.26	\$219.97
Welding Engineering Technology BS (Yrs 3 & 4)	73	\$142.42	\$58.70	\$14.34	\$215.46
Marketing Certificate	12	\$145.75	\$54.69	\$14.22	\$214.66
Actuarial Science BS	120	\$173.06	\$29.24	\$12.24	\$214.54
Civil Engineering Technology AAS	63	\$155.66	\$42.18	\$14.74	\$212.58
Pharmacy BS (Yrs 3,4 & 5)	94	\$124.51	\$43.21	\$44.09	\$211.81
Television Production BS	128	\$120.45	\$75.28	\$15.56	\$211.29
Plastics Engineering Technology BS (Yrs 3 & 4)	64	\$132.29	\$62.98	\$15.76	\$211.03
Surveying Technology AAS	61	\$157.64	\$39.00	\$14.17	\$210.82
Construction Project Management Certificate	12	\$137.57	\$55.02	\$18.10	\$210.69
Surveying Engineering BS	138	\$154.15	\$41.66	\$14.63	\$210.45
Indust & Environ Hlth Mgt (Indust Hyg option) BS	127	\$146.50	\$46.28	\$16.42	\$209.20
Legal Assistant AAS	64	\$160.05	\$33.45	\$12.81	\$206.31
Construction Administration Certificate	12	\$132.94	\$55.02	\$18.10	\$206.07
Medical Laboratory Technology AAS	70	\$127.09	\$57.17	\$20.43	\$204.70
Plastics Technology AAS	69	\$139.36	\$51.81	\$13.42	\$204.60
Accountancy/Finance BS	137	\$154.16	\$36.06	\$12.98	\$203.20
Heavy Equipment Service Eng Tech/Maint Opt BS (Yrs 3	66	\$130.72	\$55.59	\$14.82	\$201.13
Facilities Management BS (Yrs 3 & 4)	68	\$144.41	\$41.67	\$14.69	\$200.77
Medical Technology (Integrated) BS	136	\$128.50	\$52.16	\$18.43	\$199.09
Hospitality Management Certificate	12	\$130.05	\$54.69	\$14.22	\$198.97
Architectural Technology AAS	66	\$137.66	\$45.64	\$15.38	\$198.68
Food Service Management Certificate	12	\$126.98	\$54.69	\$14.22	\$195.89
Info Systems Mgt/Information Systems Emphasis MS	31	\$132.89	\$47.00	\$15.37	\$195.26
Public Relations BS	124	\$140.02	\$40.66	\$12.68	\$193.36

- * Instructor Cost - Salary & Fringe
- ** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment
- *** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Degree Program Costing
Total Cost per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Instructor Cost per SCH	Dept Cost per SCH	Dean's Cost per SCH	Total Cost per SCH
Nursing BSN (Yrs 3 & 4)	84	\$116.78	\$57.87	\$16.21	\$190.86
Medical Technology (Career Mobility) BS (Yrs 3 & 4)	72	\$127.54	\$46.36	\$16.10	\$190.00
Construction Management BS (Highway/Bridge Track)	130	\$131.68	\$41.73	\$14.65	\$188.06
Accountancy (Public Accounting Track) BS	124	\$134.42	\$38.64	\$13.06	\$186.12
Product Design Engineering Technology BS (Yrs 3 & 4)	68	\$106.99	\$63.78	\$14.81	\$185.58
Automotive and Heavy Equipment Mgt BS (Yrs 3 & 4)	67	\$108.72	\$61.75	\$14.70	\$185.17
Accountancy (Cost/Managerial Track) BS	124	\$131.71	\$39.83	\$13.61	\$185.14
Career and Tech Educ/Administrative Cert MS	32	\$109.17	\$54.86	\$20.79	\$184.82
Computer Literacy Certificate	12	\$121.90	\$48.60	\$14.22	\$184.72
Small Business Management Certificate	12	\$128.77	\$41.49	\$14.22	\$184.48
Professional Tennis Management BS	126	\$129.31	\$41.86	\$12.99	\$184.16
Mechanical Engineering Technology AAS	65	\$117.24	\$52.87	\$13.73	\$183.85
Construction Field Engineering Certificate	15	\$110.69	\$55.02	\$18.10	\$183.81
Retailing BS	127	\$130.39	\$40.67	\$12.16	\$183.22
Accountancy/Computer Information Systems BS	139	\$128.03	\$40.60	\$13.00	\$181.63
Ornamental Horticulture Technology AAS	60	\$132.65	\$38.52	\$10.26	\$181.43
Hospitality Management BS (Yrs 3 & 4)	63	\$125.27	\$43.28	\$12.52	\$181.07
HVACR Technology AAS	68	\$119.43	\$45.97	\$14.94	\$180.35
Advertising BS	125	\$125.66	\$41.69	\$12.79	\$180.15
CJ/Law Enforcement Option BS (Yrs 3 & 4)	67	\$118.66	\$42.69	\$18.48	\$179.82
Direct Marketing Certificate	12	\$110.05	\$53.57	\$15.70	\$179.32
Accountancy (Professionally Directed Track) BS	124	\$126.81	\$38.59	\$12.92	\$178.33
Social Work BSW	128	\$130.57	\$37.98	\$9.70	\$178.24
Computer Information Systems/Marketing BS	145	\$122.24	\$42.01	\$13.44	\$177.69
Music Industry Management BS	124	\$122.23	\$41.19	\$12.59	\$176.01
Finance BS	125	\$130.39	\$32.64	\$12.84	\$175.87
Insurance/Real Estate BS	124	\$128.24	\$34.40	\$13.14	\$175.78
Wage Earning Home Economics Education BS (Yrs 3 & 4)	98	\$115.07	\$44.44	\$15.95	\$175.45
HVACR Engineering Technology BS (Yrs 3 & 4)	65	\$116.43	\$43.31	\$14.91	\$174.65
Marketing/Sales BS	124	\$120.46	\$41.08	\$13.00	\$174.54
Health Information Management BS	123	\$118.82	\$34.92	\$20.07	\$173.81
Food Service Management AAS	63	\$117.75	\$42.52	\$12.97	\$173.24
Technical Education BS (Yrs 3 & 4)	98	\$112.47	\$44.35	\$15.98	\$172.80
Allied Health Education BS (Yrs 3 & 4)	99	\$111.33	\$44.69	\$16.11	\$172.14
Construction Management BS from Arch Tech (Yrs 3 & 4)	83	\$113.91	\$42.80	\$15.14	\$171.86
Insurance BS	124	\$119.23	\$36.14	\$13.80	\$169.17
Building Construction Technology AAS	63	\$112.20	\$42.18	\$14.74	\$169.11

- * Instructor Cost - *Salary & Fringe*
- ** Department Cost - *Departmental Level Non Instructor Compensation, Supplies and Equipment*
- *** Dean's Cost - *Dean's Level Non Instructor Compensation, Supplies and Equipment*

Degree Program Costing
Total Cost per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Instructor Cost per SCH	Dept Cost per SCH	Dean's Cost per SCH	Total Cost per SCH
Marketing BS	124	\$115.57	\$39.85	\$12.57	\$167.99
Business Education/Marketing/Distributive Edu BS	155	\$107.27	\$45.18	\$15.31	\$167.76
Nuclear Medicine Technology BS	128	\$114.90	\$35.13	\$17.68	\$167.71
Heavy Equipment Service Eng Tech/Mfg Opt BS (Yrs 3 & 4)	66	\$91.11	\$61.75	\$14.72	\$167.58
Health Care Systems Administration BS	128	\$113.07	\$36.31	\$17.84	\$167.22
Business Education/General Business BS	155	\$107.27	\$44.20	\$15.54	\$167.01
Construction Management BS (Commercial/Industrial Tra	130	\$110.62	\$41.73	\$14.65	\$167.00
Applied Speech Communication BS	126	\$115.22	\$37.83	\$13.58	\$166.62
CJ/Corrections Option BS (Yrs 3 & 4)	65	\$107.58	\$42.15	\$16.70	\$166.43
Computer Information Systems/Management BS	153	\$115.22	\$37.35	\$13.36	\$165.94
Health Information Technology AAS	63	\$108.64	\$35.54	\$21.57	\$165.75
Multimedia Production Certificate	12	\$96.31	\$54.69	\$14.22	\$165.22
Real Estate AAS	63	\$118.59	\$33.28	\$12.36	\$164.23
International Business BS	127	\$114.80	\$35.69	\$13.26	\$163.75
Retailing AAS	67	\$109.66	\$41.37	\$12.37	\$163.40
Computer Information Systems BS	129	\$110.74	\$39.31	\$12.91	\$162.96
CJ/Generalist Option BS (Yrs 3 & 4)	64	\$104.52	\$42.01	\$15.49	\$162.01
Professional Golf Management BS	124	\$105.92	\$42.37	\$13.05	\$161.34
Recreation Leadership & Mgt/Outdoor-Adv Edu Track BS	128	\$106.38	\$38.34	\$15.64	\$160.35
Industrial Chemistry Technology AAS	63	\$126.00	\$24.35	\$9.42	\$159.77
Recreation Leadership & Mgt/Corp Fitness-Well Track BS	128	\$104.10	\$38.22	\$15.59	\$157.91
Recreation Leadership & Mgt/Leisure Service Track BS	128	\$104.35	\$38.13	\$15.39	\$157.87
Mathematics Education BS	144	\$107.22	\$36.45	\$14.09	\$157.76
Recreation Leadership & Mgt/Sports Management Track	128	\$104.68	\$37.69	\$15.25	\$157.61
Training in Business and Industry BS (Yrs 3 & 4)	99	\$102.29	\$40.54	\$14.63	\$157.46
Child Development AAS	63	\$93.33	\$47.61	\$16.22	\$157.16
Biology Education BS	122	\$103.31	\$40.42	\$12.90	\$156.62
Applied Mathematics BS	120	\$121.39	\$25.63	\$9.57	\$156.59
Human Resource Management BS	122	\$106.80	\$34.80	\$12.80	\$154.40
Operations Management BS	125	\$108.15	\$33.66	\$12.55	\$154.35
Public Administration BS	124	\$101.80	\$39.01	\$13.36	\$154.17
Small Business Management BS	123	\$104.83	\$35.70	\$12.89	\$153.42
Quality & Productivity Management BS	124	\$102.85	\$36.47	\$13.81	\$153.13
Nuclear Medicine Technology AAS	66	\$90.04	\$40.80	\$22.02	\$152.86
Management BS	123	\$106.68	\$33.28	\$12.62	\$152.58
Visual Communication AAS	66	\$95.84	\$43.44	\$12.52	\$151.81
Chemistry Education BS	152	\$101.06	\$36.57	\$13.48	\$151.11

- * Instructor Cost - Salary & Fringe
- ** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment
- *** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

Degree Program Costing
Total Cost per SCH Ranked High to Low
1997-98

Program Name	Program Credits Required	Instructor Cost per SCH	Dept Cost per SCH	Dean's Cost per SCH	Total Cost per SCH
Technical and Professional Communication BS	121	\$102.88	\$31.10	\$10.72	\$144.70
Business Administration BS	124	\$98.01	\$33.54	\$12.48	\$144.04
Pre-Teaching (Elementary or Secondary) AA	65	\$94.68	\$36.38	\$12.42	\$143.49
English Education BS	120	\$87.76	\$37.94	\$13.60	\$139.30
Pre-Criminal Justice AA	64	\$88.77	\$36.13	\$12.85	\$137.75
Directed Studies AA	60	\$91.89	\$33.73	\$11.48	\$137.09
Career Exploration AA	60	\$89.84	\$32.05	\$14.63	\$136.52
General Business AAS	63	\$88.39	\$35.46	\$12.53	\$136.37
Collegiate Skills Program AA	60	\$88.21	\$31.05	\$16.52	\$135.78
Applied Biology (Pre-Veterinary Medicine Track) BS	120	\$88.92	\$32.55	\$10.12	\$131.59
Applied Biology BS	120	\$88.86	\$32.73	\$10.00	\$131.59
Applied Biology (Pre-Medicine Track) BS	120	\$88.86	\$32.73	\$10.00	\$131.59
Applied Biology (Sports Medicine Track) BS	120	\$88.86	\$32.73	\$10.00	\$131.59
Applied Biology (Pre-Dentistry Track) BS	120	\$88.86	\$32.73	\$10.00	\$131.59
Applied Biology (Pre-Physical Therapy Track) BS	120	\$87.96	\$32.91	\$9.93	\$130.79
Radiography AAS	78	\$62.92	\$43.28	\$24.24	\$130.44
Applied Speech Communication AA	60	\$87.09	\$31.51	\$10.28	\$128.88
Respiratory Care AAS	69	\$63.16	\$41.11	\$22.10	\$126.38
Pre-Social Work AA	60	\$84.62	\$31.21	\$10.21	\$126.04
Pre-Law AA	60	\$84.57	\$31.20	\$10.25	\$126.02
Liberal Arts AA	60	\$84.42	\$31.20	\$10.25	\$125.87
Pre-Mortuary Science AS	60	\$85.55	\$29.11	\$9.80	\$124.46
Pre-Optometry AS	60	\$85.55	\$29.11	\$9.80	\$124.46
Pre-Engineering AS	60	\$85.39	\$29.11	\$9.80	\$124.31
Pre-Pharmacy AS	60	\$85.39	\$29.11	\$9.80	\$124.31

* Instructor Cost - Salary & Fringe

** Department Cost - Departmental Level Non Instructor Compensation, Supplies and Equipment

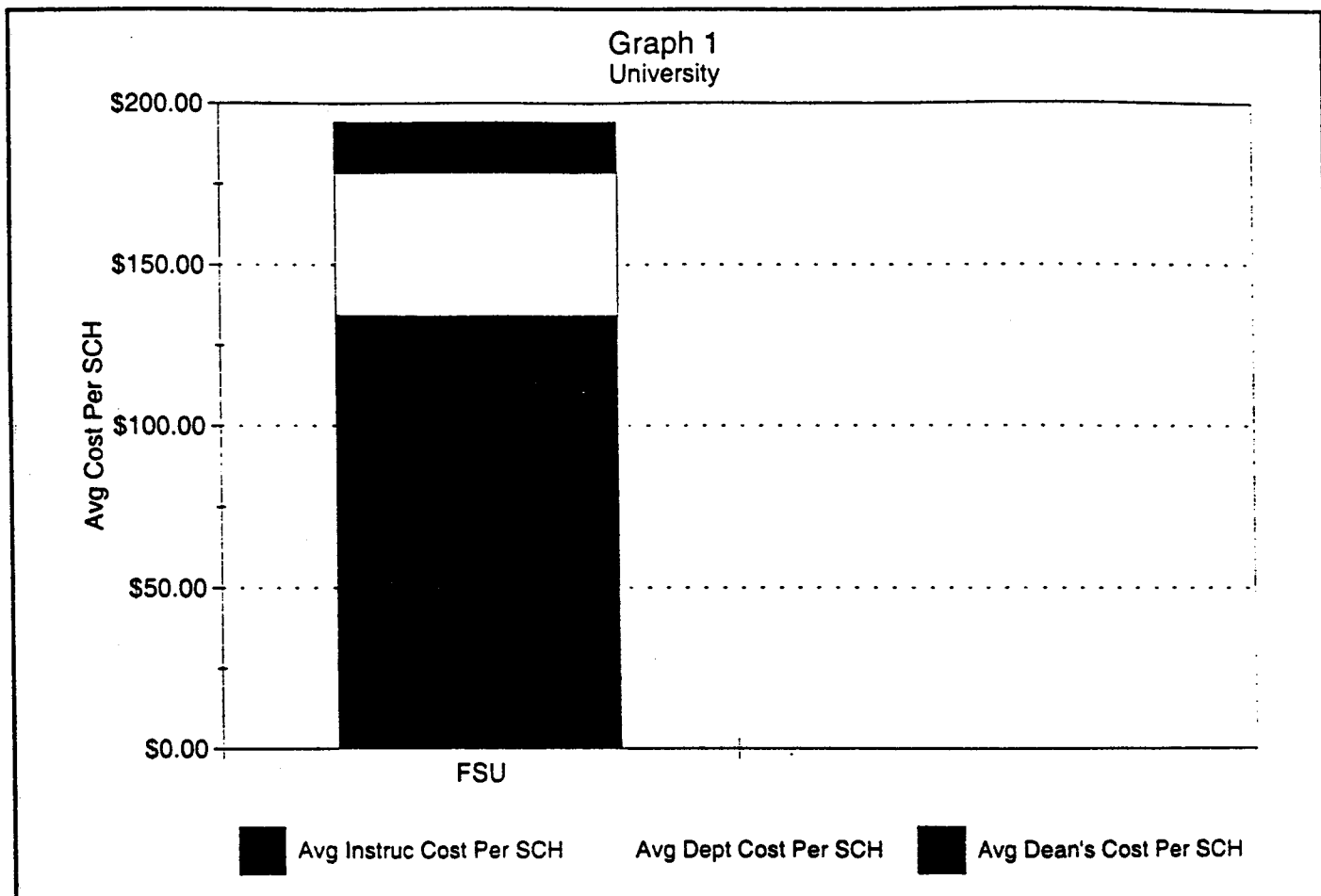
*** Dean's Cost - Dean's Level Non Instructor Compensation, Supplies and Equipment

