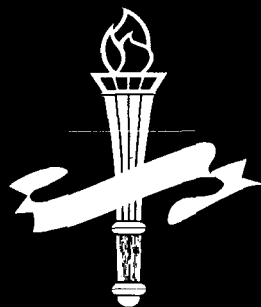


Criminal Justice Administration

APRC 2001-2002

section 1 of 6

FERRIS STATE UNIVERSITY



SCHOOL OF PROFESSIONAL STUDIES

**CRIMINAL  
JUSTICE  
ADMINISTRATION**

BISHOP HALL  
BIG RAPIDS, MI 49307

**GRADUATE  
CRIMINAL JUSTICE PROGRAM**

**Academic Program Review  
2001**

**Master of Science in Criminal Justice Administration  
School of Criminal Justice  
College of Education and Human Services  
Ferris State University  
Big Rapids, Michigan**

**Academic Program Review  
2001  
Master of Science in Criminal Justice Administration**

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2001  
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## SECTION 1

### OVERVIEW OF MASTER OF SCIENCE IN CRIMINAL JUSTICE ADMINISTRATION PROGRAM

The Criminal Justice program at Ferris State University commenced in 1972 with a total enrollment of 52 undergraduate students. Over the past decades, the program has reached 840 students and currently has over 550 students (latest figures combine undergraduate and graduate). During the late eighties and early nineties, the program had been under pressure from alumni, advisory board members, and a wide range of field practitioners from various areas across the state, to institute a master's degree in Criminal Justice. Early on, the Criminal Justice faculty resisted this due to high faculty-student ratios on the undergraduate level, lack of support courses in other areas, and the lack of library resources.

The 1996 Academic Program Review of the Criminal Justice undergraduate program resulted in a very favorable recommendation. Part of the recommendation suggested the program consider the establishment of a master's degree in order to maintain its competitive basis with sister programs in the state. The Master's proposal was submitted in October of 1996 requesting three additional faculty, funding to support development costs, and the expansion of library holdings. Approval was given to begin the program in the fall of 1997. Thus, this is the first program review of the Master's program.

The Criminal Justice Administration program is unique and differs from other Michigan public universities offering graduate education in criminal justice and

criminology. The program is interdisciplinary and is directed toward providing professional education and development for criminal justice practitioners in Correctional Administration, Police Administration, Criminal Justice Evaluation research, and Juvenile Justice Administration. Further, it provides graduate level education for students seeking future admission into Ph.D. programs in criminal justice and/or criminology, or those who are interested in future admission into Law school. The degree also provides substantive preparation for community college instructors.

The graduate program is a 30 credit program of required courses only. This has served as recruitment tool to draw students away from competing graduate programs. Further the admission standards do not require the GRE or MAT. Originally, testing was not part of the admission process in order to build the programs numbers. Recent literature, though, has suggested that these tests may be disqualifying good graduate candidates who either fear the test, or do not possess high testing taking skills. Currently, to be admitted to the program, an application along with a one page letter requesting entrance (writing sample), transcripts, 3 references and the application fee are required. Students with less than a 3.0 may be admitted provisionally. These admissions are based on junior/senior level grade point averages and faculty assessment of ability, motivation, etc.

The program has a graduate coordinator and a departmental graduate committee. Due to no current infrastructure guiding graduate programs at Ferris State University, the coordinator and graduate committee have implemented policies and procedures that are given to both faculty and students (Appendix A). Recruitment and marketing have primarily been handled by the graduate coordinator. The coordinator also serves as



advisor to all graduate students. In 1997, the College of Education (now the College of Education and Human Services) established a college graduate committee. Thus, specific issues regarding students and/or faculty can be handled in a tier step process. The Graduate Coordinator has also participated in any committees relating to graduate education since the inception of MSCJA. This included the Senate Ad Hoc committee in 1997-1998, The Senate Budget Advisory Committee, 1998-1999, VP's Task Force on Curriculum, 1999-2000, and the VP's Task Force on Graduate Education 2000-2001. It is expected that an executive graduate council will be formed in the year 2002 to help coordinate graduate efforts across campus.

It is particularly important to review this issue in terms of delivering graduate services to students. The current infrastructure at Ferris State University does not recognize the difference between graduate and undergraduate education. For example; class registration, deferment of payment to employers, course loading, grading, etc. are several issues that have made it extremely difficult to administer an efficient program. Further, faculty productivity is measured on the same level as undergraduate, despite a higher standard for preparation, current academic scholarship, and increased workload for the student and professor.

Concern over curriculum occurred in the first year of implementation. The original proposal had two options for the culminating experience: 1) thesis, or 2) administrative internship and policy paper. Those students who chose the internship encountered many difficulties. Many higher-level administrators did not have the time or the desire to have an intern, and thus, pushed the intern supervision to lower end managerial staff or line staff. Other administrators refused to even participate, severely

limiting the students' choices on where to go. Only a few organizations allowed true administrative internships and these were either connected with universities (Task Force on Juvenile Justice) or were out of state (Colorado Department of Corrections). Without the benefit of the administrative internship, the completion of the policy paper was nearly impossible. Only two students out of 10 who chose the policy paper/internship option finished all the degree requirements within a year of completing coursework. Based on the low success rate, the graduate committee decided to change the curriculum from the internship to a Graduate Topics course and a Comprehensive Critique/Exam. The Graduate Coordinator submitted the changes to the University Curriculum Committee in December of 1998, which granted approval to begin in the summer of 1998. In the summer of 2001, a one-time option was given to the first two classes to switch from the policy paper option to the comprehensive exam. Eight students chose this switch and are scheduled to take the comprehensive exam in January 2002.

The original program also included a course entitled "Overview of Criminal Justice". The Graduate Committee believed that this course was not rigorous enough on the graduate level due to the majority of students coming from that field or graduating with a degree in Criminal Justice. Due to increasing concern over liability, "Legal Issues and Liability" replaced the Overview class and has been well received by the graduate students.

The impact of providing graduate level education to the field of criminal justice is tremendous. Practitioners and academics alike have pushed for a more professional workforce. Today, the desired worker possesses a Bachelors degree and has the ability to critically think and make independent decisions based on specific criteria. Graduate

education is particularly desirable for supervisory positions. Many long-time workers are seeking Masters degrees in order to move into high-level administrative positions. For federal employment, the Masters degree increases the initial salary, can be substituted for experience by certain agencies, or is the initial requirement for hiring (i.e. federal probation). The general mission of graduate programs is to expand the students' worldview. By presenting theoretical models, analysis and evaluation, and specific administrative skills, our program pushes the student to become a critical thinker while enhancing their communication, managerial, and research skills. Since its inception, MSCJA has been well received by criminal justice, particularly the law enforcement community. The program's success lies in utilizing quality faculty with Ph.D.'s who have had experience within the criminal justice system. This allows them to analyze the theoretical world into the real world the students work in. Although the majority of our students initially graduated from Ferris State University, we are receiving more applications from other undergraduate programs. The current semester has had the largest admissions of the program's history and this trend is likely to continue. Our students have advanced the reputation of Ferris as a quality institution and have been promoted into administrative positions in several different agencies around the state. Several students have been hired for federal government positions and it should be noted that Federal Probation in Detroit has hired four of our master's students. Others have sought academic teaching positions and four students have been admitted into doctoral programs.

It is expected that the criminal justice field in general will expand over the next five years. With many top administrators retiring during this time period, those

possessing graduate degrees will advance within an agency at a faster rate than other employees. For example, all but one captain from the Grand Rapids Police Department have Masters degrees. Based on the demand for higher education (see employer survey), the program needs to expand to full time in Grand Rapids. Many potential students work 2<sup>nd</sup> shift and are unable to attend class during evening hours. Others have expressed the desire to enroll full time. Future plans should include flexibility in the hours to accommodate shift work and provide the opportunity for full time attendance in Grand Rapids. This expansion would require more faculty to handle the increased workload.