COLLEGE	1994/95	1995/96	1996/97	1997/98	1998/99
ARTS & SCIENCES					
SOCIAL SCIENCES					
Social Work	188	173	174	129	132
Public Administration	0	0	0	11	21
Intensive English Program **	0	0	0	43	27
Total	188	173	174	183	180
OFF-CAMPUS					
Social Work	0	30	41	61	60
Off-Campus Total	0	30	41	61	60
DEPARTMENT TOTAL	188	203	215	244	240
STUDENT DEVELOPMENT SERVICES					
Collegiate Skills *	179	215	174	0	0
Directed Studies *	273	157	171	0	0
Intensive English Program **	47	47	55	0	0
DEPARTMENT TOTAL	499	419	400	0	0
PRE-PROF NON-SCIENCES					
Liberal Arts	255	262	106	99	58
Liberal Arts/TV Production	0	0	14	7	0
Pre-Law	46	39	42	26	33
Pre-Social Work	0	24	26	30	34
Pre-Technical Communications	0	0	1	4	0
DEPARTMENT TOTAL	301	325	189	166	125
PRE-PROF SCIENCE					
Pre-Dentistry	6	12	0	0	0
Pre-Engineering	8	6	6	10	6
Pre-Medicine	20	27	1	0	0
Pre-Mortuary Science	14	13	9	8	8
Pre-Optometry	70	72	68	68	88
Pre-Pharmacy	239	192	161	181	199
Pre-Science	119	119	121	140	114
Pre-Veterinary Medicine	15	14	1	0	0
DEPARTMENT TOTAL	491	455	367	407	415
ON-CAMPUS TOTAL	1,885	1,851	1,683	1,182	1,232
OFF-CAMPUS TOTAL	0	30	104	133	96
COLLEGE TOTAL	1,885	1,881	1,787	1,315	1,328

* Under University College beginning Winter 1997

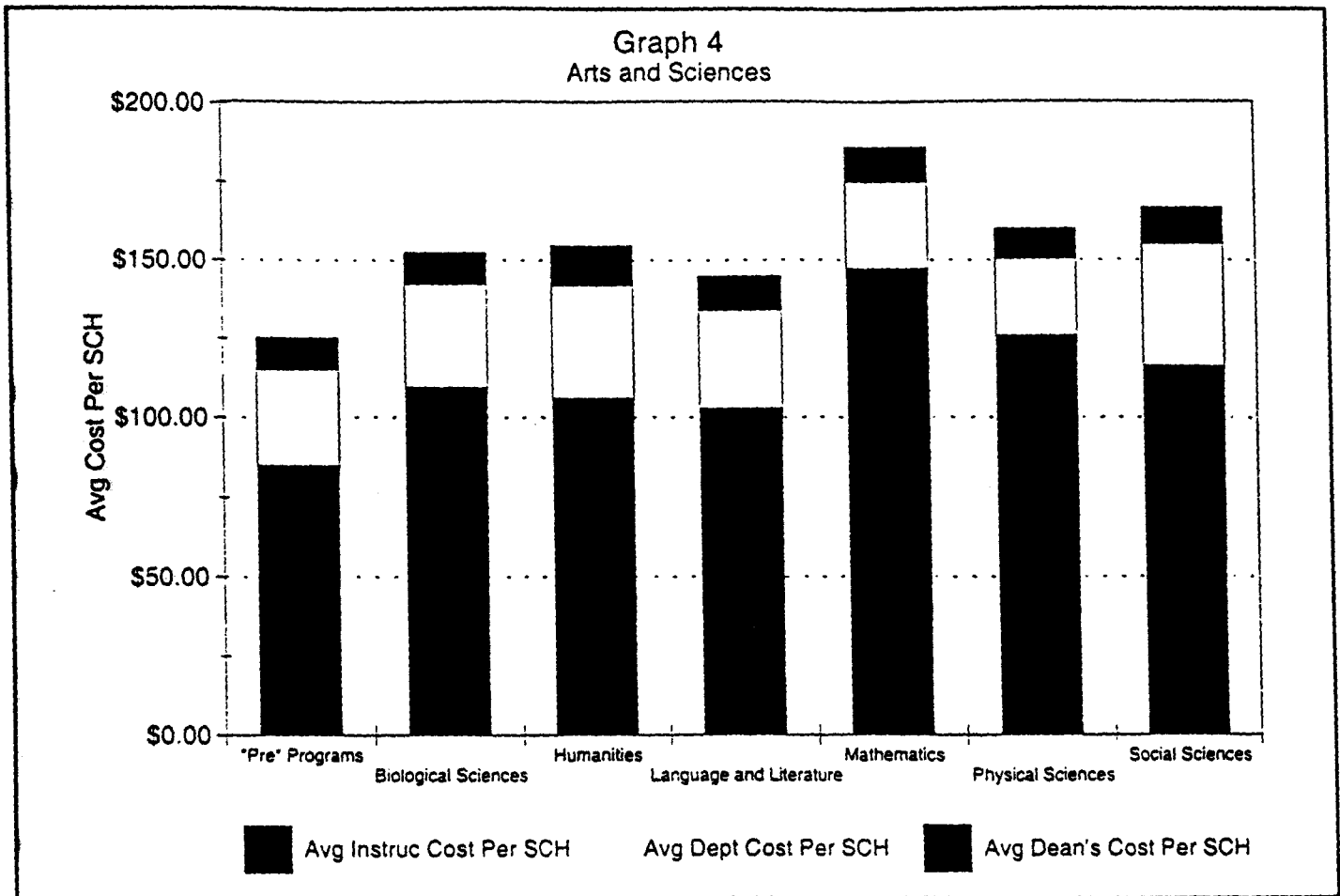
** Moved to Social Sciences Dept. Winter 1997

Ferris State University
Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
The University
1997 - 1998 Data



<u>University</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>
FSU	\$134.30	\$44.28	\$15.61

**Average Instructor, Department and Dean's Cost Per SCH for Degree Programs
Departments in the College of Arts and Sciences
1997 - 1998 Data**



<u>Departments</u>	<u>Avg Instructor Cost/SCH</u>	<u>Avg Dept Cost/SCH</u>	<u>Avg Dean's Cost/SCH</u>
"Pre" Programs	\$85.07	\$30.01	\$9.99
Biological Sciences	\$109.56	\$32.84	\$9.91
Humanities	\$106.14	\$35.79	\$12.51
Language and Literature	\$102.88	\$31.10	\$10.72
Mathematics	\$147.22	\$27.43	\$10.91
Physical Sciences	\$126.00	\$24.35	\$9.42
Social Sciences	\$116.41	\$38.48	\$11.50

SECTION 12

**CONCLUSIONS FOR THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 12
CONCLUSIONS FOR THE
PUBLIC ADMINISTRATION PROGRAM

The following conclusions concerning the Ferris State University Public Administration Program are based on data analysis performed for this Academic Program Review document and are derived directly from the "Summary and Conclusions" subsections of Sections 2-11 of the document.

- 1.) Because the Ferris Public Administration Program provides for multidisciplinary education and, through its internship experience, prepares the student for career-oriented employment within the professional environment of the public administrative arena, the Program is central to the mission of the University (Section 1).
- 2.) Public Administration Program graduates exhibit an extremely high degree of satisfaction in their evaluations of the Program (Section 2).
- 3.) Public Administration Program graduates believe that the Program aided them in developing important life skills which will continue to have very positive influences upon their future professional, educational, and career paths (Section 2).
- 4.) Employers demonstrated a very high degree of employer satisfaction with Ferris State Public Administration Program graduates (Section 3).
- 5.) Employers recognized the importance of the Program's flexibility as well as its core courses in graduating a Public Administration student well prepared to enter the job market (Section 3).
- 6.) Ferris State University Public Administration Program students exhibit an extremely widespread and high degree of satisfaction with the Program, especially with respect to the Program's advisor (Coordinator) and its faculty and with respect to those elements of the Program which aid in enhancing the student's people and professional skills and activities (Section 4).
- 7.) The Program is attracting new students to the University and retaining current Ferris students while providing a diversity of academic instruction and training for these students (Section 4).
- 8.) Public Administration Program students express a definite interest in expanding the Program's curriculum to include new Specializations in the areas of Legal Assistant and Media Specialist (Section 4).

- 9.) Students identify a large number of “strengths” of the Program; most notable among these are curriculum flexibility, the faculty, the advisor (Coordinator), and a positive career/job market (Section 4).
- 10.) Identified Program “weaknesses” by the students are not negative attributes. Rather they deal with suggestions for more advertisement and publicity for the Program and for future Program developments, such as additional specializations, internships, and faculty members (Section 4).
- 11.) The Department of Social Sciences Faculty overwhelmingly supports the Public Administration Program (Section 5).
- 12.) The Faculty perceives the Program to be an inexpensive program, which provides quality education for its graduates and is consistent with the goals, objectives and mission of the University (Section 5).
- 13.) Faculty members believe that the Program’s multidisciplinary approach is a major program strength, which provides students with a comprehensive, holistic educational experience and with valuable skills required in the current competitive job market (Section 5).
- 14.) The Faculty perceives Public Administration students as providing useful contributions in their classrooms and as improving the intellectual and educational environments of the University (Section 5).
- 15.) The primary perceived “weaknesses” of the Public Administration Program by the Faculty involve the lack of institutional supports. While faculty members indicate that the Program has used its limited resources “well,” they call for increased institutional support for the program in the areas of increased faculty, course offerings, specializations, and autonomy (Section 5).
- 16.) The Public Administration Program’s Advisory Committee give the Program very high rankings in almost all areas of evaluation. The Committee believes that the Program serves the University well, has an excellent faculty and is administered effectively (Section 6).
- 17.) The Advisory Committee feels that the University’s facilities and equipment sufficiently support the Program, that the Program’s costs are reasonable, and that the program is well advertised and promoted internally within FSU (Section 6).
- 18.) Advisory Committee members strongly agree that there is a high demand for students from the Public Administration Program because its graduates are properly prepared to enter the profession (Section 6).

- 19.) Because Advisory Committee members evaluate the Public Administration Program as a young, but growing, program which is enjoying a high degree of success to date, they feel that the University should increase its support for the Program with respect to additional financial resources and external advertisement and promotion (Section 6).
- 20.) The marketability of Public Administration Program graduates is improved when those graduates are equipped with a specialization and with practical experience. This Program provides its graduates with both through the Program Specializations and the internship experience (Section 7).
- 21.) For the next six years the demand for Public Administration graduates will remain stable, if not improve (Section 7).
- 22.) The facilities and equipment at Ferris State University and specifically in the Arts and Science Complex sufficiently support the Public Administration Program (Section 8).
- 23.) Since the faculty of the Social Sciences Department represents diversity among several academic disciplines, and since Public Administration is by nature a multidisciplinary discipline, the Ferris faculty offers academic strength to the Program (Section 9).
- 24.) Through its program core, the Public Administration Program offers numerous courses, which are of service to non-majors. Included in these are PLSC 121, 122, 251, and 311 and SSCI 310 (Section 9).
- 25.) The Public Administration Program can be strengthened by allowing the Program to offer a wider variety of courses not bound by the traditional enrollment restrictions of the University (Section 9).
- 26.) The Public Administration faculty should explore the entrance requirements of graduate schools of Public Administration to make the graduates of Ferris' Program more attractive to these graduate schools.
- 27.) New program initiatives specifically designed to meet the needs of practitioners and professionals in the field should be developed by the Program.
- 28.) With forty-five (45) students enrolled, the Public Administration Program has demonstrated adequate growth during its initial semesters of implementation (Section 10).
- 29.) The Program has recruited successfully from among new students to Ferris and has shown success in retaining students within the University (Section 10).

- 30.) With continuing and perhaps even increasing levels of financial and institutional support from the University, the Public Administration Program should continue to develop into a major academic program in the new millennium (Section 10).

- 31.) The Public Administration Program is one of the least costly baccalaureate programs on campus. In fact, the costs associated with the Program, especially in light of continually increasing student enrollment trends within the Program, are bargains for the University (Section 11).

SECTION 13

**RECOMMENDATIONS FOR THE
PUBLIC ADMINISTRATION PROGRAM**

SECTION 13

RECOMMENDATIONS FOR THE PUBLIC ADMINISTRATION PROGRAM

The following recommendations for the FSU Public Administration Program are derived from this Academic Program Review document which includes "Section 12: Conclusions for the Public Administration Program."

- 1.) Since the Public Administration Program should continue to increase the enrollment of new students into the Program, additional resources committed for hiring an additional faculty member and for travel for recruitment among current faculty should be allocated to the Program.
- 2.) The new faculty member will be primarily responsible for the recruitment of new students into the Program. When recruitment goals have been fulfilled, the faculty member would join the ranks of teaching within the Public Administration Program.
- 3.) Ferris State University should, thus, enhance the Public Administration Program with additional institutional and financial resources.
- 4.) In conjunction with continued development of the Public Administration Program, a new Center for Local Government should be created. The Center would focus upon continuing education for professionals already in the field of Public Administration and would aid in linking the Ferris Program both to graduate schools in Public Administration and to field professions.
- 5.) To enhance both recruitment into the Program and the marketability of graduates, additional Specializations within the Program should be developed.
- 6.) To enhance the marketability of graduates, additional courses in public budgeting and finance and in geographic information systems (GIS) should be created. Also, the Program should be allowed to offer a wider variety of courses not bound by the traditional enrollment restrictions of the University.

SECTION 14

APPENDICES

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Public Administration Program

Date Submitted: August 12, 1999

Dean: Sue Hammersmith

Please provide the following information:

Enrollment/Personnel

	Fall 1995	Fall 1996	Fall 1997	Fall 1998	Fall 1999**
Tenure Track FTE			1	1	1
Overload/Supplemental FTEF			0	0	0
Adjunct/Clinical FTEF (unpaid)			0	0	0
Enrollment on-campus total*			15	36	45
Freshman			3	17	19
Sophomore			5	9	10
Junior			2	4	10
Senior			5	6	6
Masters			0	0	0
Doctoral			0	0	0
Enrollment Off-campus*			0	0	0

*Use official count (7-day count for semesters, 5-day count for quarters.)

** Tentative

Financial

Expenditures*	FY 95	FY 96	FY 97	FY 98	FY 99
Supply & Expense			NA	NA	NA
Equipment			NA	NA	NA
Gifts & Grants			NA	NA	NA

*Use end of fiscal year expenditures.

Other

	AY 94/95	AY 95/96	AY 96-97	AY 97/98	AY 98/99
Number of Graduates* - Total			NA	2	2
-On campus			NA	2	2
-Off campus			NA	NA	NA
Placement of Graduates			NA	100%	100%
Average Salary			NA	\$35,000	\$27,300
Productivity - Academic Year Average			NA	NA	NA
-Summer			NA	NA	NA
Summer Enrollment			NA	NA	NA

*Use total for academic year (F,W,S)

Administrative Program Review**PUBLIC ADMINISTRATION****I. Strengths**

- Highly qualified, multidisciplinary faculty
- Highly qualified and committed Advisory Board
- Active, committed core group of students, involved in recruitment and program advertising
- Flexible curriculum which is helpful in recruitment and retention of students
- Numerous public and private sector internship possibilities in the Big Rapids area
- Positive forecasts for local, state, national, and international jobs
- More than adequate physical facilities, both classroom and offices

II. Concerns

- Need to recruit approximately 40 new students per academic year requires the development of active advertising campaign. The materials for this campaign are being developed but the process is taking a very long time.
- Need to develop program to assess student learning in the major.

III. Future Goals

- Recruit replacement tenure-track faculty member contingent upon student enrollment in the program.
- Increase size and geographical representation of Advisory Board. (Winter 1998)
- Complete development of comprehensive student recruitment program with assistance of and in coordination with Office of University Advancement. (Winter 1998)
- Develop articulation agreements with community colleges, starting with Grand Rapids. (Winter 1998)
- On-going development of comprehensive retention program for enrolled students through innovative programming.
- Complete development and implementation of internship program, including the publication of an internship manual. (Fall 1997)
- Develop additional Areas of Specialization, e.g. Television Production. (Winter 1998)
- Develop Fall Semester speaker event similar to May Day Lecture sponsored by the Social Work Program in the Winter Semester. (Fall, 1998)

IV. Recommendations

- Vigorously pursue recruitment campaign that will produce 40 new students per year with whatever resources necessary.
- Support program implementation and continuous program improvement through student learning assessment and consequent program development.
- Support Fall speaker event and expanded Advisory Board.