Primarily four criminal justice faculty (Drs. Shannon Barton, Nancy Hogan, Eric & Attorney Alan Clarke) and three business faculty (Drs. Roseann Swartz, Douglas Heeter, & Chuck Wolgamott) have taught the majority of courses over the past 4 years. Other than the law class where the professor had a J.D. and a L.L.M, all the faculty possess Ph.D.'s in their fields. Three of the original faculty left Ferris in July 2001. Dr. Russell Lewis has already been hired to replace Professor Clarke and possesses both a J.D. and a Ph.D. For the year 2001-2002, we needed to rely on an adjunct to fill in for one of the vacant positions. Dr. Earl Wajdyk possesses a Ph.D. from the University of Wisconsin and recently retired from the Wisconsin Parole Commission as a research analyst. In order to remain competitive and provide quality education, the program must seek out faculty with Ph.D.'s from highly respected universities.

Overall, the program has slowly gained a reputation of quality in the state of Michigan. Each year the program enrolls more students representing all the different facets of the criminal justice system and all levels of administration. The first four years have been extraordinarily successful for a new graduate program.

## SECTION 2

### ALUMNI SURVEY RESULTS

Nineteen surveys were sent to alumni of the Masters in Criminal Justice Administration. Fourteen surveys were returned, showing a response rate of 73%. The survey consisted of 74 questions that focused on the demographics of the graduates, quality of courses and instruction, availability of resources, the facilities, and the program itself (see Appendix B for complete results). The responses are described below.

#### Description of Alumni

The majority of surveys were returned by former full time students (71.4%). The alumni indicated that most had a gpa above 3.0 undergraduate (78.6%) and 14.3% stating they had between a 2.60-2.99 gpa. Seven percent had less than a 2.6. All students graduated with a 3.0 and above. This supports the provisional admission policy, which allows the graduate coordinator to admit students who have less than a 3.0. Fifty percent of the students paid for graduate school without the benefit of financial aid or employer reimbursement whereas 50% received some type of financial support from an employer. Sixty one percent are currently employed in law enforcement, corrections, or the courts. Others indicate they work for supportive agencies. Only one student reported being unemployed. Forty two percent have annual salaries over \$50,000, 7% list salaries between \$40,001 and \$50,000, 21% are making between \$30,001 to \$40,000, and 14.3% report annual earnings of \$20,001-\$30,000. The majority of alumni worked in urban communities (64.3%) or rural communities (28.6%). Most respondents were women (71.4% female v. 28.6% male) and most were white (85.7%). Most alumni stated they

would probably choose Ferris again if starting graduate school again (71.4%), but 28.6% said they probably would not choose Ferris. Of the four students who answered negatively, 2 stated that they were not challenged, while one indicated they would choose a different field. The last student reported that they wanted more on law enforcement and would look for a program offering that. It is important to note that throughout the survey, two students were quite negative about the program. Of these, one student is employed by Ferris, chose to get the masters degree, but stated she didn't like criminal justice and had no interest in pursuing a career in it at all. This may have biased her responses. Overall, students indicated that they felt they received an average to high quality degree from Ferris (85.7%).

#### Quality of Courses and Instruction

The survey focused on three core areas: Criminal Justice, Management, and Accounting. Each area will be presented separately and then a comparison will be provided. The first area is criminal justice. Five core courses in criminal justice are required, which include theory, research methods, evaluation and planning, legal/liability issues, and a seminar is either law enforcement or corrections. Two management courses taught in the College of Business are required: executive leadership and personnel/human resources. Accounting faculty from the College of Business teach one course in governmental budgeting and accounting.

### Criminal Justice

The quality of the criminal justice courses was rated good to excellent by 78.6% of the students taking the survey. Twenty one percent (3 students) thought the classes were fair in quality. When asked about rigor, 78.6% thought it was good to excellent ( $X=2.29$ ,  $S.D. = .91$ ). Seven percent thought the classes were fair in rigor while 1.43% (2 students) listed the rigor as poor. The majority also believed the courses were relevant to working in the field (85.7%).

Five statements focused on the quality of instruction. First, students were asked to rate the fairness in grading by criminal justice faculty. The majority of students listed their answers as good to excellent (71.4%) with 21.4% reporting that grading was fair. One respondent listed grading as poor. When asked specifically about the quality of criminal justice faculty, 78.7% stated it was good to excellent with 3 students reporting it to be only fair. Most students found it easy to interact with the criminal justice faculty (92.9%), while 7.1% (1 student) stated it was poor. The textbooks selected by the faculty are well received. Eighty five percent indicated they were good to excellent with 14% believing they were fair. Finally, when asked about the professional competence of the criminal justice faculty, 85.7% responded with a good to excellent rating with 2 students selecting poor. Overall, it appears that students have a high regard for the criminal justice faculty.

### Management

The quality of management courses was rated good to excellent by 78.6% of the students taking the survey. Seven percent of the students listed the quality as fair and

14.3% listed it as poor (2 students). When asked about rigor, 78.6% thought the management courses were challenging, 7% thought they were fair, and 14.3% answered poor. When asked whether the course instruction was relevant to criminal justice, only 57.1% rated it good to excellent. Twenty eight percent listed the relevance as fair, and 14.3% answered poor. The majority of students believe the management faculty was fair in grading (85.7% rated it good to excellent), with 1 student reporting it was fair and 1 student believing it was poor. The next question addressed quality of instruction. Most students rated the quality good to excellent (78.6%) with 21.4% reporting it was fair to poor. The ability to interact with the faculty was above average (64.3%), although 35.7% believed it was only fair to poor. When asked about the selection of textbooks, again 71.4% listed the choices as good to excellent. Almost 15% thought the selection was fair, 14.3% thought it was poor. Finally, when asked about the professional competence of the management faculty, 78.6% rated them as good to excellent. Again 14.3% found the faculty to be fair with 1 student reporting the competence as poor.

### Accounting

The quality of the accounting course was rated good to excellent by 57.1% of the students, while another 42.8% rated it as fair to poor. When asked about rigor, 78.6% rated the class as challenging, while 21.4% rated it fair to poor. The majority of students rated the course relevance to criminal justice as good to excellent (57.1%) with 28.5% rating it fair to poor. Due to the continual conflict about what is being taught in this class, it is surprising that these figures are of the opposite opinion of the current students. In particular, the first class (Winter, 98) only taught accounting, not about budgets. Maybe



once the students are out of school, they see the value of budgeting in their employment. The majority of students do believe that the grading is good to excellent (85.7%) with 1 student rating it as fair and one rating it as poor. Answers to quality of instruction were again diverse. Seventy nine percent reported it was good to excellent and 21.4 percent rated it as fair to poor. When asked about the interaction with accounting faculty, 71.4% listed it as good to excellent, although 28.6% of the students felt it was fair to poor. Seventy one percent of the students believed that the textbooks were good to excellent. Twenty nine percent disagreed and listed the textbooks as fair to poor. Finally, students were asked about the professional competence of the accounting faculty. Over 85.7% found the faculty to be good to excellent while 1 student rated the faculty as fair, and 1 student gave a poor rating.

When comparing the 3 core areas, it appears the alumni were evenly satisfied with criminal justice and management, and slightly less satisfied with the accounting. The results may be inaccurate, though, due to the low response rate. Thus, the 2 students who rated most of their answers as poor, skew the results. Overall, the alumni did rate the accounting course lower than criminal justice, but much higher than the current graduate students.

### Resources

The specific resources mentioned focused on library holdings, access to library databases, and computer availability. Well over 1/3 of the students saw the quality of library holdings in criminal justice as fair to poor (42.8%) while 28.6% rated them good. Surprisingly, 28.6% circled unknown. Since most of the students attended

Ferris on the undergraduate level, one would surmise they would have formed an opinion about the quality. This may be an issue that needs to be addressed on the undergraduate level. Are the students being required to do research? Students state the access on the main campus is fair to good (28.5%), while 28.6% rated it as poor. Forty-three percent circled unknown, indicating that any resources available are not being used by the majority of students. A question then was asked about access from Grand Rapids. Only 7.1% answered it was excellent, while 7.1% reported it as fair, and 14% stated it was poor. Once again, the highest number of students (60%) stated the access was unknown. The survey then questioned the respondent about the quality of databases available. For students on campus, 20% rated them good to excellent, 50% rated them fair, and 14.3% rated the databases as poor. Seven percent did not know. Thirty percent of Grand Rapids students rated the databases as good to excellent, 40% as fair, 7.1% as poor, and 7.1% unknown. This may indicate that off campus students are choosing other alternatives (such as Grand Valley State University) to conduct research.

### Facilities

Only main campus students were asked about the classroom facilities and computer facilities as the Applied Technology Center is relatively new. Surprisingly, 80% of on campus students rated the classrooms as good to excellent, with 20% rating them fair to poor. The current classrooms have extremely old, musty smelling carpeting and haven't been painted in years. Further, until recently, T.V. s and VCR's had to be brought in from the department. The Dean's office just received an allocation for furniture and technology for one criminal justice room. Despite putting in for painting

- and carpeting, this year's budget did not allocate funds for updating, although it was
- hinted that money will be forthcoming for renovations.

Both groups were asked about the computer facilities. The majority of main campus students rated the computer facilities as good to excellent (44.4%), while 55.5% rated them as fair to poor. Grand Rapids students were less enthusiastic. Only 20% rated the facilities as excellent with the majority not answering as unknown (20%). Again this indicates that GR students are either unaware of what is available, or because they are nontraditional, may be restricted by the hours of availability.

### Services

Specific questions addressed a variety of issues including availability of books and courses, the ability to register and get grades, as well as the helpfulness of the criminal justice staff. The alumni thought the book services at Lundberg bookstore were either good to excellent (50%), or fair to poor (40%). Grand Rapids students ranked Kendall either as fair (60%) or good (40%). There has been a continual problem with availability of books for courses that do not meet on the strict academic calendar. For example, one week all day seminars in the summer have been difficult to get books for. The students are supposed to read the books prior to the seminar, but many times, they have been available the week of class. With regard to availability of courses, 100% of Main Campus students ranked it good to excellent and Grand Rapids student ranked it (100%). Additionally, Grand Rapids students were asked about the flexibility of the program, again which 100% indicated it was good to excellent. At the current time, only two classes are offered per semester. This is due to the lack of faculty lines to expand the

program and the reluctance to use adjuncts. There are students in the Grand Rapids area that would like to go full time, but this expansion has not received administrative support. Both campuses rated the ability to register high (main-90%, GR-80%). Although many did not know about grades online (main-60% unknown, GR 40% unknown), the other students rated it good to excellent (main-40%, GR-60%). Almost everyone believed the criminal justice staff was helpful (92.8%), with only 1 student answering poor. Six percent circled unknown.

### Program

Finally, students were asked about the quality of the program and their fellow graduate students. On the main campus, 80% rated fellow classmates as good to excellent while 10% listed them as fair, and 10% listed them as poor. On the Grand Rapids campus, 80% rated fellow classmates as good to excellent, with 20% rating them as fair. When asked about the overall quality of the program, 70% of the main campus students rated the program good to excellent while 80% of the Grand Rapids group gave the program the exceptional ratings. These are lower than what our current students rank the program. This may be due to curriculum changes, and the criminal justice graduate faculty gaining experience. For example, a legal issues and liability course replaced a class on criminal justice overview. The students found the overview class very repetitive of their own knowledge. Additionally, all the criminal justice graduate faculty were relatively new into the field of academics. The graduate coordinator had only one year as an assistant professor with no graduate teaching, two faculty began Ferris as ABD with no graduate teaching experience, and one had a law degree with no graduate teaching

experience. Not only did the faculty gain experience, but formed a specific direction for the graduate program that may now be reflected in the quality markings of current students.

## SECTION 3

### EMPLOYER SURVEY RESULTS

Due to the limited amount of graduates from the program (19 at the time of data collection), 25 surveys were randomly included in the undergraduate survey. Sixteen surveys were returned. The survey focused on the need of graduate education rather than specifically focusing on MSCJA. The survey did address core areas of our program (such as knowledge, evaluation, and managerial skills). The survey also focused on expected outcomes (critical thinking skills, better decision making skills, and better communication skills). The final area addressed was the importance of graduate education to criminal justice, including the ability to get hired and promoted (see Appendix C). The results are reported below.

#### Core Areas

This section asked three questions regarding core areas of the MSCJA program. The first question dealt with furthering a person's knowledge. Eighty-eight percent rated the knowledge as above average to excellent, 6.3% rated it as average, and 6.3% were unsure. Next, masters-level managerial skills were explored. Eighty one percent rated these skills as above average to excellent, and 19% rating them as average. The importance of evaluation was then asked. Seventy five percent rated this as above average to excellent, 6.3% rated it as average, and 19% as below average. Although the majority of employers saw a need for evaluation skills, some departments may be large

enough that they have access to hire outside evaluators. It also could be possible that the 19% that responded below average were not sure what evaluation skills were.

### Outcomes

Several outcome variables of graduate education were included in the survey. The first area was the expansion of critical thinking skills. All responding employers rated this expansion as above average to excellent. The second question focused on the enhancement of decision making skills. Again, all employers answered above average to excellent. Finally, the communication skills of graduate students should be improved. This again received 100% in the above average to excellent categories. Thus, all the graduate academic outcomes listed are being recognized by leaders in the field.

### Importance of Degree

Many students come into the program for specific reasons. Many enter believing the master's degree will enhance their chances of getting hired, while several part time students come back because they see the degree as a tool to get promoted. For several decades, the criminal justice literature has encouraged higher education for its workers. Yet, the agencies have been slow to respond. The first question asked was about the importance of graduate education in the employers field. As expected, 56.3% saw the importance above average to excellent, while 25% saw it as average, and 18.8% responded as below average. The next question addressed their own perception about graduate education by asking whether they would be more willing to hire someone with a Masters degree. All the respondents answered above average to excellent (50% for

each). This is encouraging. It gives our graduate students an edge in the hiring process. Also addressed was whether or not it would enhance a persons' chance for promotion. Ninety four percent answered above average to excellent, with 6.3% ranking it as average. Thus, the majority of employers would consider promoting master degree employees before undergraduate. Finally, employers were asked if they would recommend to their employees graduate education. Seventy five percent gave highly positive answers (above average to excellent) and 25% ranked it as average. It must be remembered, though, that many leaders today do not possess graduate degrees, and some do not have undergraduate degrees. It would be expected that these leaders would be less enthusiastic about higher education.



## SECTION 4

### GRADUATE STUDENT EVALUATION OF MSCJA

A survey was administered to all students taking courses in the Winter semester of 2001. Of 54 students, 48 voluntarily participated and returned the survey completed. This is a response rate of 83%. The survey concentrated on the demographics of the student, the quality of the courses and instructors, resources available, the facilities, services, and the program itself (see Appendix D). The results are discussed below.