EVALUATION PLAN

PROGRAM EVALUATION PLAN PUBLIC ADMINISTRATION PROGRAM

Degree Awarded: B. S. in Public Administration

Chair and Program Coordinator: Richard Griffin

Program Faculty and Assistant Coordinator: David Pilgrim

College of Social Sciences Faculty: Donald Roy

Individual with Special Interest in the Program: Jon Lynch

Faculty Member Outside the College of Social Sciences: Khagendra Thapa

Social Sciences Department Chair: John Thorp

Purpose: To conduct a study of the Public Administration Program to evaluate its needs and effectiveness so the University can make informed decisions about resource allocations.

Data Collection Techniques:

1. Graduate surveys completed in 1999.
2. Employer surveys completed in 1999.
3. Student evaluation by surveys of program and courses.
4. Faculty perception of program from surveys to both Public Administration faculty and College of Social Sciences faculty.
5. Advisory Committee perceptions of the program from questionnaire to advisory board members.
6. Labor Market analysis information from current market indicators.
7. Evaluation of facilities and equipment by doing a review of the adequacy of classrooms and computer facilities.
8. Initial curriculum program review will be conducted through the analysis of the data collected from all of the above procedures and techniques.

Schedule of Events:

Activity	Leader	Target Dates
Graduate Survey	Richard Griffin	2/15/99
Employer Survey	Richard Griffin	2/15/99
Student Evaluation	David Pilgrim	4/15/99
Faculty Perceptions of Program	Donald Roy	4/15/99
Advisory Committee Perception	Richard Griffin	4/15/99

Labor Market Analysis

Jon Lynch

4/15/99

Evaluation of Facilities

Khagendra Thapa

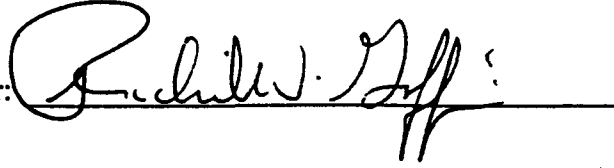
4/15/99

Curriculum Evaluation

Jon Lynch


5/10/99

Signature of Program Review Panel Chair:

A handwritten signature in black ink, appearing to read "Richard W. Jeff", is written over a horizontal line. The signature is cursive and somewhat stylized.

PUBLIC ADMINISTRATION
PROGRAM REVIEW BUDGET

Memorandum

To: Doug Haneline, Chair, Academic Program Review Committee 

From: Richard Griffin, Coordinator, Public Administration Program and Professor, Political Science

Subject: Proposed Budget for Public Administration Program Review Panel

Date: January 29, 1999

Below is a copy of our proposed budget for the Public Administration review panel. Please contact us if you have any questions.

Student Surveys (39)

Copying Costs	\$ 5.00
Mailing Costs	15.00
Return Mailing Costs Postage	15.00

Student Wage Support

25 Hours @ \$5.15/Hour	128.75
Phone Expenses	50.00
Final Document Copying Costs	50.00
TOTAL	\$263.75

PROGRAM REVIEW PANEL EVALUATION

Program: PUBLIC ADMINISTRATION

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

1. Student Perception of Instruction Average Score 4.42

5	4	3	2	1
---	---	---	---	---

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 4.50

5	4	3	2	1
---	---	---	---	---

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 4.50

5	4	3	2	1
---	---	---	---	---

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 4.50

5	4	3	2	1
---	---	---	---	---

Graduates easily find employment in field.

Graduates are sometimes forced to find positions out of their field.

5. Use of Information on Labor Market Average Score 4.50

5	4	3	2	1
---	---	---	---	---

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 4.33

5	4	3	2	1
---	---	---	---	---

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 4.33

5	4	3	2	1
---	---	---	---	---

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 4.50

5	4	3	2	1
---	---	---	---	---

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.

9. Qualifications of Administrators and Supervisors

Average Score 4.83

5	4	3	2	1
---	---	---	---	---

All persons responsible for directing and coordinating this program demonstrate a high level of administrative ability.

Persons responsible for directing and coordinating this program have little administrative training and experience.

10. Instructional Staffing

Average Score 4.50

5	4	3	2	1
---	---	---	---	---

Instructional staffing for this program is sufficient to permit optimum program effectiveness.

Staffing is inadequate to meet the needs of this program effectively.

11. Facilities

Average Score 4.50

5	4	3	2	1
---	---	---	---	---

Present facilities are sufficient to support a high quality program.

Present facilities are a major problem for program quality.

12. Scheduling of Instructional Facilities Average Score 4.80

5	4	3	2	1
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Scheduling of facilities and equipment for this program is planned to maximize use and be consistent with quality instruction.

Facilities and equipment for this are significantly under-or-over scheduled.

13. Equipment Average Score 4.50

5	4	3	2	1
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Present equipment is sufficient to support a high quality program.

Present equipment is not adequate and represents a threat to program quality.

14. Adaption of Instruction Average Score 4.33

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 no consider individual student differences.

15. Adequate and Availability of Instructional Materials and Supplies Average Score 4.80

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.

Public Administration

APRC 1999-2000

Extra pages: 77

MEMORANDUM

DATE: November 16, 1999

TO: Academic Senate

FROM: Academic Program Review Council

RE: Recommendations for the Public Administration Program

CC: Richard Griffin, John Thorp, Sue Hammersmith, Doug Haneline

We recommend that the Public Administration program be continued.

(1) The program has demonstrated a number of important strengths:

- It is central to Ferris' mission.
- It provides a unique curriculum offering several specialty areas in Public Administration.
- Quality of instruction is highly rated by students in the program.
- A demand exists for the program by students.
- The faculty is experienced and well qualified.
- With costs between \$101.80 and \$154.17, the program operates below the average for Ferris degree programs.
- The potential for service to the state and nation is enormous.
- The proposed Center for Local Government not only has the potential for service to small government agencies but also it has the potential to become an outstanding teaching laboratory.

(2) The following steps need to be taken to ensure the program develops to the level of its potential:

- As student enrollment grows, faculty with appropriate credentials must be added.
- The program should consider the development of other areas of specialization based upon Ferris State University's programs and implement appropriate internal recruiting for those areas.
- The program needs to determine what information resources are required for conducting the research and grant-writing components of the curriculum.

DR. RICHARD WAYNE GRIFFIN
Department of Social Sciences
Ferris State University
Big Rapids, Michigan 49307
Office (616) 592-2761 Home (616) 592-4089

EDUCATION

- Ph.D.
&
M.S. FLORIDA STATE UNIVERSITY, Tallahassee, Florida.
 Graduated 1968 & 1970 in Political Science.
 Additional Graduate Hours in Sociology & Statistics.
 Awards: National Defense Education Act Fellowship; President,
 Pi Sigma Alpha, National Political Science Honorary; FSU Chapter,
 President FSU Government Graduate Students Association.
 Academic Background: Public Administration & Policy, American
 Government, Politics & the Media, State & Local Government, Social
 Movements, Quantitative Techniques, Research Methods & Design.
- B.S. LAMAR UNIVERSITY, Beaumont, Texas.
 Graduated 1967. Major: Government. Minor: Sociology
 Awards: Weed Award for Outstanding Government Graduate.

POSTDOCTORAL FELLOWSHIPS

- Summer
1988 CORNELL UNIVERSITY & NATIONAL ENDOWMENT FOR THE
 HUMANITIES. *Project Topic:* "Historical Studies of Collective Action
 & Political Change." *Individual Research Topic:* "Political Organiza-
 tion, Action & Change Among Hispanics in South Texas." *Project*
 Director: Sidney Tarrow, Department of Government.
- Summer
1973 AUBURN UNIVERSITY, NATIONAL AERONAUTICS & SPACE
 ADMINISTRATION, & AMERICAN SOCIETY FOR ENGINEERING
 EDUCATION, Marshall Spaceflight Center, Huntsville, Alabama.
 Multidisciplinary public policy research team investigating energy
 policy in America.
- Summer
1972 OLD DOMINION UNIVERSITY, NATIONAL AERONAUTICS &
 SPACE ADMINISTRATION, & AMERICAN SOCIETY FOR
 ENGINEERING EDUCATION, Langley Research Base, Hampton,
 Virginia. Multidisciplinary public policy research team investigating
 engineering & human factors in transportation alternatives for America.

ACADEMIC EMPLOYMENT

- 1990-
Present FERRIS STATE UNIVERSITY, Big Rapids, Michigan. Coordinator,
 Public Administration Program & Full Professor of Political Science.
 Received Tenure: Fall, 1995. Classroom instruction in American

Government. Advance courses in Applied Social Research, Inter-Cultural Competence, Public Administration, Social Movements, Governmental Process.

- Summers 1996 & 97 YALE UNIVERSITY & JUNIOR STATESMAN OF AMERICA FOUNDATION. Classroom instruction in American Government.
- Fall 1994 GRAND VALLEY STATE UNIVERSITY, Allendale, Michigan. Adjunct Faculty, Visiting Professor of Political Science. Classroom instruction in American Government.
- Summers 1991 & 92 VICTORIA COLLEGE, Victoria, Texas. Instructor of Political Science. Classroom instruction in American National Government & Texas State Government.
- 1987-90 UNIVERSITY OF TEXAS-PAN AMERICAN, Edinburg, Texas. Graduate Faculty of MPA Program & Instructor of Political Science. Classroom instruction in American National & Texas State Government. Advanced courses in Introduction to Political Science and State & Local Government.
- 1/87-8/87 AUSTIN COMMUNITY COLLEGE, Austin, Texas. Instructor of Social Sciences. Classroom instruction in American National Government & Texas State Government.
- Summer 1987 CENTRAL TEXAS COLLEGE, Fort Hood, Texas. Instructor of Political Science. Classroom instruction in American National Government & Texas State Government.
- 1973-74 UNIVERSITY OF EVANSVILLE, Evansville, Indiana. Director of RISE '70 & Assistant Professor of Urban Affairs. Directed computerized information system providing data to Southwestern Indiana & Kentucky Council of Government.
- 1971-73 GEORGIA INSTITUTE OF TECHNOLOGY, Atlanta, Georgia. Assistant Professor of Social Sciences. Classroom instruction in American Government. Advanced courses in Methodology, State & Local Government, and Legislative Process.
- 1970-71 UNIVERSITY OF ARKANSAS-LITTLE ROCK, Little Rock, Arkansas. Assistant Professor of Political Science. Classroom instruction in American government. Advanced courses in Methodology, State & Local Government, and Legislative Process.

ADMINISTRATIVE EMPLOYMENT

- 1/87-8/87 AUSTIN DRUG & ALCOHOL ABUSE PROGRAM, Austin, Texas.
Created, managed, & facilitated co-dependency treatment program.
- 1984-86 GRIFFIN GRAPHICS, Burnet, Texas. Private ownership of graphic
advertising design company. Responsible for all management, sales,
and production activities.
- 1974-83 ROYAL SCREEN PROCESSING, INC., Baytown, Texas. President
Responsible for all management, sales, and production activities of
largest textile screen printing company in southwestern U.S. Served
customers in international, national, regional, state, & local markets.
- Summer
1967 NATIONAL AERONAUTICS & Space Administration, Personnel
Division, Johnson Space Craft Center, Houston, Texas. Internship in
Public Administration.

COMMUNICATIONS MEDIA EXPERIENCE

- 1991-92 ***CBS NEWS***, New York, NY. Associate Producer, Consultant &
Resource Person for "*Borderline*," a two-part special on political
corruption and drug trafficking along the Texas-Mexican border.
Televised nationally 1/17/92 on "*Street Stories*," hosted by Ed Bradley.
- 1989-90 ***THE DALLAS MORNING NEWS***, Dallas, Texas. Expert Witness,
Consultant & Resource Person for "*Texas' Little Columbia: A Tale of
Two Counties*," a 32 article expose on political corruption and drug
smuggling in Hidalgo and Starr Counties, Texas. Polk Award for "most
courage and perseverance in investigative reporting in America in
1990." Publication dates: 10/14-10/20/90.
- 1989 ***THE McALLEN MONITOR***, McAllen, Texas. Resource Person for
"*Starr County: Not Quite America, Not Quite Mexico*." Resulted in
7 million dollar libel suit filed by Sheriff Gene Falcon, Starr County,
Texas. Published 6/4/89.
- Fall 1972 ***ABC NEWS***, New York, NY. Elections Analyst for Presidential and
Congressional elections in Georgia.

GRANTS

- Fall 1995 "*Diversity Counts!: Infusing Multicultural Education into General
Education and Liberal Studies at Ferris State University*." Timme
Grant for Teaching Excellence, Office of Academic Affairs, Ferris State
University. Amount Funded - \$400.

- Fall 1995 *"Diversity Counts!: Infusing Multicultural Education into General Education and Liberal Studies at Ferris State University."* Dept. of Social Sciences Faculty Development Grant. Amount Funded - \$400.
- Spring 1995 *"AMERI-CAN: A Role Playing Simulation for American Government II (PLSC 122)."* Ferris State University Board of Trustees and University Professional Development Committee. Amount Funded - \$1,700.
- Fall 1994 *"AMERI-CAN: A role Playing Simulation for American Government I (PLSC 121)."* Ferris State University Board of Trustees and University Professional Development Committee. Amount Funded - \$1,700.
- Fall 1991 *"An Insider's view of Political Corruption, Social Dysfunctionalities, and Drug Trafficking on the United States-Mexican Border."* Martin Luther King/Cesar Chavez/Rosa Parks Grant, Office of Minority Affairs; Dean, College of Arts & Sciences; Dept. of Social Sciences Faculty Development Committee, Ferris State University. Amount Funded - \$1,100.
- Fall 1989 *"A Socio-Political, Cultural Examination of South Texas: Institutionalized Powerlessness, Poverty, Repression & Corruption."* University of Texas-Pan American Faculty Research Council. Amt. Funded - \$2,492.
- Fall 1971 *"Attitudes, Values, and Public Policy Preferences Among Members of the 68th Arkansas Legislature."* University of Arkansas-Little Rock Research Council. Amount Funded - \$750.

PUBLICATIONS

- DISSER-
TATION *"An Analysis of the Relations Among Attitudes & Values, Public Support, and Public Policies in the County Educational Systems of Florida."* College of Arts & Sciences, Florida State University, Tallahassee, FL. August, 1970. Directed by Norman R. Luttbeg.
- BOOK
REVIEWS *"A Review of Alan C. Lamborn and Stephen P. Mumme, Statecraft, Domestic Politics, and Foreign Policy Making: The El Chamizal Dispute," Journal of Borderlands Studies, Vol. III, No. 2 (Fall, 1988), 110-112.*
- "A Review of Richard M. Merelman, Political Socialization and Educational Climates," Journal of Politics, Vol. XXXIII, No. 4 (November, 1971), 1159-1160.*
- TECHNICAL TERRASTAR: Terrestrial Application of Solar Technology and Research,
REPORTS ASEE-NASA, Marshall Spaceflight Center, Auburn University, NASA Contract NGT 01-003-044, September, 1973, 404 pp.

The Motion commotion: Human Factors in Transportation, ASEE-NASA, Langley Research Center, Old Dominion University, NASA Contract NGT 47-003-028, 1972, 233 pp.

"The Manned Spacecraft Center's Promotion Program: Some Suggestions for Improvement," Personnel Division, Johnson Space Center, National Aeronautics and Space Administration, Houston, TX, Summer, 1967.

ABSTRACTS *"Political Opportunity, Resource Mobilization and Social Movements: The Case of the South Texas Farm Workers," International Political Science Abstracts*, Paris, France, 1992.

"Political Opportunity, Resource Mobilization and Social Movements: The Case of the South Texas Farm Workers," American Sociological Abstracts, 1992.

JOURNAL ARTICLES *"AMERI-CAN: A Role Playing Simulation for Teaching American Government and Democracy," Perspectives: Ethical Dimensions of General and Liberal Education*, Volume XXVII, No 2 (April, 1998), 79-87.

"Political Opportunity, Resource Mobilization and Social Movements: The Case of the South Texas Farm Workers," The Social Science Journal, Volume XXIX, No. 2 (1992), 129-152.

"Drugs and Political Corruption in South Texas," South Texas Studies, The Victoria College, Victoria, TX, Volume II (1991), 1-20.

"Pressures Toward Change in a Community Political Machine?: The Case of Starr County, Texas," Forum of the Association for Arid Land Studies, Volume IV (1988), 34-39.

"Affecting Change in Starr County, Texas: The Beginning of the End of Poverty and Corruption," Social Science Perspectives Journal, Volume III, No. 1 (Fall, 1988).