#### Description of Current Graduate Students

Based on the answers given, two-thirds of the students are part time with almost an even division between the main campus and the Grand Rapids location. Interestingly, more than half the students are paying for the program without benefit of financial aid or employer reimbursement. Twenty students, though, did have some financial support from their employers. Although 56.3% had undergraduate grade point averages of 3.0 or higher, 27.1% had a gpa of 2.6 –2.9. Only two students had lower than a 2.6 upon admission. When asked their current grade point average, the majority had above a 3.0 with only 2 students stating they were below a 3.0. The two admissions with undergraduate gpa's below 2.6 both list their current gpa as 3.0-3.25. This supports the provisional admission policy to allow students with less than a 3.0 to at least try to succeed.

There are more men enrolled in the program than women (60% men, 40% women) and the group is quite diverse with 67% white and 33% minority. Several

minority groups are represented such as Asian, Black or African American, Native American, and Hispanic.

Sixty eight percent of the graduate students are employed full time and 27% are working part time of 20 hours or more. Fifty percent of the students are working in law enforcement. Other employers include corrections, probation/parole, courts, and various public and private agencies that are related to criminal justice (i.e., Family Independence Agency, Eagle Village). Only 14.6% have no employment and are full time students. Most of the graduate students attended either Ferris State College or Ferris State University (2/3) for their undergraduate studies while 1/3 attended other Michigan universities.

Twenty percent of the responses indicated that the most important reason for selecting Criminal Justice Administration was the programs reputation. Thirty nine percent thought the most important reason was the program content, enabling the ability to finish in a reasonable amount of time, while almost 15% came based on colleague reputation. The majority would come to Ferris again (77%) with 19% uncertain. Some students indicated they were unsure about staying in criminal justice as a field. Only 4% stated that they probably wouldn't choose the program again.

#### Quality of Courses and Instruction

The survey focused on three core areas: Criminal Justice, Management, and Accounting. Each area will be presented separately and then a comparison will be provided. The first area is criminal justice. Five core courses in criminal justice are required, which include theory, research methods, evaluation and planning, legal/liability

issues, and a seminar in either law enforcement or corrections. Two management courses taught in the College of Business are required: executive leadership and personnel/human resources. Accounting faculty from the College of Business teach one course in governmental budgeting and accounting.

### Criminal Justice

The quality of the criminal justice courses was rated good to excellent by 95.8% of the students taking the survey. Only 4% thought the classes were fair in quality. When asked about rigor, 87.6% thought it was good to excellent ( $X=1.93$ ,  $S.D. = .98$ ). Six percent had not taken any cj courses and another 6% thought the classes were fair in rigor. The majority also believed that the courses were relevant to working in the field (87.5%).

Five statements focused on the quality of instruction. First, students were asked to rate the fairness in grading by criminal justice faculty. The majority of students listed their answers as good to excellent (89.6%) with 6% reporting that grading was unknown. The remaining 3 students listed grading as fair. When asked specifically about the quality of criminal justice faculty, 93.8% stating it was good to excellent with 2 students reporting it to be only fair. Most students found it easy to interact with the criminal justice faculty (72.9%), while 20.8% stated it was only fair. This may be due to the Grand Rapids location where there are no permanent faculty or faculty offices. Students must rely on email, phone calls, or wait to see the instructor. All criminal justice faculty allot special office hours down in Grand Rapids, but this is usually before class. The textbooks selected by the faculty are well received. Eighty five percent indicated they

were good to excellent with 12% believing they were fair. Finally, when asked about the professional competence of the criminal justice faculty, 93.8% responded with a good to excellent rating with 2 students selecting fair. Overall, it appears that students have a high regard for the criminal justice faculty.

### Management

Due to many who have not taken management courses, frequencies were calculated without these students. The quality of management courses was rated good to excellent by 67.6% of the students taking the survey. Almost 32% of the students listed the quality as fair. When asked about rigor, 48.3% thought the management courses were challenging, while 41.4% thought it was fair. When asked whether the course instruction was relevant to criminal justice, only 58.6 % rated it good to excellent. Forty one percent listed the relevance as fair

Five statements focused on the quality of instruction. The majority of students believe the management faculty was fair in grading (90% rated it good to excellent), with 2 students reporting it was poor (6.7%) and 1 student believing it was fair. The next question addressed quality of instruction. Most students rated the quality good to excellent (86.6%) with 13.3% reporting it was fair to poor. The ability to interact with the faculty was also good (73.6%) with several believing it was only fair to poor (23.4%). When asked about the selection of textbooks, again 76.6% listed the choices as good to excellent. Over 23% thought the selection was fair. Finally, when asked about the professional competence of the management faculty, 93.3% rated them as good to excellent with only 6.7% finding the faculty to be fair.

### Accounting

The quality of the accounting course was rated good to excellent by 61.1% of the students, while another 38.9% rated it as fair to poor. When asked about rigor, 69.7% rated the class as challenging, while 30.3% rated it fair to poor. In particular, the majority of students rated the courses relevance to criminal justice as fair to poor (54.6%) with 45.5% rating it good to excellent. There has been some conflict as to what is being taught. The course is to overview the ins and outs of governmental budgeting. Most students do not have an accounting background and it has been extremely difficult for them to understand the class when it has been taught primarily from an accounting perspective (i.e. debits and credits). The majority of students do believe that the grading is good to excellent (81.8%) with 18.2% rating it as fair to poor. Quality of instruction responses varied with 73.5% reporting it was good to excellent and 26.5% rated it as fair to poor. When asked about the interaction with accounting faculty, 62.5% listed it as good to excellent, although 37.5% of the students felt it was fair to poor. Seventy one percent of the students believed that the textbooks were good to excellent. Twenty nine percent disagreed and listed the textbooks as fair to poor. Finally, students were asked about the professional competence of the accounting faculty. Over 85% found the faculty to be good to excellent and 14.7% agreed they were fair. There were no poor ratings for this category.

When comparing the 3 core areas, it is clear that students were less satisfied with the management and accounting courses and instruction than criminal justice. Many students listed comments stating that the classes were designed for business students with no relevant connection to criminal justice. Issues that are critical to criminal justice

leaders were not discussed. Others felt that the professors didn't take the courses seriously or saw the students as problematic due to their lack of knowledge in the business area (particularly in accounting). Overall this presents a concern that needs to be addressed.

### Resources

The specific resources mentioned focused on library holdings, access to library databases, and computer availability. Over 1/3 of the students saw the quality of library holdings in criminal justice as fair to poor (35.4%) while 27.7% rated them good to excellent. Surprisingly, 35.4% circled unknown. Since most of the students attended Ferris on the undergraduate level, one would surmise they would have formed an opinion about the quality. This may be an issue that needs to be addressed on the undergraduate level. Are the students being required to do research?

A major concern of faculty was the access to the databases. The majority of students rated the on campus access as fair to excellent (48.9%), while 4.2% reported it as poor. Forty six percent circled unknown, but this may be due to being located at the Grand Rapids campus. A question then was asked about access from Grand Rapids. Only 6.3% answered it was good to excellent with most students reporting fair to poor (29.2%). Twenty-nine students circled unknown. The survey then questioned the respondent about the quality of databases available. For students on campus, 36% rated them good to excellent, 44% rated them fair, and 4.2% rated the databases as poor. Six percent did not know. Grand Rapids students rated the databases as good to excellent (21.7%), 17.4% stated they were fair, and 56.5% circled unknown. This indicates that off

- campus students are choosing other alternatives (such as Grand Valley State University)
- to conduct research.

### Facilities

Only main campus students were asked about the classroom facilities and computer facilities as the Applied Technology Center is relatively new. Surprisingly, 68% of on campus students rated the classrooms as good to excellent, with 32% rating them fair to poor. The current classrooms have extremely old, musty smelling carpeting and haven't been painted in years. Further, until recently, T.V. and VCR's had to be brought in from the department. The Dean's office just received an allocation for furniture and technology for one criminal justice room. Despite putting in for painting and carpeting, this year's budget did not include it, although it was hinted that money will be forthcoming for renovation.