"Tying Elite and Public Opinion Differences to Levels of Public Support: Defeat for the Unrepresentative?" American Politics Quarterly, Volume III, No. 2 (April, 1975), 107-129. Co-author: Norman R. Luttbeg.

"Southern Politics: The Two Party System Moves Into Arkansas," Growth and Change: A Journal of Regional Development, Volume II, No. 3 (July, 1973), 35-44.

"The Use of Multidisciplinary Systems Analysis in the Classroom,"
Community College Social Science Quarterly, Grossmont College, El
 Cajon, CA (1973).

*"The Sixty-Eighth Arkansas Legislature: Some, Social, Political, and
 Economic Attitudes of Its Members,"* *Public Affairs Forum*, Volume II
 No. 6 (April, 1973), 1-7.

- ESSAYS *"On Becoming a Multiculturalist,"* *Diversity Counts!*, Ferris State Uni-
 versity, Big Rapids, MI, Volume I, No. 2 (October/November, 1994).
- PAPERS *"The Cultural Effects of NAFTA on the U.S.-Mexican Border."* Confer-
 5/97 ence on the "Cultural, Environmental and Economic Consequences of
 NAFTA," Alma College, Alma, MI.
- 4/97 *"Borders & Border Cultures,"* Conference on "North American Interde-
 pendence: Obstacle or Opportunity?" Michigan International Develop-
 ment Education Outreach Network, Michigan State University & Office
 of President William Sederburg, Ferris State University, Big Rapids, MI.
- 3/96 *"AMERI-CAN: A Role Playing Simulation for Teaching American Gov-
 ernment and Democracy."* Michigan Academy of Science, Arts &
 Letters Conference, Alma, MI.
- 10/95 *"Diversity Counts!: Infusing Multicultural Education into General Educa-
 tion and Liberal Studies at Ferris State University."* Association for
 General and Liberal Studies Conference, San Antonio, TX.
- 8/94 *"On Becoming a Multiculturalist: Was It Worth the Life of a Child?"*
 Association of American Colleges & Universities Faculty Development
 Institute on "Boundaries & Borderlands: The Search for Recognition &
 Community in America" & on "American Commitments: Diversity, De-
 mocracy, & Liberal Learning," National Endowment for the Humanities
 & Ford Foundation, Williams College, Williamstown, MA.
- 10/91 *"On Recognizing the Responsibility of Political Science in Analyzing and
 Exposing Corruption and Malfeasance."* Michigan Association of
 Political Scientists Conference, Calvin College, Grand Rapids, MI.
- 2/91 *"Drugs and Political Corruption in South Texas."* Conference on South
 Texas Studies, Victoria College, Kathryn Stoner O'Conner Foundation,
 & Texas Committee for the Humanities, Victoria, TX.
- 4/89 *"Insurgency and the United Farm Workers of Texas: The Role of the
 UFW in Affecting Political, Social, and Economic Change in the Great
 Planes."* Panel on "Labor: Organizational and Institutional Forms,"

Center for Great Plains Studies Symposium, University of Nebraska, Lincoln, NE.

- 3/89 "*The Dimensions of Powerlessness Among Mexican-Americans in South Texas.*" Panel on "Mexicanos on Both Sides of La Frontería," Southwest Council of Latin American Studies, Texas A&M University at Kingsville, Kingsville, TX.
- 3/89 "*The Farm Workers Movement of South Texas: An Historical Analysis of Powerlessness.*" Panel on "The Southwest Borderlands," Southwestern Historical Association Conference, Little Rock, AR.
- 3/89 "*The Significance of Political Opportunity Structure and Resource Mobilization in Shaping the Success of Social Movements Among the Powerless.*" Panel on "The Political Attitudes & Behavior of the Oppressed," Southwestern Political Science Assoc. Conference, Little Rock, AR.
- 3/89 "*Theoretical Aspects of Insurgency Among the Powerless.*" Panel on "Collective Behavior and Social Movements," Southwestern Sociological Association Conference, Little Rock, AR.
- 11/88 "*Public Administration vs. Socio-Political Reality: The Failure of Drug Enforcement Policies in Starr County, Texas.*" Panel on "The Administrative State During & After the Reagan Years," Rhode Island Chapter on Public Administration, Regions I & II Conference, American Society for Public Administration, Providence, R.I.
- 10/88 "*Affecting Change in Starr County, Texas: The Beginning of the End of Poverty and Corruption?*" National Social Science Conference, San Antonio, TX.
- 10/88 "*Leadership Roles, Public Support, and Generative Ethics Among Public Administrators.*" Panel on "Ethics and Excellence in Public Administration," Region V Conference, American Society for Public Administration, Birmingham, AL.
- 8/88 "*Repression Against and Bifurcation of the South Texas Farm Workers Movement: The Texas 'Rinches' Do Their Job.*" Symposium on "Collective Action & Political Change," National Endowment for the Humanities, Cornell University, Ithaca, NY.
- 4/88 "*Pressures Toward Change in a Community Political Machine: The Case of Starr County, Texas.*" Panel on "Political Participation & Ethnicity in the Southwest," Association for Arid Land Studies, Denver, CO.

- 4/88 *"Political Machines in South Texas: Classifications and Determinants of Change."* Panel on "A Potpourri of Texas Politics," Western Social Science Association Conference, Denver, CO.
- 3/88 *"Ideology Formation, Institution Building, and Public Support."* Panel on "Issues of Elections and Representation," Southwestern Political Science Association Conference, Houston, TX.
- 3/74 *"The Use of Systems Analysis in the Classroom."* Panel on "Innovative Teaching Methods," Community College Social Science Conference, San Diego, CA.
- 11/73 *"Public Reaction to Representational Bias: The Case of Educational Politics."* Panel on "Southern Electoral & Representational Trends," Southern Political Science Association Conference, Atlanta, GA.
- 11/72 *"The Demise of Pure One-Party Politics in the South: A Re-analysis of Arkansas Voting."* Panel on "Political Parties in the New South," Southern Political Science Association Conference, Gatlinburg, TN.
- 3/71 *"Arkansas: The Growth and Development of the Republican Party."* Panel on "Political Parties & electoral Behavior," Southwestern Social Science Association Conference, Dallas, TX.

PROFESSIONAL ASSOCIATIONS

American Political Science Association
 Southern Political Science Association
 Association for General and Liberal Studies
 Michigan Academy of Science, Arts & Letters
 Michigan Society of Planning Officials

PROFESSIONAL ACTIVITIES

- 5/98-
Present Representative, Michigan Association for Higher Education, Michigan Education Association, Ferris State University.
- 5/98-
Present Member, Executive Board, Ferris Faculty Association, Ferris State University, Big Rapids, MI. Elected at-large from among full membership.
- 8/97-
12/97 National Scholar Response Member, "*The Annenberg/CPB Project, Diversity, Distance and Dialogue*," Center for the Study of Intercultural Relations, California State University, Hayward, CA.
- 5/97 Participant, Ferris State University 2nd Summer Faculty Institute, Center for Teaching, Learning and Faculty Development, Big Rapids, MI.

- 5/97 Participant, Drug Policy Resource Directorate for the Media, Partnership for Responsible Drug Information, New York, NY.
- 4/97 Initiator & Developer, Conference on "*North American Interdependence: Obstacle or Opportunity?*" Sponsored by Office of the President, Ferris State Univ., Big Rapids, MI and Center for Advanced Study of International Development, Canadian Studies Center, & Michigan International Development Education Outreach Network, Michigan State Univ., East Lansing, MI.
- 4/97 Presenter, "*Learning Communities*" & "*Face to Face with Diversity: Sharing Ideas & Discovering New Approaches*," Colloquium Sponsored by Ferris State University Academic Senate diversity Committee, Big Rapids, MI.
- 4/97 Presenter, "*The Criminal Justice Learning Community*," Colloquium Sponsored by Ferris State University Department of Social Sciences, Big Rapids, MI.
- 4/97 Participant, "*Program Assessment*," Workshop Sponsored by Office of the Provost & Vice-President for Academic Affairs, Ferris State Univ., Big Rapids, MI.
- 1996-98 Resource Person & Speaker, Educational Speakers Resource Guide, Ferris State University, Big Rapids, MI.
- 1996-98 Resource Person & Speaker, Humanities Council of West Central Michigan, Big Rapids, MI.
- 5/96 Participant, "*Technology, Human Rights and Development*," International Development Summer Institute, Sponsored by Michigan International Development Outreach Network & Center for Advanced Study of International Development, Michigan State Univ., East Lansing, MI.
- 5/96 Participant, "*Then Changing LINK Between Public Universities and State Capitals*," Sponsored by the National conference of State Legislatures, The Council of Governments, the Michigan Legislative Leadership, & Michigan State University, East Lansing, MI.
- 5/95 Participant, "*Population, Gender and Development*," International Development Education Outreach Network & Center for Advanced Study of International Development, Michigan State Univ., East Lansing, MI.
- 8/95 Participant, "*Boundaries and Borderlands: The Search for Recognition and Community in America*," Faculty Development Institute of the

American Association of Colleges & Universities Initiative on "American Commitments: Diversity, Democracy, and Liberal Learning,"
Williams College, Williamstown, MA.

- 4/95-
9/95 Lead Evaluator, "*RAGE: Rural Alternative Gang Education*," Central Health Initiative, Mt. Pleasant, MI. Funded by Office of Governor John Engler and Office of Drug Control Policy (Amt. Funded - \$72,000).
- 3/95 Facilitator, Focus Group, Conference on "*Equity Within the Academy*," Michigan Department of Education and Office of Minority Equity, Lansing, MI.
- 10/94 Participant, "*Sustaining the Energy: Implementing the Assessment Plan*," Faculty Development Conference on Assessment and Evaluation, Madonna University, Livonia, MI.
- 9/94 Participant, "*Campus Climate in Michigan*," Michigan Legislature & Association of Governing Boards, Univ. of Michigan, Ann Arbor, MI.
- 8/94 Participant, "*Boundaries and Borderlands: The Search for Recognition and Community in America*," Faculty Development Institute of the American Association of Colleges & Universities Initiative on "American Commitments: Diversity, Democracy, and Liberal Learning," Williams College, Williamstown, MA.
- 4/94 Participant, "*A Day at Alverno College*," Faculty Development Conference on Assessment & Evaluation, Alverno College, Milwaukee, WI.
- 3/94 Participant, "*Equity Within the Academy: Graduating Minority Students*," Michigan Department of Education & Office of Minority Equity, Lansing, MI.
- 2/94 Participant, "*Positioning Substance Abuse Service for Healthcare Reform*," Conference Sponsored by the National Council on Alcoholism & Drug Dependence of Michigan, Michigan State Univ., East Lansing, MI.
- 2/94 Speaker, "*Healthcare Reform & Substance Abuse Services*," Mid-State Substance Abuse Commission Board of Directors, Clare, MI.
- 6/93 Speaker, "*State & Local Government in America*," In Home Help, Senior Citizen Enrichment Day, Big Rapids, MI.
- 3/93 Participant, "*Equity in the Classroom III*," Michigan Department of Education & Office of Minority Equity, Lansing, MI.

- 3/92 Participant, "*Equity in the Classroom II*," Michigan Department of Education & Office of Minority Equity, Lansing, MI.
- 3/91 Participant, "*Equity in the Classroom I*," Michigan Department of Education & Office of Minority Equity, Lansing, MI.
- 1988-89 Co-ordinator, Chicano Studies Section, Western Social Science Association.
- 1988-89 Referee, **National Social Science Association Journal**, National Social Science Association.
- 1988 Book Reviewer, **Journal of borderland Studies**, Association of Borderland Scholars.
- 4/88 Panel Organizer & Chair, "*Political Participation and Ethnicity in the Southwest*," Association for Arid Land Studies Conference, Denver, CO.
- 1971-73 Referee, **Growth and Change: A Journal of Regional Development**, College of Business & Economics, Univ. of Kentucky, Lexington, KY.
- 10/71 Roundtable Organizer & Chair, "*A Discussion on the New Southern Politics*," Southern Political Science Association Conference Gatlinburg, TN.
- 4/71 Panel Organizer & Chair, "*Voting in the New South*," Southwestern Social Science Association Conference, Dallas, TX.

UNIVERSITY SERVICE

- 1997-
Present COORDINATOR, PUBLIC ADMINISTRATION PROGRAM, Department of Social Sciences, Ferris State University.
- 1997-
Present UNIVERSITY-WIDE SUBSTANCE ABUSE COMMITTEE, Academic Senate, Ferris State University.
- 1998-
Present TENURE COMMITTEE, DR. GERALD MATTHEWS, Department of Social Sciences, Ferris State University.
- 1997-98 TENURE COMMITTEE, Dr. Renato Cerdana, Department of Social Sciences, Ferris State University.
- 1995-97 DIVERSITY TASK FORCE, University-Wide Academic Senate, Ferris State University.

- 1994-
Present *DIVERSITY COUNTS!*, College of Arts & Sciences, Ferris State University.
- 1992-96 ACADEMIC SENATE, Ferris State University. Represented College of Arts & Sciences.
- 1994-95 GENERAL EDUCATION COMMITTEE, Ferris State University, College of Arts & Sciences.
- 1994-95 FACULTY RESEARCH COMMITTEE, Academic Senate, Ferris State University.
- 1994-95 EDUCATIONAL PLANNING COMMITTEE, Department of Social Sciences, Ferris State University.
- 1994-95 POLITICAL SCIENCE CURRICULUM COORDINATOR, Department of Social Sciences, Ferris State University.
- 1991-93 MINORITY STUDENT RETENTION TASK FORCE, College of Arts & Sciences, Ferris State University.
- 1987-90 MASTERS OF PUBLIC ADMINISTRATION COMMITTEE, Department of Political Science, University of Texas-Pan American.

FACULTY-STUDENT INVOLVEMENT

- 1997-
Present Faculty Advisor, ALL PUBLIC ADMINISTRATION MAJORS, Department of Social Sciences, Ferris State University.
- 1997-
Present Faculty Advisor, PUBLIC ADMINISTRATION ASSOCIATION, Ferris State University.
- 1994-96 Faculty Advisor, PHI SIGMA KAPPA FRATERNITY, Ferris State University.
- 1992-94 Initiator & Faculty Advisor, YOUNG SDEMOCRATS, Ferris State University.
- 1991-93 Faculty Advisor, STUDENTS FOR SOCIAL AND POLITICAL CHANGE, Ferris State University.
- 1991-93 Faculty Advisor, CIRCLE OF TRIBAL NATIONS, Ferris State University.
- 1987-90 Faculty Advisor, POLITICAL SCIENCE ASSOCIATION, University of Texas-Pan American.

- 1987-90 Faculty Advisor, YOUNG DEMOCRATS, University of Texas-Pan American.
- 1987-88 Faculty Advisor, STUDENTS FOR JESSE JACKSON FOR PRESIDENT, University of Texas-Pan American.
- 1987-88 Faculty Advisor, STUDENTS FOR MICHAEL DUKAKIS FOR PRESIDENT, University of Texas-Pan American.
- 1970-71 Faculty Advisor, YOUNG DEMOCRATS, University of Arkansas-Little Rock.
- 1970-71 Faculty Advisor, SIGMA NU FRATERNITY, University of Arkansas-Little Rock.

COMMUNITY SERVICE

- 1997- Present CITY OF BIG RAPIDS PLAN BOARD, Appointed by Mayor Kay Farrow & Approved by Big Rapids City Council, Big Rapids, MI.
- 1993-98 BOARD OF DIRECTORS, PROGRAM FOR ALCHOL & SUBSTANCE TREATMENT (PAST), Big Rapids, MI. Intensive substance abuse outpatient treatment & family counseling center.
- 1993-95 CHAIR, BOARD OF DIRECTORS, & VICE-PRESIDENT, CENTRAL HEALTH INITIATIVE., INC., MT. Pleasant, MI. Central substance abuse diagnostic and referral of treatment services agency for eight county area of mid-Michigan.
- 1992-94 MECOSTA COUNTY COMMUNITY CORRECTIONS ADVISORY BOARD, Big Rapids, MI. Community based corrections alternatives to incarceration & liaison between Michigan Department of Corrections & Mecosta County judicial and law enforcement institutions.
- 1990-95 ADVISORY COUNCIL, MID-STATE SUBSTANCE ABUSE COMMISSION, Clare, MI. Coordinated, funded, & evaluated substance abuse prevention & treatment programs for eight county area of mid-Michigan.
- 1991-93 ADVISORY COUNCIL, HEALTH CARE STUDY PROJECT, Clare, MI. Evaluated substance abuse treatment programs for Mid-State Substance Abuse Commission.

POLITICAL INVOLVEMENT

- 1996- Present PRECINCT DELEGATE, Michigan Democratic Party, City of Big Rapids, MI.

- 1998 RADIO ADVERTISEMENT, Glen Perley Campaign, Michigan House of Representatives, 100th House District, MI.
- 1996 FUND RAISING MANAGER & VOLUNTEER COORDINATOR, Glen Perley Campaign, Michigan House of Representatives, 100th House District, MI.
- 1988-90 COORDINATOR, RIO GRANDE VALLEYWIDE RAINBOW COALITION, Cameron, Hidalgo, Starr, & Willacy Counties, TX.
- 1988 COORDINATOR, JESSE JACKSON PRESIDENTIAL CAMPAIGN, South Texas.
- 1988 STATE DELEGATE, Texas State Democratic Party.
- 1988 NOMINATIONS COMMITTEE, Hidalgo County Democratic Party Convention, Edinburg, TX.
- 1984 STATE, COUNTY, & PRECINCT DELEGATE, Texas State & Travis County Democratic Party, Austin, TX.
- 1976 COUNTY & PRECINCT DELEGATE, Harris County Democratic Party, Houston & Baytown, TX.
- 1974 CO-CHAIR, Paul Hatfield U.S. Congressional Campaign, Evansville, IN.
- 1972 COUNTY & PRECINCT DELEGATE, Fulton County Democratic Party, Atlanta, GA.

DONALD H. ROY
901 Colburn Avenue, Guildford # 1
Big Rapids, Michigan 49307
231/591-2764 (office) 231/796-1378 (home)
royd@ferris.edu

PROFESSIONAL HISTORY

Associate Professor of Political Science, Ferris State University, Big Rapids, Michigan, September 1989 to the present. Pre-law advisor.

Assistant Professor of Political Science and History, Jefferson Community College, Louisville, KY. August 1987 to August 1989.

Director, Department of Research and Information, The Dallas Chamber of Commerce, Dallas, TX. February 1986 to August 1987. Prior to this promotion: Manager of Community Affairs, The Dallas Chamber of Commerce, January 1985 to February 1986.

Researcher, Writer, and Editor at Political Research Inc., 16850 Dallas Parkway, Dallas, TX. October 1982 to December 1984.

Part-Time Instructor, Eastfield Community College, Mesquite, TX, teaching American Government and Texas politics. September 1983 to June 1987.

Assistant Professor of Political Science at Carroll College in Helena, MT; Department head for three years and Director of the Pre-Law Program for four years. September 1978 to May 1982.

Visiting Assistant Professor in the Collegiate Seminar Program (a great books program) at the University of Notre Dame, Notre Dame, IN. September 1977 to May 1978.

Research Assistant for the Urban Institute of the University of Notre Dame engaged in environmental and multicultural projects. Summers 1975 and 1976.

Fifth Grade Teacher of Social Studies and Health at Cross Elementary School in Cross, SC, a severe poverty area. September 1968 to June 1970.

Applicant Liaison administrative position at the Peace Corps Administration in Washington, D.C. January 1968 to August 1968.

EDUCATION

Ph.D., University of Notre Dame, Political Science.

Dissertation: "The Political Status and Function of Plato's Myths" May 1977.

University of St. Andrews in Scotland, graduate fellow doing research in moral and political philosophy and the classics, 1970 to 1972.

M.A., Georgetown University, Russian Studies.

Master's Thesis: "Khrushchev's Rise to Power" May 1970.

B.A., Bard College, Annandale-on-Hudson, N.Y.

Major: Government and History. Senior Thesis: "A Comparison of the French and Russian Revolutions" June 1966.

PUBLICATIONS

Review articles on Iris Murdoch's Sovereignty of the Good and Whitney J. Oates' Plato's View of Art, Academic Reviewer, Winter, 1974.

"Roberto Unger's Knowledge and Politics," Political Science Reviewer, IX, Fall, 1979.

Numerous economic, statistical, and political articles written and edited for Taylor's World of Politics and Taylor's Encyclopedia of World Governments, 1983-1984. Also, Fifty State Legislative Review, Volume IX, 1984-1985.

Dallas at a Glance, 1986-1987. The Dallas Chamber of Commerce. (A compendium of data covering all aspects of Dallas' economy and quality of life.)

"American Government Textbooks: Where's the Multicultural? Where's the Public Good?" in Forty Years of Change in Political Science, A Festschrift Honoring the Career of Charles Press. Michigan Conference of Political Scientists, 1991.

Dialogues in American Politics. Kendall-Hunt Publishing Co., 1993.

A book of dialogues covering major issues in today's politics such as federalism, mass media, free speech, political parties and movements, comparable worth, etc.

Public Policy Dialogues. University Press of America, 1994.

Another collection of dialogues concentrating on salient public policy issues such as national health insurance, social welfare reform, K-12 education choice, reform of Congress, war powers, etc.

Reuniting America: Eleven Multicultural Dialogues. Peter Lang Publishers, 1996.

A collection of dialogues concentrating on such multicultural issues as immigration, political redistricting, feminism, affirmative action, logos and mascots, disabled persons' rights, English as our official language, standardized tests, etc.

"A Dialoguing We Shall Go," Higher Education Exchange, May 1998. A dialogue contending with the issue regarding why we talk about dialoguing but rarely writes dialogues.

RECENT PAPERS DELIVERED

"Two Founding Fathers: Madison and Lenin on Factions," March 1990 at the Michigan Academy of Science, Arts, and Letters conference.

"Vaclav Havel: Can a Modern Intellectual Be a Statesman?" March 1991, Michigan Academy of Science, Arts, and Letters meeting.

"Multiculturalism and the Public Good: The Guidance of Alexis de Tocqueville," October 1991, Michigan Conference of Political Scientists.

"Between Mythos and Logos: The Stories and Philosophy of Leszek Kolakowski," March 1992, Michigan Academy of Science, Arts, and Letters meeting.

"Models of Statesmanship: The Examples of Vaclav Havel and Alexander Solzhenitsyn," March, 1993, Michigan Academy of Science, Arts, and Letters annual meeting.

"Reuniting America: Rejoinder to Arthur Schlesinger's Disuniting of America," October, 1993, Michigan Conference of Political Scientists.

"Workshop on Introductory American Government Textbooks: Is Everything Old New Again?" Michigan Conference of Political Scientists, 1996.

"A Call to Humor: A Precondition for Democracy" Michigan Conference of Political Scientists, October, 1997.

"Dialogic Learning and Community Service" Conference on Inclusive Learning and Community Leadership at Pine Manor College, Chestnut Hill, MA, April 1999.

SUBSCRIPTIONS

New York Times; New York Review of Books; Lingua Franca; Dissent; Polity; The Weekly Standard; New Republic; Double Take.

HONORS

Dissertation Research Fellowship, 1975-1976.

Teaching and Research Fellowships, University of Notre Dame, 1972-1975.

Richard Weaver Fellowship, 1970-1971.

Four Year Academic Scholarship, Bard College, 1962-1966

WORKSHOPS AND SEMINARS

C-SPAN Seminar for Professors in Washington, D.C., August 1997. To learn about techniques for using C-SPAN programs in the classroom.

Workshop at the Center for Population Studies, University of Michigan, June, 1997. To learn how to access the 1990 census via a software program called "Chip" to develop quantitative analysis exercises for students in state/local politics courses.

Michigan State University Conference on "The Role of the Public Intellectual," April 1997.

National Endowment for the Humanities summer seminar on "The Intellectual in the Twentieth Century" at UCLA, June-July, 1995.

Michigan Colleges for Global Education and Michigan International Development Education Outreach Network conference on "World Regions and Multicultural Education," April 1994

Michigan Civil Rights Commission conference on "Equity Within the Classroom", March 1994.

Annual Pre-Law Conferences of the LSAC in Chicago, October 1990-present.

COURSES TAUGHT

American Government

State/Local Government

Political Parties and Interest Groups

American Political Thought

History of Political Philosophy

International Relations

International Organizations

Comparative World Governments

The Third World

Quantitative Methods in Social Sciences

STUDENT ORGANIZATIONS STARTED

Campus Network Group of Amnesty International

Phi Alpha Delta Pre-Law Association

FERRIS STATE UNIVERSITY INSTITUTIONAL SERVICE

Academic Standards and Policies Committee
University Professional Development Committee
Minority Retention Committee
College Curriculum Committee

REFERENCES

Dr. Gary Huey
Professor of History
Ferris State University
Big Rapids, MI 49307 231/591-2758 hueyg@ferris.edu

Dr. Jeffrey Nagelbush
Professor of Psychology
Ferris State University
Big Rapids, MI 49307 231/591-2759 nagelbushj@ferris.edu

Professor Eliza Young
Professor of English
Jefferson Community College
Louisville, KY 40202 502/584-0181 eyoung@jcc.uky.edu

Dr. William Topping
c/o Dorothy Topping
6127 Eastman Apt. A-3
Midland, MI 48640
517/631-1499 or 616/745-7513

Mr. Paul Stranz
Assistant Director of Policy and Membership Services
US Chamber of Commerce
13760 Noel Road, Suite 1150
Dallas, Texas 75240
972/387-1099

DAVID PILGRIM

HOME ADDRESS

189 Cahill Drive
Rockford, MI 49341
(616) 866-3086
davepilgri@aol.com

OFFICE ADDRESS

Ferris State University
Department of Social Sciences
2074 ASC
Big Rapids, MI 49307
(616) 592-5887

EDUCATION

- Ph.D. Department of Sociology, The Ohio State University, Columbus, Ohio, 1984.
Dissertation title, "College Administrators' Attitudes Toward The Adams Decree: A Conflict Perspective." Committee chair persons, Robert Jobu and Enrico Quarantelli.
- M.A. Department of Sociology, The Ohio State University, Columbus, Ohio, 1982.
Thesis title, "Human Oddities: An Exploratory Study." Committee chairperson, Enrico Quarantelli.
- B.A. Department of Sociology, Jarvis Christian College, Hawkins, Texas, 1979.
Summa cum laude.

EXPERIENCE

- 1996-
present Professor, Social Sciences Department, Ferris State University.
- 1990-
Present Associate Professor, Social Sciences Department, Ferris State University.
- 1989-
1990 Director, American Black Studies Library, Wyndham Hall Press. Member of senior editorial board and responsible for all manuscripts written by and about African Americans.
- 1984-
1989 Assistant Professor, Department of Sociology, Saint Mary's College.
- 1983 Research Consultant, Black Studies Department, The Ohio State University. Devised and used survey instruments to measure retention rates of black doctoral students in Oklahoma and Florida.
- 1980-
1982 Graduate Teaching Assistant, Department of Sociology, The Ohio State University. For two semesters supervised by James Vander Zanden; held primary professorial responsibilities for Introduction to Sociology (5 quarters) and Sociology of Education (1 quarter).
- 1980 Researcher, Ethnic Science Society, Mobile, Alabama. Searched graveyard tombstones for descendants of slaves brought on the Clotilda, last slaveship to the United States.

1978 Interviewer, The National Urban League. Interviewed rural black residents in East Texas.

PUBLICATIONS

Books, anthologies, and monographs

- 1989 Race Relations Above The Veil: Speeches, Essays, and Other Writings. Bristol, Indiana: Wyndham Hall Press.
- 1986 On Being Black: An In-Group Analysis. Editor. Bristol, Indiana: Wyndham Hall Press. Second edition, 1989.
- 1985 Deception By Stratagem: Segregation In Public Higher Education. Bristol, Indiana: Wyndham Hall Press.
- 1984 Human Oddities: An Exploratory Study. Notre Dame, Indiana: Foundations Press.

Scholarly Articles and Essays

- 2000 "Criminal Justice System," African American Encyclopedia. Kent Rasmussen editor. Publication date: March. Salem Press.
- 1996 "Black-on-Black Crime," "Black Memorabilia," and "Lovings v. Virginia." African American Encyclopedia. Rasmussen editor. Salem Press.
- 1993 "Mass Marketing the Lord: A Profile of Televangelist Lester Sumrall." Journal of Religious Studies. Vol. 18, No. 2 (July), pp. 145-153.
- 1993 "Egoism or Altruism: A Social Psychological Critique of the Prosperity Gospel of Televangelist Robert Tilton." Journal of Religious Studies. Vol. 18, No. 1 (July), pp. 1-12.
- 1990 "Tuning In The Spirit: Exposure To Types of Religious Television Programming Among American Catholic Parishioners." The Journal for the Scientific Study of Religion, (April/May). Co-authors were Michael Walsh and Lincoln Johnson.
- 1988 "Pat Robertson and the Oval Office." Journal of American Studies. Vol. 22, No. 2 (August), pp. 258-262.
- 1987 "Discreditable and Discredited: A Stigma Theory Of The Fall Of Jim Bakker." Journal of Comparative Sociology and Religion. Vol. 14, pp. 26-34.
- 1985 "Determinants of Black Students' Participation in the Completion of Degree Programs." In, The State of Black Oklahoma 1985, Pp. 55-67. With James Upton and Anne Pruitt.
- 1979 "Cultus Mystique: Black Vulnerability in Profile." International Behavioural Scientist. Vol. XI, (September), pp. 45-46. (With John Morgan).

Other Publications

- 2000 "Signs and Wonders," (Short story). Callaloo. Scheduled for Fall issue.
- 1997 "Simply Divine," (Short story). Reader's Break: A Literary Anthology. Vol. IV. Pp. 6-12.
- 1996 "The Bully," (Short story). Reader's Break: A Literary Anthology. Vol. III. Pp.150-156.
- 1996 "Walk Together," (Short story). Nocturnal Lyric. Scheduled for Issue 77, April.
- 1996 "Another Man's Dream," (Short story). AIM. Vol. 23, No.3, Fall. Pp. 17-18.
- 1994 "A Dubious Theory of Black Supremacy," (Guest viewpoint columnist). The Miami Herald, p. 4M, May 1.
- 1994 "The Least of These." (Short story.) Mobius: The Journal of Social Change. (Scheduled date: Winter, 1994.)
- 1993 "Where The Light Is As Darkness." (Short story.) Shooting Star Review. Issue 22, Vol. 6, No. 2, pp. 8-16.
- 1989 "The Anatomy Of A Racist Incident." The Journal Of Ethnic Studies, Commentary section, Vol. 17, No. 2 (Summer), pp. 121-126.
- 1989 "Rap Musicians: Knights or Knaves?" B-Side, Vol. 3, No. 2 (April), First Serial Rights; and AIM, Vol. 16, No. 1 (Spring), One-Time Rights.
- 1985 "Is Racism Alive and Well in America?" (essay) Courier. Vol. 59, No. 1 (Spring), pp. 11-12.

PRESENTATIONS

Scholarly

- 1995 Educational Leadership Academy IV. "Multicultural Sensitivity." Saginaw Valley State University.
- 1993 "Healing Racism: Education's Role." Panelist. Ferris State University.
- 1990 "Segregation in Public Higher Education." Campus-wide lecture. University of Buffalo, Buffalo, New York.
- 1990 "Multiculturalism in the Classroom: Pedagogical Considerations." Campus-wide lecture. Middlebury College, Middlebury, Vermont.
- 1989 "The Role of the African-American Family in Education." Keynote Address, Madison Race Equity Program, Madison, Wisconsin.
- 1989 "On Being Racially Sensitive in a Racially Insensitive Society." Presenter, Psychologists and Social Worker Luncheon, Madison, Wisconsin.

- 1984 "The Impact of the Adams Decree on the future of higher education." Keynote Address. North Central Collegiate Sociology Conference, Notre Dame University.
- 1983 "Black Women and the Feminist Movement." Panelist, National Women Studies Conference, The Ohio State University.

Recent Civic Speeches (all Keynote Addresses)

- 1993 Black History Celebration, sponsored by Big Rapids Public School District, Big Rapids, Michigan.
- 1989 Minority Students Award Banquet, sponsored by Prince Hall Masonic Foundation, Milwaukee, Wisconsin (April 15).
- 1989 Prejudice Awareness seminar, sponsored by the Michigan City Public Library, Michigan City, Indiana, (April 14).
- 1989 Minority Student Awards Presentation, sponsored by Memorial High School, Madison, Wisconsin (January 24).
- 1988 Freedom Fund Banquet, sponsored by the Madison Branch of the NAACP, Madison, Wisconsin (October 29).
- 1988 Jesse L. Dickinson Scholarship Fund, sponsored by local civic leaders. South Bend, Indiana (August 12).
- 1988 Upward Bound Program, the University of Notre Dame, Notre Dame, Indiana (June 18).
- 1988 Black Graduate Program, sponsored by local women civic leaders. Marion, Indiana (May 7).
- 1988 Region III Conference of the NAACP, several hundred representatives from seven states present. Indianapolis, Indiana (March 22).
- 1987 Black History Luncheon, sponsored by the St. Joseph County Welfare Department. South Bend, Indiana (February 20).