Both groups were asked about the computer facilities. The majority of main campus students rated the computer facilities as good to excellent (68%), 16% rated them as fair, and another 16% answered unknown. Grand Rapids students were less enthusiastic. Only 26% rated the facilities good to excellent, while 34.7% rated them fair to poor. Again a high percentage circled unknown (39.1%).

### Services

Specific questions addressed a variety of issues including availability of books and courses, the ability to register and get grades, as well as the helpfulness of the criminal justice staff. The majority of students thought the book services at Lundberg bookstore were good to excellent (88%). The majority of Grand Rapids students found

the services at Kendall bookstore to be good to excellent (79%) as well. With regard to availability of courses, 80% of Main Campus students ranked it good to excellent and Grand Rapids students also ranked it good to excellent (87%). Additionally, Grand Rapids students were asked about the flexibility of the program, which over half indicated good to excellent (55%), 26% thought it was fair, and 13% ranked it as poor. At the current time, only two classes are offered per semester. This is due to the lack of faculty and the reluctance to use adjuncts. There are students in the Grand Rapids area that would like to go full time, but this expansion has not received administrative support. Both campuses rated the ability to register extremely high (main-95%, GR-96%). Although many did not know about grades online (main-16%, GR 20%), the other students rated it good to excellent (main-79%, GR-69%). Everyone believed the criminal justice staff was extremely helpful (94%) with 6% circling unknown.

### Program

Finally, students were asked about the quality of the program and their fellow graduate students. On the main campus, 72% rated fellow classmates as good to excellent while 28% listed them as fair. On the Grand Rapids campus, 96% rated fellow classmates as good to excellent. All students in Grand Rapids are working full time and have chosen to get a masters degree despite their busy schedules. This in itself shows a high degree of motivation. On the main campus, though, many undergraduates choose to get a masters degree because they are not sure what to do. Those working full time find these students to be less motivated and more immature. When asked about the overall quality of the program, 92% of the main campus students rated the program good to



excellent while 96% of the Grand Rapids group gave the program exceptional ratings.

This is quite encouraging due to the newness of the program!

## SECTION 5

### FACULTY PERCEPTIONS OF MSCJA

In May 2001, the Faculty Survey for the Master's Program was distributed to the nine full time faculty and the Director of the School of Criminal Justice. Seven surveys were returned equaling a response rate of 78 percent. The survey consisted of 20 statements, with Likert-type responses ranging from 1 – 6 (1=poor; 2=fair; 3=acceptable; 4=good; 5=very good, & 6=don't know). The survey covered several pertinent areas including support services (library, technology); academics (student knowledge, communication skills, motivation, workload) graduate assistants (funding, research opportunities), faculty (workload, quality of instruction), facilities (classrooms); and the program itself (reputation, availability of courses off campus, and quality). The results will be briefly discussed for each area (see Appendix E for complete results).

#### Support Services

The specific support services targeted were the library holdings in criminal justice, the amount of technology incorporated into the classroom, the ability of off campus students to link into the Ferris network, and the availability of software that could be utilized in the classroom. The results were not favorable. Over 85.7 percent found the library to either poor or fair in holdings required for graduate teaching. The overall mean was 1.86 with a standard deviation of only .69.

Faculty responses were more diverse about the amount of technology incorporated in the classroom. Forty-three percent believed that the amount was poor or fair, 28.6 % thought the technology was acceptable, and 28.6% indicated that the

technology was good. The mean, though was 2.57 with a standard deviation of 1.27. Not all faculty answering the survey teach in the master's program and may account for the variation.

When asked specifically about the availability of software (particularly statistical packages), 3 faculty didn't know (42.9%). The remaining faculty indicated that the availability was poor (57.1%). This extreme variation is reflected in the Mean (3.14) and the standard deviation (2.67). Several attempts were made to secure a license for SPSS, but requests were denied due to the expense. SPSS is the main statistical package used by social scientists and graduate students should be exposed to it in both the Research Methods class and the Criminal Justice Evaluation class.

The faculty were then asked about the ability to link into the main campus resources (i.e. the library databases) from the Grand Rapids campus. Forty-three percent believed the linkage was either poor or fair, 29% believed it was acceptable, 14.3% stated it was very good, and 14.3% did not know. The Mean was 3.00 (indicating acceptable), but the standard deviation was high (1.91). Therefore, the answers are too mixed to make a specific statement one way or the other. It is a topic that should be explored further.

In conclusion, the results indicate that faculty are concerned about the support services needed to run the graduate program. Funding for library holdings and availability of software need to receive a higher priority in the budget.

### Academics

Several statements focused on the students workload, written communication skills, desire to learn, and the culminating knowledge of graduates. This section was rated much higher by the faculty, with no responses of poor or fair.

The first statement focused on the student workload. Faculty indicated either it was good (71.4%) or very good (28.6%). The Mean 4.29 and the standard deviation was .49. The program, from a faculty standpoint, appears to be rigorous and challenging.

The second statement asked about the written communication skills of those graduating from the program. Concern had been expressed about many students' writing ability prior to their entrance into the program. Faculty indicated that students writing ability was either acceptable (28.6%) or good (71.4%). The Mean was 3.71 with only a .49 standard deviation. It appears that graduate students improve their writing skills during the program.

The third statement dealt with the graduate student's desire to learn. Again the results were favorable. Faculty found student motivation acceptable (14.3%), good (57.1%), or very good (28.6%). The mean was 4.14 with a standard deviation of .69.

The overall culminating experience of the graduate student was also rated extremely high. The Mean was 4.43 and the standard deviation was .98. Faculty rated the culminating knowledge as acceptable (14.3%), good (42.9%), and very good (28.6%). One faculty member did not know the student's experience (14.3%).

In conclusion, the faculty rated the graduate program's academic performance quite high.

### Graduate Assistants

- Graduate assistants are an integral part of any graduate program. In the criminal justice department, they are primarily responsible for all pre-cj (freshman, sophomore) advising, aiding in data collection and analysis when grant opportunities are available, providing support to the faculty in research, the classroom, and for special projects, as well as participating in departmental or secretarial needs. Two areas were addressed on the survey: research opportunities and funding. Faculty responses to research opportunities were mixed. A poor or fair response accounted for 28.6%, 42.9% found it acceptable, and 14.3% saw the opportunities as very good. One faculty (14.3%) did not know what was available. More senior faculty may have seen the increase in research opportunities and rated this as favorable. Less senior faculty may have expected more availability of research. The Mean was 3.29, with a 1.70 standard deviation.

When asked about funding, though, faculty responded negatively. The majority saw the funding as poor or fair (71.5%), while only 15.3% believed it was acceptable. Again, one faculty member did not know about funding (14.3%). The Mean was 2.43, although the standard deviation was 1.72.

It is clear that faculty believe more funding is needed for graduate assistants. In the past, funding has been available in a lump sum. Since the program is actually run over three semesters (fall, winter, summer), there is a need for graduate assistants during the summer session. The lump sum has to be divided over three semesters, and has provided only 2 graduate assistants.

### Faculty

This section looked at the quality of instruction from the viewpoint of the criminal justice faculty.. Three statements were provided to reflect the specific departments who teach in the program (cj, management, and accounting). The faculty rated the quality of instruction by the criminal justice faculty either good (28.6%) or very good (71.4%). The mean was extremely high at 4.71, with a small standard deviation of .49. The accounting faculty was rated as acceptable (71.4%) or good (14.3%) with one faculty member not knowing about the quality of instruction (41.3%). The accounting faculty Mean was 3.57 with a standard deviation of 1.13. The management faculty had the lowest Mean of 2.86 (S.D. 1.57). The responses indicate that 42.9% believed that the quality of instruction was poor or fair, while 42.9% believed it was acceptable. One person (14.3%) did not know.

Concern has been expressed about the business courses not meeting the same standards as the criminal justice classes. In particular, these concerns have focused on reading assignments, writing assignments, and testing methods.

### Facilities

The facilities on the main campus were given a less than favorable rating. Over fifty-seven percent agreed that the teaching facilities were of poor or fair quality with the rest of the responses stating they were acceptable (42.9%). The rooms where classes are held (second floor of Bishop Hall) have needed renovation for some time. The carpeting is extremely old and worn and has a musty odor to it. The walls haven't been painted for years and the space is very cramped.

### Master's Program

One question was asked about the availability of the courses in Grand Rapids. The program is full time on the main campus and offers the rotation of courses within one year. In Grand Rapids, though, only two courses are offered a semester, and are mainly selected based on the student majority. Every survey either rated the availability as acceptable or good. Two questions were asked about the program itself, one dealing with the overall quality and the other with the reputation. Most faculty believe the program is high quality (85.7% either good or very good) with only 14.3% believing that the quality was acceptable. Based on faculty response, it appears that the program is headed in the right direction.

## SECTION 6

### ADVISORY BOARD PERCEPTIONS OF MSCJA

In May 2001, surveys were sent to the 15 advisory board members of the School of Criminal Justice. Only six responses were returned accounting for 40% of the board. Nine statements were presented with responses ranging from 1-5 (1=strongly agree, 2=agree, 3=neutral, 4=disagree, 5=strongly disagree). The survey focused on the field's need for graduate education and the course selection. In addition, two open ended questions asked whether a course(s) should be removed or added (see Appendix G). The results are discussed below.

#### Criminal Justice Need for Master's Degree

The first question asked if there was a need for graduate education in criminal justice. The Mean reported was 1.33 with a standard deviation of .52. Advisory Board members either strongly agreed (66.7%) or agreed (33.3%) with the statement. The next statement asked if new supervisors should possess a master's degree. Responses ranged from strongly agree (33.3%), agree (33.3%) and neutral (33.3%). Overall, though, these answers indicate that those that possess a Masters degree are more likely to get promoted. This was confirmed with the next statement about a Masters degree enhancing the chance for promotion. Eighty-three percent of the advisory board strongly agreed and 16.7% agreed. When asked if the Criminal Justice Administration degree met the needs of criminal justice, the majority of responses indicated a favorable response (66.6%) with 33.3% remaining neutral.



### Criminal Justice Administration Courses

Five statements were presented dealing with five separate areas of courses: theory, evaluation, management, budgeting, and legal issues. For the statements relating to evaluation, management, and legal issues, all responses were either agree or disagree. The reported Means and standard deviations were: evaluation = 1.33, S.D.= 52, management = 1.50, S.D.= 55, and legal issues 1.17, S.D.=41. The responses regarding the theory statement were 50% strongly agreeing, 33% agreeing, and 16.7% remaining neutral. The Mean supports the need for theory with a 1.67, S.D. = 82. The last question related to budgeting with responses of 33.3% strongly agreeing, 50% agreeing and 16.7% remaining neutral. The Mean was 1.83, with a standard deviation of .75. Overall, the courses within the program are viewed by the advisory board as necessary. The first open-ended question asked if anything should be removed from the program. Only one response stated that evaluation was good, but not the most necessary. Two separate responses were received when asked if anything should be added. They included a course of instruction on how to effectively deal with other governmental agencies and officials at the federal, state, and local level. A second respondent suggested that the Personnel course address issues on diversity/multiculturalism, public relations, the media, identifying the high risk employee including psychological, substance abuse, etc. Also crisis management was mentioned. All are important issues and should be addressed. Under graduate topics we have taught crisis intervention & hostage negotiation as well as high risk employees (mentally unstable, drug/alcohol abuse, and legal areas administrators should be concerned about. Overall, these results indicate that the program is on track with the needs of the criminal justice agencies.

**SECTION 7**  
**LABOR MARKET ANALYSIS**

The following labor market analysis is derived from the Federal Occupational Handbook, 2000-2001 edition. Five areas encompass the criminal justice field. They include correctional officers, police and detectives, social workers (category for probation/parole officers), human service workers, and lawyers/judicial workers (see Appendix H). Each area will briefly be covered explaining current employment trends and salary ranges.

Correctional Officers

This position includes all levels of government servicing over 3200 jails, state prisons, and the federal governments. Opportunities are also available in privatized correctional facilities (i.e. Wackenhut (Michigan Youth Correctional Facility)). The job outlook is described as very favorable meaning a 36% increase or more in the current workforce through 2008. The median earnings reported were \$28,540 for 1998. Depending on the level of government, these earnings may range from \$18,810 - \$46,320 for line officers (p. 361). Although no degree is required (Michigan requires 15 semester hours), those in possession of a college education tend to be promoted faster and qualify for treatment-oriented positions within the facility.

### Police/Detectives

- This section covers all law enforcement at all levels of government. All federal agencies require at least a bachelors degree and this standard is becoming accepted nationwide. The job outlook for this area is also expected to increase at least 36% through the year 2008. The median salary in 1998 was \$48,700, but included detective supervisors, thus skewing the salary. Patrol officers median salary was \$37,710, sheriffs mean salary was \$28,270, and federal law enforcement jobs ranged from \$34,400 to \$93,500 (p. 369).

### Probation/Parole Agents

The Federal Occupational Handbook categorizes this area as social workers, which may be misleading in the presentation of salary and job outlook. Although social workers (BSW) are hired within this field, a person is not required to hold this degree. Many students with a Bachelors degree in Criminal Justice hold these same jobs. A bachelors degree is required for an entry position under most circumstances, although the federal government requires a master's degree. Again, employment in this area is expected to increase at least 36% through the year 2008. The reported median salary was \$30,590 in 1998 with a range from \$19,250 - \$49,080 (p. 163).

### Human Service Workers

This category would include such positions as alcohol or drug abuse counselor, community outreach worker, life skills counselor, and residential treatment centers. Depending on the specific job and who the employer is, a bachelors degree may or may

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not be needed. Most positions that involve case management in criminal justice do require a Bachelors degree. According to the handbook, job outlook under this category is excellent. It is also expected to grow much faster than the average occupations (36% or more) through the year 2008. The median earnings for this category were relatively low at \$21, 360 with a range of \$13,540 – \$33,840 (p. 158).

### Lawyers and Judicial Workers

Lawyers hold a variety of jobs within the legal system including judicial workers and judges. Lawyers can be in private practice or work for some level of government. To practice law in the United States, a person must have a bachelors degree, and Juris Doctorate from an accredited American Bar Association law school, and have passed the bar examination in the state(s) where he/she practices. In contrast to the other areas of criminal justice, the job outlook for lawyers will be very competitive and employment growth is expected to be slower than in the past, although it is expected to be at the average pace with most occupations (10-15%). Positions as judges, though, will grow more slowly than average. The median salary for all lawyers in 1998 was \$78,700 (p. 144). Due to the extent of employment variations, a range is not calculated although the average salary 6 months after law school is listed as \$45,000 (p. 145). Salary earnings for judges vary greatly as well. Supreme Court judges earned \$175,400 whereas trial court judges averaged \$94,000 (p. 145).

## SECTION 8

### EVALUATION OF FACILITIES AND EQUIPMENT

On both student surveys and the faculty survey, questions were asked that addressed the evaluation of the facilities and equipment. In comparing the previous survey sections, the criminal justice faculty were most critical of the current facilities. The 2<sup>nd</sup> floor in Bishop Hall is in need of renovation. Classrooms smell from the old, musty carpet, ventilation is poor, the paint is old and colors outdated. High tech equipment is often too difficult to bring to the classroom. Dean Cooley has requested money for updating this floor, but has not received funding. This year, though, money has been allocated to replace furniture and add technology to one criminal justice classroom. Unfortunately, no money was given for painting and replacement of carpeting.