PROFESSIONAL MEMBERSHIPS

- 1985 -
1998 American Sociological Association
- 1985-
1998 Committee on Race Relations, American Sociological Association
- 1984-
1998 Special Interest Group, American Educational Research Association

AWARDS AND HONORS

- 1997 Awarded the MAGB Distinguished Teaching Award.
- 1994 & 1995 Nominated for MAGB Distinguishing Teaching Award.
- 1985 Outstanding Young Men of America
- 1982 National Science Foundation Minority Fellowship
- 1980 The Ohio State University Minority Fellow
- 1979 Inducted into Alpha Kappa Mu Honor Society

INTERVIEWS

- 1994 Time Magazine (April 4), interviewed regarding melanism. Also, interviewed on several major radio stations, including the Pat Buchanon Show.
- 1989 WNDU television, South Bend, Indiana.
Discussed interracial marriages on week-long special series, and on weekly talk show.
- 1988 WNDU television, South Bend, Indiana.
Discussed mass murderers and serial murderers.
- 1988 WNDU television, South Bend, Indiana.
Discussed racism on local college campuses.
- 1987 Cable Channel 31 television, South Bend, Indiana.
Discussed class distinctions among local black and Hispanic populations.
- 1987 Cable Channel 31 television, South Bend, Indiana.
Discussed American policies toward South Africa.
- 1984 Interviewed by the Columbus Dispatch newspaper, Columbus, Ohio.
Discussed research on human oddities.
- 1984 Interviewed by Associated Press regarding research on human oddities.
- 1984 Appeared twice on Columbus Alive, local public service television program, to discuss research on human oddities.
- 1984 Profiled in Drum magazine as future black leader.
- 1984 Discussed research on human oddities in Quest, an alumni publication of the Ohio State University.

COMMUNITY SERVICE

- 1998 Member, Chancellor Search Committee, Ferris-Grand Rapids Complex

- 1999 Member, President's Task Force on Off-Campus Programs, Ferris State University
- 1997 Member, Executive board of Ferris Faculty Association
- 1998 Faculty Senate (Second term)
- 1996-present Moderator, Martin Luther King Day Faculty-Staff In-Service
- 1994 Founder, Museum of Racist Artifacts, Ferris State University.
- 1994 Member, Diversity Counts! Committee, Ferris State University (to revise FSU general education curriculum).
- 1994 Faculty Advisor, Emeralds - African American Women's Organization and 100 Black Men - both FSU student organizations.
- 1992-94 Member, Executive Board, Ferris Faculty Association.
- 1992-Present Curriculum Coordinator for Sociology Unit, Ferris State University
- 1989 Founded Future Orator's of America, (to teach public speaking skills to inner-city youths), Martin Luther King Center, Michigan City, Indiana. Also, selected to governance board of the King Center.
- 1986-Present Faculty Advisor, NAACP (Student Chapter), Notre Dame University.
- 1986-Present Volunteer Instructor, National Urban League Saturday School.
- 1985-1986 Advisory Board, Du Comb Center (Prison Alternative), St. Joseph County, Indiana.
- 1985-1986 Advisory Board, REAL Services, South Bend, Indiana.
- 1984-Present Volunteer Consultant, Community-based public television program.

REFERENCES

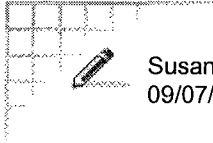
Dr. Robert Jiobu
 Associate Professor
 Department of Sociology
 The Ohio State University
 300 Administration Bldg.
 Columbus, Ohio 43210
 (614) 292-8766, (616) 292-6681

Dr. John H. Morgan
 Publisher
 Wyndham Hall Press
 P.O. Box 877
 Bristol, Indiana 46507
 (219) 848-7920

Dr. Enrico L. Quarantelli
Director
Disaster Research Center
University of Delaware
Newark, Delaware 19716
(302) 451-6618

Dr. Lorene B. Holmes
Division Chairperson
Business Administration
Jarvis Christian College
Hawkins, Texas 75765-0037
(214) 769-2174

Dr. James N. Upton
Associate Professor
Department of Black Studies
The Ohio State University
Columbus, Ohio 43210
(614) 292-3700



Susan J Hastings-Bishop
09/07/99 01:50 PM

To: Richard W Griffin/FSU@Ferris
cc:

Subject: RLM specialization

I would think that the specialization in RLM might prove helpful to your students if they were to deal with local recreational planning and development issues or budgeting.

I would have you consider the following courses

RMLS 121 Introduction to Leisure Services	3 CR
RMLS 225 Outdoor Recreation Management	3 CR
RMLS 340 Commercial Recreation	3 CR
RMLS 345 Leisure Serv. Planning and Design for Facilities/Areas	3 CR
RMLS 348 Risk Management for Leisure Services.	2 CR
RMLS 430 Finance & Management of Leisure Services	3 CR
RMLS 465 Tourism Planning and Development	3 CR

The RMLS121 is a prerequisite to the upper level classes. For some of the management classes some additional business courses have been required but that could be waived since some of your courses are the same as ours in business.

Hope to hear from you soon , Sue

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. All returned forms should be included in the packet and notation made of any contacted departments not responding. **NOTE:** The Proposing Department may also respond to any comments by the Responding Department.

The Responding Department must respond within 30 calendar days of receipt of this form to insure that the form is included in the final proposal.

RE: Proposal Title Public Administration Specialization in Legal Studies

Proposing Department: Social Sciences
 Chair/Head/Coordinator: _____ Date Sent: John Thorp/Richard Griffin 3/29/1999

Responding Department : Legal Assistant
 Chair/Head/Coordinator: _____ Date Returned: John Kane *J/K*

Based upon department faculty review on 4-11-99 (date), we

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. All returned forms should be included in the packet and notation made of any contacted departments not responding. **NOTE:** The Proposing Department may also respond to any comments by the Responding Department.

The Responding Department must respond within 30 calendar days of receipt of this form to insure that the form is included in the final proposal.

RE: Proposal Title Public Administration Specialization in Television

Proposing Department:..... Social Sciences

Chair/Head/Coordinator: _____ Date Sent: John Thorp/Richard Griffin 3/29/1999

Responding Department: Television Production

Chair/Head/Coordinator: _____ Date Returned: Fred Wyman

4/29/99

Based upon department faculty review on ^{4/29/99} _____ (date), we

Support the above proposal.

Support the above proposal with the modifications and concerns listed below.

Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

This proposal will require a periodic offering of TVPR 301 and TVPR 333 which could serve as general electives or directed electives in the Music Industry Management and Applied Speech Communication Program as well. Let us know when the students need the courses.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. All returned forms should be included in the packet and notation made of any contacted departments not responding. **NOTE:** The Proposing Department may also respond to any comments by the Responding Department.

The Responding Department must respond within 30 calendar days of receipt of this form to insure that the form is included in the final proposal.

RE: Proposal Title Public Administration Specializations in Television

Proposing Department: Social Sciences
 Chair/Head/Coordinator: _____ Date Sent: John Thorp/Richard Griffin 3/29/1999

Responding Department: Technical/Professional Communication
 Chair/Head/Coordinator: _____ Date Returned: 4/8/99 Sandy Balkema

Based upon department faculty review on 4/6/99 (date), we

Sandy Balkema

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

- students should complete their 300-level G.E. Writing Requirement (ENGL 321, 311, 323, or 325) before taking TCOM 411.

CURRICULUM CONSULTATION FORM

To be completed by each department affected by the proposed change, new degree, new program, new minor, or new course. All returned forms should be included in the packet and notation made of any contacted departments not responding. NOTE: The Proposing Department may also respond to any comments by the Responding Department.

The Responding Department must respond within 30 calendar days of receipt of this form to insure that the form is included in the final proposal.

RE: Proposal Title

Public Administration Specialization in Television

Proposing Department: Social Sciences
Chair/Head/Coordinator: John Thorp Date Sent:

Responding Department : Marketing
Chair/Head/Coordinator: Stuart J. Travis Date Returned:

Based upon department faculty review on 4/20/99 (date), we

- Support the above proposal.
Support the above proposal with the modifications and concerns listed below.
Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on scheduling, room assignments, faculty load, and prerequisites for your department. Use additional pages, if necessary.

**PUBLIC ADMINISTRATION
PROGRAM SPECIALIZATION:
LEGAL STUDIES**

An interdisciplinary specialization in the FSU Public Administration Program consists of 15 hours of course work in a designated area. The Program already has specializations in Communications, Criminal Justice, Economics and Business Administration, and Social Work. The following list of courses is suggested for an additional specialization in Legal Studies.

<u>Course #</u>	<u>Course Title</u>	<u># of Hours</u>
LLAW 160	Law in the United States 1	3 (3+0)
LLAW 161	Law in the United States 2	4 (3+2)
BLAW 321	Contracts and Sales	3 (3+0)

Choose two or more courses from the following to accumulate at least 15 credit hours:

LLAW 251	Criminal Law and Procedures	3 (3+0)
LLAW 253	Advanced Legal Research/Writing	2 (2+0)
LLAW 260	Real Estate Law	3 (3+0)
LLAW 261	Probate & Estate Planning	3 (3+0)
LLAW 280	Civil Litigation	4 (4+0)
LLAW 291	Practice Studies (Internship)	2 (0+0)

**PUBLIC ADMINISTRATION
PROGRAM SPECIALIZATION:
TELEVISION**

An interdisciplinary specialization in the FSU Public Administration Program consists of 15 hours of course work in a designated area. The Program already has specializations in Communications, Criminal Justice, Economics and Business Administration, and Social Work. The following list of courses is suggested for an additional specialization in Television.

<u>Course #</u>	<u>Course Title</u>	<u># of Hours</u>
TVPR 301	Television Studio Techniques	3 (2+2)
TVPR 333	Television Announcing	3 (2+2)
TVPR 380	Television Communications	3 (3+0)
PLSC 410	Politics and Media	3 (3+0)

Choose one from the following four courses:

TCOM 411	Professional Technical Communication	3 (3+1)
ADVG 312	Advertising Layout & Production	3 (2+2)
MKTG 321	Principles of Marketing	3 (3+0)
PREL 340	Public Relations Principles	3 (3+0)

**PUBLIC ADMINISTRATION
PROGRAM SPECIALIZATION:
NON-PROFIT ORGANIZATION ADMINISTRATION
&
PROPOSAL WRITING**

An interdisciplinary specialization in the FSU Public Administration Program consists of 15 hours of course work in a designated area. The Program already has specializations in Communications, Criminal Justice, Economics and Business Administration, and Social Work. The following list of courses is suggested for an additional specialization in Non-Profit Organization Administration & Proposal Writing.*

<u>Course #</u>	<u>Course Title</u>	<u># of Hours</u>
MGMT 302	Organizational Management	3 (3+0)
ENGL 325	Advanced Business Writing	3 (3+0)
MKTG 375	Mktg for Non-Profit Organization	3 (3+0)**
PLSC 410	Politics and Media	3 (3+0)

Choose one from the following three courses:

ECON 331	Labor Economics – Labor Relations	3 (3+0)
PREL 340	Public Relations Principles	3 (3+0)
SOCY 443	Social Stratification/Inequality	3 (3+0)

* Students who select this Specialization **must** complete ENGL 323 (Proposal Writing) as part of their General Education Requirements.

** MKTG 321 (Principles of Marketing) is *recommended* as a prerequisite for this course.

Ferris State University

ANNUAL PLANNING STATEMENT

1999-2000

*Public
Administration
Exerpts*

Division: Academic Affairs

College: Arts and Sciences

Department: Social Sciences

Contact Person: John P. Thorp

Phone: x-2760

November 3, 1998

PROGRESS REPORTS

1997-98

1998-99

**PROGRESS REPORT:
1997-98 Objectives**

International

- Winter 1998 African film series (6 films) developed library resources and faculty acquaintance with resources.

Assessment

- Rewrote problematic multiple-choice items in the Social Awareness Assessment instrument. Questions continue to exist about the usefulness of this instrument.
- Completed preliminary evaluation of *Academic Profile II* results which indicate data will not be useful in the assessment of the Social Awareness requirement.
- Drafted criteria for courses fulfilling Race/Ethnicity/Gender (REG) requirement.

Faculty Development:

- Continued on-campus faculty development opportunities by conducting four "Second Thursday" departmental colloquia.

Anthropology

- Modernized and expanded anthropological specimen collection.

Geography:

- Began to more fully utilize the computer capacity of the newly renovated Geography Laboratory in STARR. Completed purchase of hardware to produce and print maps.
- Prepared new GIS course work for Grand Rapids.
- Began building the computerized data base for the Great Lakes Basin Mapping Project. Established linkages with Great Lakes Commission.
- Started investigation of adapting GEOG 301 to a distance learning format to be broadcast throughout the Great Lakes basin.

Political Science:

- Continued academic implementation of the public administration program. Completed draft articulation agreements for GRCC, Alpena CC, and Delta College
- Implemented mail/phone campaign through University Advancement to contact potential public administration students.
- Held a demonstration in April 1998 for social science faculty of the computer software developed at the University of Michigan Center for Population Studies for possible integration into selected social science courses.

Social Work:

- Successfully recruited 15 FTE students for partial junior year offering of BSW courses in the Lansing/Flint area.
- Maintained current enrollment levels in Traverse City and on the main campus programs
- Continued participation in the main campus FSUS program
- Continued plan of learning assessment within the SCWK program for both general education and professional foundation, as described in program's *Self-Study*.
- Achieved SCWK faculty goal of one special faculty development activity every two years.
- Provided SCWK faculty development opportunities in use of distance learning technology,
- Upgraded video equipment for use in STR 110.

PROGRESS REPORT: 1998-99 Current Activities**International**

- Proposal for an international development minor/certificate to be completed by January 1999.
- Proposal for an area studies certificates with an international focus, with special consideration for Third World and emerging Pacific Basin countries, to be completed by the end of January 1999.
- Create clusters of general education courses to allow students to fulfill their general education requirements with an international theme by the end of December 1998.
- Organize Japan film series (six films) Fall of 1998 and a Russian film series (six films) for Winter of 1999 to expose more student to foreign cultures and the accumulate videotapes in the library for use by faculty and students.

Public Administration

- Prepare Academic Program Review report for submission to Academic Senate in Fall , 1999.
- Complete and pilot weekend on-campus competition for high school government students.
- Develop joint programming with pre-law students: November, 1998 trip to Chicago.
- Develop and test PUAD assessment criteria.
- Develop plans for fall semester campus-wide speaker in the area of public administration similar to the May Day lecture series.

Social Work

- Beginning the initiation of a social work alumni organization and network.
- Implementing special Presidential Initiative #26: articulation discussions with GRCC; developing brochures, mailings to community services, attending informational meeting and arranging interviews with prospective BSW students in Lansing/Flint; exploring relationship with Delta College.
- Expanding recruiting outreach in Traverse City.
- Initiating CSWE self-study process.
- Expanding professional development activities, especially in technology use.

Assessment

- Work with College of Business to develop casework Social Awareness assessment specifically tailored to the needs of business students.
- Review basic assumptions, purposes, and mechanics of social awareness assessment to produce viable assessment instrument/procedure. Establish guidelines so the Social Awareness Committee can function efficiently and with continuity.
- Obtain department approval of REG course criteria.

Curriculum Development

- Investigate relevance of course in computerized "data analysis." Consider whether a separate course or a segment in an existing course (American Government II or State/Local Government) would use this data analysis approach. Have course selected and ready for 1999-2000 academic year.
- Obtain UCC and Academic Senate approval of proposal for psychology major which is now before the college curriculum committee
- Submit PLSC 331 to committee for approval as a Writing Intensive course.
- Offer one new anthropology course and three new geography courses.
- Expand computerized data base for the Great Lakes Basin Mapping Project. Established linkages with Great Lakes Commission.
- Develop Social Studies teaching major in relation with the College of Education.
- Investigate possibility of sociology major.

Faculty Development

- Continue on-campus faculty development opportunities by conducting four "Second Thursday" departmental colloquia.

1999-2000
SOCIAL SCIENCES
UNIT ACTION PLAN
(FY 00)

Goal 3**Expand Visibility of University**

- A. Increase faculty participation in organizations and activities that result in positive public visibility for the university .

MAJOR ACTIVITIES AND PROCESSES

- Continue to coordinate with other units and student organizations in sponsoring the SCWK May Day Lecture in winter semester.
- Implement fall semester campus-wide speaker tradition in the area of public administration.

ASSESSMENT

- Inaugural PUAD speaker evaluation.
- May Day Lecture evaluation.

RESOURCE REQUIREMENTS

- Base: \$1000 Social Work Association and Public Administration Association student activities expenses: phones, copying, postage, travel .

GOAL 4**Continue Quality Improvement Activities**

A. Improve processes and use of findings from student outcomes assessment and general education assessment.

MAJOR ACTIVITIES AND PROCESSES

- Re-establish SCWK assessment targets and engage in curriculum revisions; prepare draft of SCWK *Self-study* document for reaccreditation; prepare for SCWK academic program review. **(three year timeline)**
- Implement PAUD assessment procedures based on 1998-99 pilot.
- Collect and analyze data from revised social awareness assessment instrument/procedure.

ASSESSMENT

- First draft of SCWK *Self-Study* and FSU academic program review documents completed.
- Appropriate Social Awareness benchmarks established.

RESOURCE REQUIREMENTS

- One-time: \$8,000 adult part-time BSW graduate to assist in SCWK assessment documentation.
- Base: \$4050 .25 FTE faculty released-time per semester for social awareness assessment.

Goal 2**Grow Enrollment Strategically**

A. Develop and implement plans to bring enrollments in existing programs to capacity—Public Administration.

MAJOR ACTIVITIES AND PROCESSES

- Inaugurate on-campus public administration program (PUAD) competition for high school government students.
- Develop five more articulation agreements for PUAD with community colleges through the office of the Articulation Specialist (Lana Ford)
- Increase communications between pre-law and PUAD students regarding making public administration the student's major during or after completion of the Pre-Law Associates degree.

ASSESSMENT

- Evaluation of high school competition results, especially number of contacts with high school government teachers.
- Number and quality of articulation agreements.
- Amount of joint programming between pre-law and public administration students.
- Establishment of PUAD assessment benchmarks.

RESOURCE REQUIREMENTS

- Base: \$3,000 promotion, prizes, residence hall and dining expenses for PUAD competition.
- Base: \$500 PUAD/Pre-Law student activities fund.

1998
Administrative Program Review

PUBLIC ADMINISTRATION

I. Strengths

- Highly qualified, multidisciplinary faculty
- Highly qualified and committed Advisory Board
- Active, committed core group of students, involved in recruitment and program advertising
- Flexible curriculum which is helpful in recruitment and retention of students
- Numerous public and private sector internship possibilities in the Big Rapids and surrounding areas
- Positive forecasts for local, state, national, and international jobs
- More than adequate physical facilities, both classroom and offices

II. Concerns

- Need to recruit approximately 40 new students per academic year requires an active advertising campaign. Materials for this campaign have been developed but the process used to distribute them is still in the process of development and institutionalization.
- Need to develop program to assess student learning in the major.

III. Future Goals

- Recruit replacement tenure-track faculty member contingent upon student enrollment in the program.
- Increase size and geographical representation of Advisory Board. (Winter 1999)
- On-going development of comprehensive student recruitment program with assistance of and in coordination with Office of University Advancement.
- Implement university grant-sponsored high school recruiting activity on-campus. (Winter 1999)
- Develop articulation agreements with community colleges, starting with Grand Rapids. (Winter 1999)
- On-going development of comprehensive retention program for enrolled students through innovative programming.
- Develop additional Areas of Specialization, e.g. Legal Assistant, Business Law, Public Relations, and Television Production. (Winter 1998)
- Develop Fall Semester speaker event similar to May Day Lecture sponsored by the Social Work Program in the Winter Semester. (Fall, 1999)

IV. Recommendations

- Vigorously pursue recruitment campaign that will produce 40 new students per year with whatever resources necessary.
- Support program implementation and continuous program improvement through student learning assessment and consequent program development.
- Support Fall speaker event and expanded Advisory Board.

ADMINISTRATIVE PROGRAM REVIEW

Program/Department: Public Administration Program

Date Submitted: December 14, 1998

Dean: Sue Hammersmith

Please provide the following information:

Enrollment/Personnel

	Fall 1994	Fall 1995	Fall 1996	Fall 1997	Fall 1998
Tenure Track FTE				1	1
Overload/Supplemental FTEF				0	0
Adjunct/Clinical FTEF (unpaid)				0	0
Enrollment on-campus total*				15	36
Freshman				3	17
Sophomore				5	9
Junior				2	4
Senior				5	6
Masters				0	0
Doctoral				0	0
Enrollment Off-campus*					0

*Use official count (7-day count for semesters, 5-day count for quarters.)

Financial

Expenditures*	FY 94	FY 95	FY 96	FY 97	FY 98
Supply & Expense				NA	NA
Equipment				NA	NA
Gifts & Grants				NA	NA

*Use end of fiscal year expenditures.

Other

	AY 93/94	AY 94/95	AY 95/96	AY 96-97	AY 97/98
Number of Graduates* - Total				NA	2
-On campus				NA	2
-Off campus				NA	NA
Placement of Graduates				NA	100%
Average Salary				NA	\$35,000
Productivity – Academic Year Average				NA	NA
-Summer				NA	NA
Summer Enrollment				NA	NA

*Use total for academic year (F,W,S)

1F5 Faculty Teaching Schedule

Griffin, Richard Wayne

Screen: ___ Faculty ID: 458809317 Course: _____ Term: 99F

Section	S Act Days	Time	Room	Col Dept	Cont Hrs	Pct. Load	Enr	OV LG
FSUS-100-009	SEM W	1100-1150	STR 234	UNI EDCC	1.0	100	22	
PLSC-122-001	LEC MWF	1200-1250	STR 236	A/S SOCS	3.0	100	41	
PLSC-122-002	LEC MWF	0100-0150	STR 236	A/S SOCS	3.0	100	38	
PLSC-251-001	LEC MWF	1000-1050	STR 236	A/S SOCS	3.0	100	22	
SSCI-310-001	LEC MWF	0900-0950	STR 236	A/S SOCS	3.0	100	29	
	SLA TR	0930-1050	STR 129		0.0	100		

				Total		152	
4-©	1 Sess-1	NET3270			N017		4/10

1F5 Faculty Teaching Schedule

Roy, Donald H.

Screen: ___ Faculty ID: 048344399 Course: _____ Term: 99F

Section	S	Act	Days	Time	Room	Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
PLSC-121-001	LEC	TR		0800-0915	STR	236	A/S SOCS	3.0	100	41		
PLSC-121-002	LEC	TR		0930-1045	STR	236	A/S SOCS	3.0	100	39		
PLSC-121-003	LEC	TR		0300-0415	STR	236	A/S SOCS	3.0	100	39		
PLSC-331-001	LEC	TR		0130-0245	STR	236	A/S SOCS	3.0	100	45		

4-©								Total		164		
	1	Sess-1		NET3270				N017				4/10

1F5 Faculty Teaching Schedule

Pilgrim, David

Screen: ___ Faculty ID: 422886463 Course: _____ Term: 99F

Section	S Act	Days	Time	Room	Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
SOCY-122-002	LEC	MWF	0200-0250	STR 232	A/S	SOCS	3.0	100	20		
SOCY-242-001	LEC	MWF	1000-1050	STR 232	A/S	SOCS	3.0	100	23		
SOCY-340-001	LEC	MWF	1100-1150	STR 232	A/S	SOCS	3.0	100	42		
SOCY-340-003	LEC	MW	0300-0415	STR 232	A/S	SOCS	3.0	100	13		

							Total		98		
4-©	1	Sess-1	NET3270				N017				4/27

1F5 Faculty Teaching Schedule

Broderick, Victor K.

Screen: ____ Faculty ID: 573089911 Course: _____ Term: 99F

Section	S Act	Days	Time	Room	Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
PSYC-150-002	LEC	TR	0800-0915	STR 138	A/S	SOCS	3.0	100	22		
	SLA	MW	0900-1050	SCI 137			0.0	100			
PSYC-150-004	LEC	TR	0930-1045	STR 138	A/S	SOCS	3.0	100	39		
	SLA	MW	1100-1250	STR 233			0.0	100			
PSYC-150-010	LEC	TR	0130-0245	STR 234	A/S	SOCS	3.0	100	20		
PSYC-241-001	LEC	TR	0300-0415	STR 324	A/S	SOCS	3.0	100	17		

Total

98

4-©

1 Sess-1

NET3270

N017

4/10

1F5 Faculty Teaching Schedule

Palazzolo-Miller, K

Screen: ____ Faculty ID: 368500778 Course: _____ Term: 99F

Section	S	Act Days	Time	Room	Col	Dept	Cont Hrs	Pct. Load	Enr	OV	LG
SCWK-481-211	LEC	M	0600-0650	STR 219	A/S	SOCS	1.0	100	8		
	LAB	M	0700-0850	STR 219			2.0	100			
SCWK-482-MBA	LEC	F	0600-0730	STR 219	A/S	SOCS	1.0	100	11		
	LAB	F	0740-1015	STR 219			2.0	100			
SCWK-492-MBA	PRA	TBA	TBA		A/S	SOCS	0.0	55	11		

Total

30

4-©

1 Sess-1

NET3270

N017

4/10

1F4 Faculty Non-Teaching Activities

Palazzolo-Miller, K

Screen: _____ Faculty ID: 368500778 Course: _____ Term: 99F

Term	Begin	End	FTE	Type	Dept	Description	Del
99F	08-23-1999	12-20-1999	0.50	AS	SOCS	Field Coordination SCWK Prog	—
99F	08-23-1999	12-20-1999	0.08	SS	SOCS	High Prof Pgm Enroll/Acad Ad	—
99S	05-18-1999	08-11-1999	0.50	AS	SOCS	Field Coordination SCWK Prog	—
99W	01-11-1999	05-15-1999	0.50	AS	SOCS	Field Coordination SCWK Prog	—
98F	08-17-1998	12-31-1998	0.08	SS	SOCS	High Prof Pgm Enroll/Acad Adv	—
98F	08-17-1998	12-31-1998	0.50	AS	SOCS	Field Coordination SCWK Prog	—
98S	05-19-1998	08-12-1998	0.50	AS	SOCS	Field Coordination SCWK Prog	—
98W	01-12-1998	05-08-1998	0.50	AS	SOCS	Field Coordination SCWK Prog	—
98W	01-12-1998	05-01-1998	0.08	SS	SOCS	High Prof Pgm Enroll/Acad Adv	—
97F	08-18-1997	12-31-1997	0.50	AS	SOCS	Field Coordination SCWK Prog	—
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—
—	—	—	—	—	—	—	—

Non-teaching FTE: 0.58 Fall Semester 1999

Last Maint: 09-15-1999

Ferris State University

PUBLIC ADMINISTRATION PROGRAM

CAPSTONE & INTERNSHIP MANUAL

Student's Name _____

Placement Agency _____

Semester Placed _____

Faculty Liaison _____

(This manual is required for use in PLSC 481 and 491)

**FERRIS STATE UNIVERSITY
PUBLIC ADMINISTRATION PROGRAM
CAPSTONE & INTERNSHIP MANUAL**

Table of Contents

I. Philosophy, Goals, and Eligibility Requirements	
A. Philosophy of the PA Capstone & Internship	1
B. Goals of the PA Capstone & Internship	1
C. Eligibility Requirements	2
II. Roles and Responsibilities	
A. Student	2
B. Field Instructor	3
C. Field Coordinator	4
D. Field Liaison	5
III. Policies and Procedures	
A. Agency Selection Criteria	7
B. Field Instructor Criteria	7
C. Placement Procedure	8
D. Learning Contract	8

E. Evaluation and Grading	9
F. Denial of Enrollment in Internship	10
G. Placement With Employer	10
Internship Learning Contract	11
Capstone & Internship Description	13

I. Philosophy, Goals, and Eligibility Requirements

A. Philosophy of the Public Administration Capstone & Internship

The Public Administration Capstone course (PLSC 481) and Internship (PLSC 491) experiences must be taken in unison during the student's final semester. The general scope of these is to capstone the student's educational experience in the Public Administration Program by bringing together theoretical and conceptual knowledge in the classroom and practical work experience from the field. The *Capstone and Internship Manual* is intended to guide the student through the difficulties, challenges, and successes of this final undergraduate experience. It is a reminder of the "learning partnership" among the student, the field instructor(s), and the Public Administration faculty.

Public Administration Capstone (PLSC481) is a seminar and laboratory devoted to capping the student's entire academic training in the Public Administration Program. It summarizes and integrates public administrative values, knowledge, and skills, which have been developed throughout the student's classroom experiences.

Public Administration Internship (PLSC 491) consists of actual fieldwork and experience in a public agency. **The student will spend 160 clock hours during the semester in the placement agency.** This time in the Internship will be devoted to assisting practicing public administrators in conducting their daily routine administrative responsibilities and activities.

B. Goals of the PA Capstone & Internship

The fundamental goal of the PA Capstone & Internship experience is the development of the student's ability to integrate the curriculum's liberal arts, social sciences, and professional foundations in the performance of public administrative decision-making and employment responsibilities. This integration occurs primarily through the application of public administrative knowledge, skills, and values to decision-making and problem solving in the field.

During the student's tenure in PLSC 481 and 491, he/she should accomplish the following goal-oriented tasks:

1. Review the history, structure, and functions of the placement agency;
2. Analyze research conducted by the placement agency;
3. Analyze the management style and techniques of the placement agency;

4. Analyze the placement agency's ability and role in achieving democratic values within the democratic state;
5. Analyze the role of the placement agency in bringing about planned change;
6. Analyze the political environment(s) in which the placement agency operates

The accomplishment of these tasks is crucial to the Public Administration Program's curriculum design and to the Program's outcome evaluation process. They also form the core of the evaluation of the student's performance in the Internship.

An additional goal of the Capstone and the Internship is that Public Administration students may demonstrate competence in working with special populations, such as racial and ethnic minorities, women and children, and the economically disadvantaged. Sensitivity toward the special challenges facing these categories of citizens is a highly desired outcome of the Ferris State University Public Administration Program.

C. Eligibility Requirements

In order to enroll in the Public Administration Capstone (PLSC 281) and the Public Administration Internship (PLSC 491), a student must satisfy the following requirements:

1. Successful completion of all prerequisite courses as stated in the University catalogue;
2. Based on preliminary meetings between the student and the Public Administration Program Coordinator, selection by the PA Coordinator of an internship site;
3. Approval of the faculty advisor and the field coordinator.

II. Roles and Responsibilities

A. Student

The student's primary responsibility is the applying of knowledge, skills and values of previous curriculum content to an internship at an approved public administration agency placement site.

Also, the student is expected to:

1. Learn about and function responsibly toward the agency, its clients, its staff, and the agency's network of community agencies and organizations.

2. Interact in a competent and professional manner with the above employing an increasing level of knowledge and skill.
3. Develop increased self-awareness and an objective view of personal strengths and areas needing attention, as related to the six goal-oriented tasks.
4. Identify with and apply professional values and ethical principles as discussed throughout the curriculum.
5. Utilize supervision and other learning opportunities in an effective manner.
6. Support the concept of a three-way partnership among the student, field instructor and field liaison to provide an in-depth, effective and comprehensive professional learning experience.
7. Be responsible for completion of the learning contract in cooperation with the field instructor and for submitting the document to the seminar instructor before the conclusion of the Capstone and the Internship.
8. Complete all assigned written exercises.
9. Maintain a daily log of field instruction experiences, observations, and emotional reactions.

B. Field Instructor

1. Responsibility to the Student:
 - a. Provide the student with a thorough orientation to the agency.
 - b. With the student and with consultation from the Public Administration faculty if desired, define learning contract objectives which are consistent with the six goal-oriented tasks as well as with the mission and service goals of the agency.
 - c. Supervise the student's assignments and, when necessary, help the student understand the relationship of assignments to the learning contract objectives.
 - d. Provide a work area, furnishings, and supplies adequate for the student's role and responsibilities as a beginning public administration professional.

- e. Meet with the student for a minimum of one hour per week in private supervisory conference.
 - f. Evaluate the student at the completion of the internship and forward the evaluation to the field liaison.
2. Responsibility to the Ferris Public Administration Program:
- a. Confer with the program's field coordinator during the planning stage of a potential student placement.
 - b. Cooperate with the field liaison in arranging agency visits, or other needed contacts, during the course of the student's placement.
 - c. Attend field instructor workshops sponsored by the program.

C. Field Coordinator

The field coordinator serves in an outreach capacity to recruit, screen and monitor field instruction sites for students enrolled in PLSC 481 and PLSC 491.

1. Responsibilities to the Program Faculty
- a. For each potential placement site, maintain a file, which contains a general description of the agency, field instructor credentials and experience, and an outline of agency expectations and learning assignments.
 - b. Consult with the program coordinator as new agency sites are developed.
 - c. Through attendance at regularly scheduled Public Administration faculty meetings, report to faculty on development of placement sites.
 - d. Make certain that agency sites meet all criteria for agency and field instructor selection.
 - e. In order to create diversity of placement opportunities, provide a continuing effort to expand potential internship placement sites.

2. Responsibilities to Placement Agencies and Field Instructors

- a. Through regular communication with approved agency sites, inform agency personnel of pending placements and ensure that placements are well coordinated.
- b. Be available throughout the agency selection and placement process for consultation and planning purposes.
- c. To newly approved agency sites, provide orientation concerning all aspects of the internship through regularly scheduled campus workshops or through special conferences with involved agency staff.
- d. Plan, coordinate, and lead annual field instruction workshops to provide orientation to new field instructors and ongoing training to experienced field instructors.