Due to the newness of the ATC building, no questions were asked about Grand Rapids. Computer equipment is available in each classroom, although it can be cumbersome to log on to the network in order to use a T.V.

A secondary area asked on all three surveys was the computer availability. A high percentage of students from Grand Rapids do not know what is available at the ATC building and state that the off campus linkages with Ferris State University's resources (i.e. library databases) is difficult. The current main campus students rated computer availability as favorable while the alumni gave lower ratings. This may be due to the opening of FLITE, which provides more available computers and has longer evening hours.

The last area addressed under this topic is availability of technology, software packages, and academic resources (library holdings/databases) to support graduate work. Overall, faculty are dissatisfied with these areas. As stated above, in order to use technology, it is a very cumbersome process. Equipment is located on a cart in a jam-packed storage room. Many times it is nearly impossible to get the equipment out. This is compounded by a mechanism on the door that automatically shuts it. Thus, just getting to the equipment takes muscle. Further, outlets in classrooms are either in use, broken, or in odd locations. The College is trying to rectify this, and is scheduled to install computer technology and smart boards in one classroom. Funding needs to be available to expand this to all classrooms.

The majority of faculty rated the availability of software programs as poor. In particular, SPSS is the social science statistical package that is used throughout the United States. Most universities have site licenses and undergraduates are exposed to this program. It would be expected that on the graduate level, it would be required. Yet, the license is expensive and has not been included in the budget by the College of Education and Human Services. The availability of this program to graduate students would enhance the program tremendously.

Finally, all three surveys addressed library holdings and databases. An overwhelming number of faculty believe that the holdings and databases are poor, and over 1/3 of current students and alumni also rated it as fair to poor. Just recently, lists of newly published books were sent around to the faculty. This is a step in the right direction. Further, Lexis-Nexis and criminal justice abstracts have been added to the databases.

The library has just switched programs to access these databases, indicating that improvements are being made. Although improvements have been made, this is still an area of concern and needs further attention.



## SECTION 9

### CURRICULUM EVALUATION

The curriculum of the Master of Science in Criminal Justice Administration is based on required courses only. The 30 credit hour program allows the full time student to complete the degree in one complete year of study (fall, winter, summer). This, in itself, has been a major contributor to drawing students away from other masters programs (see Appendix J for Graduate Course Description & Check Sheet). In fact, Grand Valley State University began a Master of Science program in 1998 that required 42 credit hours for completion. In 2000, they dropped the required credit hours to 36 in order to compete with our program.

In the second year of MSCJA, a curriculum change was submitted to the University Curriculum Committee. The proposed revisions were to further enhance the mission of the masters program. Administrators and workers were increasingly concerned about liability issues (hiring, firing, worker performance, etc.). Legal Issues was added to meet the needs of the practitioner. This course replaced "Criminal Justice Overview", which was redundant to most students based on their academic and work experience. The other major revision affected the students' successful completion of the program. Originally, students had two options for the culminating experience: 1) thesis, and 2) administrative internship and policy paper. Only 12% of the students in the first year completed either choice. The traditional thesis remains an option, but in order to increase the graduation rate, 2 courses were added providing a classroom alternative. They were graduate topics and a comprehensive critique/exam. Since the change in

options, the completion rate has continued to rise. In 1999, seven people graduated from the program. In 2000, the number increased to 10. At the time of this report, 2001 had graduated 19 students with 4 to 5 in the last stages of thesis completion.

In both the employer survey and the advisory board survey, broad questions addressed the current curriculum. The employers survey touched upon the skills of Masters graduates. Employers overwhelmingly rated graduate students ability higher than non-graduate students. In fact, the majority of employers would recommend an employee pursuing a Masters degree and were more likely to hire and promote masters graduates. The advisory board also concurred that the Masters degree was needed and aided in hiring and promotion. In assessing the curriculum, all four areas (theory, evaluation, management, and budgeting) were believed to be important areas of study. Suggestions from the board included covering in management and personnel the following areas: networking with officials and governmental agencies of all levels, diversity and multiculturalism, public relations, dealing with the media, identifying high risk employees and crisis management. The masters program ran a graduate topics course in the summer of 2001 called Personnel Legal Issues. In particular, this course discussed identifying high-risk employees and the legal issues surrounding their hiring or dismissal. The course was team taught by Professor Alan Clarke (attorney) and Dr. Steve Poland (psychologist). Secondly, a graduate topics course was held last year covering crisis intervention and suicide prevention.

In comparing MSCJA with other graduate programs in criminal justice, it is important to provide a balance in coursework that meets the needs of the practitioner as well as those continuing on in academics. This is the mission of the graduate program.

Thus, the theoretical component Nature of Crime (CRIM 615), Seminar in either Corrections or Law Enforcement (CRIM 630, 640), Research Methods (CRIM 650), and Evaluation (CRIM 620) are necessary components for those advancing in academics. Legal Issues (CRIM 615), Executive Leadership (MGMT 605), Personnel/Human Resources (MGMT 673), and Governmental Budgeting (ACCT 665) meet the needs of the practitioner (see Appendix K for course syllabi). The combination of these two, though, gives all students a unique opportunity to apply the knowledge of academics to the real world.

The student evaluations (current and alumni) targeted three separate areas: criminal justice, management, and accounting. Although all areas received favorable ratings, management and accounting fared lower than criminal justice. As coordinator since the program's inception, I have listened to student complaints about the management and accounting courses. For the most part, the complaints have revolved around the material not taking into account how the criminal justice field really operates. It is not a private business, although attempts to privatize it have been made. Due to the non-criminal justice professors' lack of knowledge about criminal justice, students (particularly those in high administrative positions) expressed dismay over the material being presented. This also has occurred in the accounting course. The first year, the professor taught debits and credits—basic accounting rather than teaching students about how governmental budgets are formed. Although this has been modified somewhat, students still believe that the course is not as helpful in the criminal justice field. One high-ranking official from Grand Rapids stated that the county has an accountant. Thus, much of the knowledge being taught would never be used.

Concerns have also been expressed about the quality and quantity of work being assigned in the management courses. Past syllabi reflect little required reading in comparison to the criminal justice courses, very little writing, and testing that reflects undergraduate (i.e. True or False testing or Multiple Choice). These areas need to be explored further in order to provide students with a strong, but realistic management knowledge.

## SECTION 10

### ENROLLMENT TRENDS

The Master of Science in Criminal Justice Administration program began in the Fall of 1997. Through word of mouth only, the program began with 15 students on the main campus and 9 in Grand Rapids. No student sought admission during the winter semester. Thirteen new students sought admission on the main campus in the Fall of 1998 with only 1 new student in Grand Rapids. Eight students on the main campus and 1 student in Grand Rapids began the program in the winter of 1998. A jump in enrollment was seen in the Fall of 1999. Seventeen students were accepted into the program in Big Rapids and 7 in Grand Rapids. Winter 2000 again showed enrollment at both locations. Three students began in Big Rapids and 6 students started the program in Grand Rapids. In the Fall of 2000, 8 students sought admission on the main campus and 8 students sought admission in Grand Rapids. Surprisingly, Winter 2001 had 10 admissions on the main campus and 4 in Grand Rapids. The upward trend continued for the Fall of 2001. Twenty-one students were admitted on the main campus and 7 on the Grand Rapids campus.

The program can be completed on a part time or full time basis. Many students are employed full time and only take one class per semester. Besides admission trends, it is important to look at enrollment trends. The following figures are based on Winter semester profiles. Beginning in 1998, 38 students were enrolled by winter. In 1999, this number increased to 43. A jump was seen in winter 2000 with 54 students enrolled and

the upward trend continued for Winter of 2001 with 60. Currently, it is estimated for the Fall of 2001 the figure is close to 70 students.