3. Responsibilities to the Student

- a. Provide students with information concerning specific placement sites.
- b. Conduct individual student conferences for the purpose of selection and approval of an agency placement.
- c. Be available to students for ongoing consultation and advice concerning placement selection.
- d. Assess student strengths, needs and interests in the process of matching each student with the most appropriate placement.

D. Field Liaison

As the program's representative *during* the internship placement, the field liaison consults with the field instructor and the student concerning the needs and expectations of all parties involved in the placement.

1. Responsibilities to the Student

- a. Monitor implementation of the internship objectives.
- b. If the field liaison is also the field seminar instructor, provide seminar activities which enable the student to apply professional foundation curriculum content to the experience.

- c. In order to determine the student's overall progress in internship performance, visit each assigned placement meeting with both the student and the field instructor at least once during the internship.
- d. Review a selection of student case recordings and/or other agency assigned written materials.
- e. Based on a review of the student's written evaluation by the field instructor, assign the student's internship grade.

2. Responsibilities to the Field Instructor

- a. Cooperate with the field instructor in assuring that the objectives of the internship are consistent with the agency's mission.
- b. Become familiar with the general policies and programs of the internship agency.
- c. If requested, assist the field instructor in evaluating the student's progress.
- d. Initiate assignments for agency visits sufficiently in advance of the end of the semester to allow for the use of the visit in providing useful feedback on student performance.
- e. Adjust the frequency of liaison visits to the needs of the field instructor for consultation, especially with regard to the establishment of a clear Public Administration role and identity for the student. In addition, special telephone conferences may be required.

3. Responsibilities to the Coordinator of the Public Administration Program

The field liaison is responsible to the program coordinator for communicating the concerns of internship students, field instructors, and placement agencies which cannot be resolved through the usual three-way communication process between the student, the field instructor, and the field liaison. This also includes recommendations for general improvement of the curriculum or other aspects of the program.

As concerns specific to the placement arise, the following steps should be followed:

- a. The student and the field instructor share concern with those directly involved and arrive at a solution.

- b. If a solution cannot be reached, the liaison becomes involved and a three-way discussion is conducted to arrive at a solution. At this point, a written plan of solution is suggested.
- c. If a question concerning the student remaining in the internship placement is involved, the program coordinator is advised.
- d. Any and all decisions to discontinue an internship placement are made only after full discussion of the problem is conducted among all parties involved.

III. Policies and Procedures

A. Agency Selection Criteria

1. The agency operates in the general area of Public Administration and/or conducts daily, routine activities which can be identified as within the general realm of Public Administration.
2. The agency is able to provide student learning which involves Public Administration structures and processes.
3. The agency is willing to commit the resources necessary for the student learning experience. Included among these resources are supervisory time and adequate physical space and supplies to accommodate the student.
4. The assigned field instructor is willing to engage in a three-way learning experience among him/herself, the student, and the field liaison.

B. Field Instructor Selection Criteria

1. The field instructor should possess an appropriate degree and experience in the general area in which the agency operates.
2. The field instructor should have sufficient time, commitment, and agency support for quality student instruction. This should include a minimum of one hour per week of private supervisory conference with the student.
3. The field instructor should possess a thorough knowledge of the agency's mission, programs, policies and procedures. This should include the network of public administrative services in which the agency is a part.

4. The field instructor should have a thorough understanding of his/her role in evaluating the student's competency in the internship roles and responsibilities.
5. The field instructor should possess necessary skills for sharing in the formulation of the learning contract, for ongoing supervision, and for three-way consultation reflecting the concerns of the agency, of the faculty, and of the student.

C. Placement Procedure

The placement assignment is made by the field coordinator. However, the field coordinator should make every effort to reach a decision which is agreeable to all parties.

The student must:

1. Enroll in both PLSC 481 (Public Administration Capstone) and PLSC 491 (Public Administration Internship).
2. Meet with the field coordinator at least one full semester before the planned start of the placement to begin the process of agency selection.
3. Interview at agencies approved by the field coordinator for possible placement.
4. Consult with the field coordinator and potential field instructor concerning specific learning objectives and activities which will be involved in the internship.
5. Negotiate a learning contract no later than two weeks after the placement's start. Parties to the learning contract are the student, the field coordinator, the field instructor, and the field liaison.

D. Learning Contract

The learning contract (pp. 11-12) is an effective tool for helping the student translate Public Administration theory into specific learning objectives and the six goal-oriented tasks. It should be recognized, however, that the learning contract is designed to be used in a wide variety of agencies, and the extent to which it is helpful depends upon the level of communication between the field instructor and the student. The field liaison is also available during the internship for consultation concerning the learning contract.

E. Evaluation and Grading

At the end of the internship (PLSC 491), students who achieve ratings of "Satisfactory" or higher on all of the six goal-oriented tasks and whatever other general competencies that may be identified are given a grade of "Credit" for the internship. Students who do not achieve ratings of "Satisfactory" or higher for these are given a grade of "Incomplete" or "No Credit."

Students who receive a grade of "No Credit" for the internship must, whenever acceptable to the placement agency, repeat the internship in that same agency in order to continue in the Public Administration Program. An exception to this rule is that the Public Administration faculty and the Dean of the College of Arts and Sciences may act to deny enrollment in a subsequent semester of placement. Also, should a student fail to receive credit for a second attempt to complete the internship, he/she will not be allowed to enroll in PLSC 491 for a third time unless conditions stated by the Public Administration faculty have been met and such enrollment is approved.

If it is not acceptable to the placement agency for the student to repeat the internship in that agency, the student must repeat the internship in a different agency in order to continue in the Public Administration Program, with the same exceptions noted above. Students who seek approval for repeating the internship in a different agency must agree, as a condition of that approval, that the Public Administration faculty may inform the second agency about the reasons for the "No Credit" grade in the first agency.

Grades of "Incomplete" for the internship will be changed to "Credit" according to the satisfaction of conditions of performance and the time agreed upon by both the field liaison and the field instructor. If these conditions are not met, the "Incomplete" will be changed to "No Credit."

It is the responsibility of each student's field liaison to assign the internship grade for that student. A student may appeal to change his/her internship grade through the following levels:

1. The Public Administration faculty acting as a group and including the student's field liaison;
2. Head, Department of Social Sciences;
3. Dean, College of Arts and Sciences; and
4. Vice President for Academic Affairs.

The first level of appeal may be pursued as soon as the student is notified of the grade in question, and a decision will be given to the student within one week of the appeal. Time

requirements for higher levels of appeal will follow the practices and policies governing student academic appeals at the respective levels.

F. Denial of Enrollment in Internship (PLSC 491)

According to university policy, to qualify for the internship the student must meet the following requirements:

1. Have the necessary ability, interest, and maturity to competently complete the tasks that will be required in the internship;
2. Have completed all prerequisites to the internship program as determined by the university, the college, and the department; and
3. Have a minimum cumulative grade point average of 2.00 based on work completed at Ferris State University.

Students may be denied enrollment in an internship if their record in previous internships or other academic areas would, in the judgment of the Program Coordinator and the Dean, prevent a successful internship experience.

G. Placement With Employer

In those internship placements in which the student is a former or continuing employee of the agency, it must be agreed upon that the internship will include knowledge and skill development made possible through new assignments or assignments which are in addition to those normally required.

**Ferris State University
Public Administration Program**

Internship Learning Contract

The purpose of this learning contract is to reach general agreements and understandings concerning the placement of a student from the Public Administration program, Ferris State University. It is also the purpose of this learning contract to reach agreement and understanding regarding agency-specific learning objectives related to the six goal-oriented tasks which the student is expected to complete during his/her internship.

At the outset of the learning contract, two points must be emphasized.

1. There are three primary participants in the planning of the internship: the student; the agency representative; and the Ferris field coordinator. Also, there are three primary participants once the internship has begun: the student; the field instructor; and the Ferris field liaison. During the internship, communications must be open and clear among the three participants, and decisions must be made with regard for the career aspirations of the student, the mission and goals of the agency, and the standards and learning objectives of the Ferris State University Public Administration Program.
2. It is recognized that the learning contract will be applied to a wide variety of public administration settings and that a flexible approach must be taken in defining the internship's specific objectives.

The following outlines the general agreements and understandings of this learning contract.

1. It is agreed that the assigned field instructor, the student, and the field coordinator have all determined the agency to be an appropriate placement with respect to the goals and the objectives of the internship program.
2. It is agreed that the student will participate in an internship experience which provides an opportunity to apply knowledge, skills, and values acquired in baccalaureate level Public Administration education. Instruction will be provided through the guidance and supervision of a qualified public administrator on the staff of the placement agency.
3. It is agreed that the student will be placed and supervised by the agency for 160 clock hours during the internship. The student will earn four semester hours of credit for this experience, provided that he/she also satisfactorily

completes two hours of credit in the concurrent Public Administration Capstone (PLSC 481) course.

4. It is agreed that the student and the field instructor will be visited by the field liaison at least once during the internship for the purpose of determining progress toward pre-specified internship objectives, as well as objectives agreed upon in this contract.
5. It is agreed that the field instructor will make one written evaluation of the student's work during the internship. The evaluation will be used by the field liaison to determine whether or not the student will receive credit for the internship.
6. It is agreed that the student's field objectives and evaluation criteria will include the following **six goal-oriented tasks**:
 - a. **Review the history, structure, and functions of the placement agency;**
 - b. **Analyze research conducted by the placement agency;**
 - c. **Analyze the management style and techniques of the placement agency;**
 - d. **Analyze the placement agency's ability and role in achieving democratic values within the democratic state;**
 - e. **Analyze the role of the placement agency in bringing about planned change;**
 - f. **Analyze the political environment(s) in which the placement agency operates.**

The primary responsibility for completing these six goal-oriented tasks falls upon the student, with consultation and approval of the field instructor. The student is expected to begin completing these tasks upon placement, or, when appropriate, before placement. However, since on-site orientation to the agency is crucial to complete these tasks, this agreement may be completed before the end of the student's internship.

PUBLIC ADMINISTRATION PROGRAM

CAPSTONE & INTERNSHIP

Course Identification

PLSC 481 Public Administration Capstone	2 Credits (1 + 2)
PLSC 491 Public Administration Internship	4 Credits (0 + 10)

Course Description

PLSC 481 and PLSC 491 must be taken in unison during the student's final semester. The general scope of these two courses is to capstone the student's educational experience in the Public Administration program by bringing together theoretical and conceptual knowledge in the classroom and practical work experience from the field.

PLSC 481 Public Administration Capstone is a seminar and laboratory devoted to capping the student's entire academic training in the Public Administration program. It will summarize and integrate public administrative values, knowledge, and skills developed as a result of the student's classroom experiences.

PLSC 491 Public Administration Internship consists of actual field work and experience in a public agency. The student will spend 160-clock hours during the semester in the placement agency. This time will be devoted to assisting practicing public administrators in conducting their daily routine administrative activities.

Course Objectives

Knowledge Objectives

1. To specify what public administrators do and how public administrators relate to other actors and institutions within the political system and to deepen understanding of both the uniqueness of public administration in relation to private administration and the similarities between public and private administration.
2. To broaden knowledge of public administrative management styles and techniques as they relate to a public agency's budget, personnel, legal constraints, and policy implementation and regulation activities.

3. To broaden knowledge dealing with accepted public administrative organizational structure and organizational social psychology.
4. To deepen understanding of public agencies and bureaucratic organizations as agents for planned change.
5. To broaden understanding of the full political environment in which public administration operates.

Skill Objectives

As a result of completing PLSC 481 and PLSC 491 in unison, students will be able to:

1. Demonstrate the analytical and conceptual skills necessary for conducting scientifically-oriented research within the public decision-making sector.
2. Demonstrate the public management skills and techniques necessary for administering a public agency.
3. Demonstrate the skills required for the fulfillment of multicultural pluralism within public agencies and bureaucratic organizations.
4. Demonstrate the administrative skills necessary to bring about planned change within the political system and the full society.
5. Demonstrate the ability to communicate comprehensive understanding of the discipline of Public Administration including its unique terminology, concepts, conceptual frameworks, history, functions, and roles within society.

Value Objectives

1. To develop an awareness and appreciation for the human values involved in the political and societal issues with which public administrators must deal.
2. To develop an awareness and appreciation for the ethical choices public administrators must face.
3. To develop an awareness and appreciation for the value issues and ethical choices involved in public decision-making as it specifically relates to policy formulation, implementation, regulation, and evaluation.

4. To deepen an appreciation for the value of scientifically-oriented research within the public decision-making sector.
5. To develop an appreciation for accepted public management styles and techniques.
6. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of democratic values throughout society.
7. To develop a full appreciation for the role of public agencies and bureaucratic organizations in the fulfillment of the values of multiculturalism within society.
8. To develop a deeper appreciation for public administration as an agent for planned change within both the political system and the full society.

Justification for Course

PLSC 481 Public Administration Capstone and PLSC 491 Public Administration Internship are essential capstone experiences for Public Administration program majors. The placement of the two courses during the student's final semester will integrate the theoretical concepts and knowledge of the discipline, the practical accepted professional skills, and the values necessary for public administrators.

The combination of classroom, laboratory, and fieldwork activities strongly supports the integration process and the student's application of the knowledge, skills, and values developed in all other academic courses of the Public Administration major program. These capstone courses will help produce a Public Administration graduate who is well prepared for a career in the public administrative service sector.

Course Outline – PLSC 481

- I. Course Introduction
 - A. Roles and Meanings of Capstone Seminar and Internship
 - B. Objectives of Course
 - C. Integration of PLSC 481 and PLSC 491
- II. Overview of the Discipline of Public Administration
 - A. Terminology and Definition of Terms
 - B. Review of Concepts
 - C. History of the Discipline
 - D. Intergovernmental Relations
 - E. Roles of Public Administrators

- F. Administrative Ethics
- G. Differences and Similarities Between Public and Private Administrative Agencies

Lab Assignment: Review the history structure, and functions of the placement agency

III. Research in Public Administration

- A. Importance of Conducting Research
- B. Review of Research Methods

Lab Assignment: Analyze research conducted by the placement agency

IV. Public Administration and Management

- A. Agency's Budget
- B. Agency's Personnel
- C. Administrative Law Relating to Agency
- D. Policy Implementation and Regulation

Lab Assignment: Analyze management style and techniques of the placement agency

V. Public Administration and Organization Theory

- A. Agency's Organizational Structure
- B. Agency's Social Psychology
- C. Bureaucracy versus Democracy
- D. Representative Bureaucracy

Lab Assignment: Analyze the placement agency's ability and role in achieving democratic values within the bureaucratic state

VI. Public Administration and Planned Change

- A. Public Agencies as Planned Change Agencies
- B. Strategic Management and Planned Change
- C. Organizational Development and Planned Change

Lab Assignment: Analyze the role of the placement agency in bringing about planned change

VII. Public Administration and Politics

- A. The Executive Agency
- B. The Legislature and the Agency
- C. The Courts and the Agency
- D. Inter-agency Politics

Lab Assignment: Analyze the political environment(s) in which the placement agency operates

Course Outline - PLSC 491**I. Types of Placement Agencies****A. Federal Government**

1. Executive - i.e. regulatory commissions
2. Legislative - i.e. congressional aid
3. Judicial - i.e. aid to the court

B. State Government

1. Executive - i.e. regulatory commissions
2. Legislative - i.e. legislative aid
3. Judicial - i.e. aid to the court

C. Local Government

1. County Commission
2. City Manager
3. City Commission
4. Township
5. Local Courts

D. Social Service Agencies

1. Central Assessment and Referral
2. Public Health
3. Rural Poverty
4. Substance Abuse

II. Internship Responsibilities**A. 160 Clock Hours During Semester****B. Utilize Knowledge of Placement Agency as a Case Study for PLSC 481****III. Internship Activities****A. Assist Public Administrators****B. Personnel Duties****C. Grant and Proposal Writing****D. Conduct Research for Agency**

POLITICAL SCIENCE 481
PUBLIC ADMINISTRATION CAPSTONE
Ferris State University
Summer Semester 1988
2 Credit Hours

INSTRUCTOR:

Dr. Richard W. Griffin. Coordinator, Public Administration Program

OFFICE: ASC #2094

OFFICE PHONE: 616-592-2761

OFFICE HOURS: By Appointment during the Summer

TEXT: "Capstone & Internship Manual," Public Administration Program,
Ferris State University

Course Identification

PLSC 481 Public Administration Capstone	2 Credits (1 + 2)
PLSC 491 Public Administration Internship	4 Credits (0 + 10)

Course Description

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