Of equal importance are graduation rates. In 1998, only 2 people completed all the requirements for graduation. A curriculum switch was made in 1999, which introduced taking a comprehensive exam as an option instead of a thesis or policy paper. Seven students graduated in 1999. In 2000, 10 students graduated and 2001 saw the biggest graduation rate of 19 with two students scheduled for retakes in September. The 2001 rate may be higher as 3 students are currently working on their thesis and are expected to finish by December.

Another interesting note is enrollment of international students. In 1998, we had one student from Nigeria. In Winter 2000, we admitted one student from Sweden. In Fall 2000, two students were accepted from Canada. In 2001, two students came from India to do their graduate work in our program.

**SECTION 11**  
**PROGRAM PRODUCTIVITY/COST**

This section utilizes student credit hours as one way to assess faculty productivity and program cost. The program in Grand Rapids was granted experimental status for two years, which allowed courses to be held with less than 10 students. Most programs consider 13-15 students optimal for the graduate level. This would result in student credit hours ranging between 39-45. Although Ferris does not distinguish between graduate and undergraduate student credit hours, it should. Not only are students charged more for graduate credits, the workload for both faculty and student is much more demanding, greater time is invested in preparation, and more writing/research papers are

Table 1

Student Credit Hours For Criminal Justice Administration

Course	Fall 97	Win 98	Sum 98	Fall 98	Win 99	Sum 99	Fall 99	Win 00	Sum 00	Fall 00	Win 01	Sum 01	Fall 01
<i>Main</i>													
CRIM 605										33			63
CRIM 610	45			45									
CRIM 615	57			60			60			36			66
CRIM 620		21			45			48			66		
CRIM 630		3											
CRIM 640		51			60			51			57		
CRIM 650	36			45			51			39			60
CRIM 670						51			54			48	
CRIM 699						21			15			57	
CRIM 670												14	
<i>G.R. campus</i>													
CRIM 605									45				
CRIM 610	12			21									
CRIM 615	15			21			36			39			39
CRIM 620					30							45	
CRIM 630													
CRIM 640		9				24		36			36		
CRIM 650					51					30			45
CRIM 660													
CRIM 670						18						30	
CRIM 699										21			

- assigned. Also, due to the program having full time and part time students, every 2 1/2
- years to 3 years, a dip in student credit hours should be expected due to part time students graduating.

Looking at Table 1 above, student credit hours have, on average, been either near or above the optimal level. This year, though, all classes on the main campus are above 60. On one hand, this shows success of the program, but unfortunately, too many students can detract from the quality of the course. During the experimental period, Grand Rapids was well below the optimal range. Each year has seen an increase in student credit hours and the Fall of 2001 is within the above guidelines. Crim 699 is the comprehensive critique/exam course and is the final course for graduation. We must offer this course at least once a year. The trend, though, has shown that the numbers for this course have steadily increased. It is expected that there will be at least 10 students ready to take their comps this winter. Overall, it is believed that the productivity is either equal to or above the cost of running the program.



## SECTION 12

### CONCLUSIONS FROM DATA ANALYSIS

Prior to beginning this section, there is one limitation from the surveys that needs to be addressed. Response rates, even though relatively high, were based on small numbers. For example, there were only 19 alumni to survey. To evenly match the alumni, only 25 employers were surveyed about graduate education in general, not CJA. There were 9 faculty to survey, but only four were actually involved with the graduate program extensively and had the experience to assess technology connections, student ability, etc. The advisory board is made up of 17 individuals, but only 6 surveys were returned. Only the current graduate student survey was well represented (48 out of 54 enrolled participated). Thus, basing the conclusions solely on the surveys may be misleading.

The data analysis reported in Sections 2-9, indicates that the program is on a positive track. Graduate education is increasingly a desirable characteristic for criminal justice practitioners, particularly those interested in administrative positions. Both the employer survey and advisory board survey confirm the need for graduate education. Further, both surveys indicated that people possessing Master's degrees would receive preference in hiring and promotion. Both surveys also indicated that the current required coursework is meeting the needs of the criminal justice field. The mission of the program is to provide professional education and development for criminal justice practitioners. These surveys confirm that the mission is being met. Further, the current student survey and alumni survey indicate greater opportunities for hiring and promotion. For example, since the programs inception, over 9 students have been promoted, 5 students have been

hired by the federal government, and 1 student has entered academics full time. The second part of the mission is to prepare students for doctoral or law programs. Four graduates have been accepted into doctoral programs. Two students have been admitted full time and both felt they came to the program prepared. For example, I have received recent emails from both alumni. One states that she is currently taking a theory course in which the same material presented in Nature of Crime (CRIM 615) primarily is the focus. Further, she states a few of the books are the same. The other student was permitted to enter advanced statistics and believes she was well prepared by the extra effort of her methods professor. These students validate that the program is meeting its mission.

#### Centrality to FSU Mission

The Ferris mission is to provide quality career-oriented education. Although on the graduate level this mission may take on a broader meaning, based on the above comments, it is clear that the Master of Science Degree in Criminal Justice Administration is meeting this mission. The program has gained a solid reputation for quality, reality-based courses that prepare a student for administrative roles. It also meets the theoretical and analytical demands required by doctoral or law schools.

#### Uniqueness and Visibility

The MSCJA is unique in that no other public Michigan university offers this specific degree. Our program provides the unique opportunity for students, agencies, and the public to prepare well-trained criminal justice administrators. This difference is being recognized by employers and is reflected in the graduate student's hiring and promotions.

Further, it is reflected in what the advisory board members and employers believe as the most necessary skills. Another unique aspect is that the program is made up of only required courses. The student surveys reveal that this is one of the reasons they selected Ferris. The program is also becoming more visible. This is reflected in the steady increase in admissions. Interestingly, many students indicate that they were persuaded by colleagues to come to Ferris or they were impressed by the undergraduate program's excellent reputation among criminal justice practitioners.

#### Service to the State and Nation

By providing employees with critical thinking skills, expanded communication skills, and managerial skills, agencies gain competent workers. Our alumni and current students represent all areas of criminal justice: private, public, local, state, and federal. One of our students from India chose this program because it had been described as "cutting edge". The employers survey and the advisory board survey indicate that graduate education enhances the field. The alumni survey confirms this as most students indicated that they had gained knowledge in the above areas. The faculty survey also reflects this belief.

#### Demand By Students

The enrollment trends show that each year the program is expanding. More and more people from different agencies are being drawn to what the program offers. Our students represent recently graduated students, line workers, and the upper echelon of administrators. Students' reasons for pursuing the degree are diverse as well. For

example, many see increased job opportunities, promotion, teaching opportunities, or further education as a goal. Fall 2001 saw the largest admissions in the program's history. It is expected that this trend will continue as many top administrators are reaching retirement age and promotion opportunities become available for lower level managers and line employees.

### Quality of Instruction

The alumni survey indicates that quality of instruction is good. Students rated the criminal justice instruction the highest in comparison to management and accounting. Grand Rapid's alumni rated the quality of instruction higher than the main campus students. This may indicate that the students who are working full time have a better picture of what is needed to be successful. The current graduate student survey rated the quality of instruction higher than the alumni. Accounting and management were rated lower than criminal justice, but all were rated above the acceptable range. In contrast, the majority of criminal justice faculty rated the quality of instruction in management as fair to poor.

### Demand for Graduates

As indicated by the labor market analysis, job opportunities in criminal justice should be increasing faster than most occupations. The demand for graduate education in criminal justice is also reflected in the employer and advisory board survey. Alumni hires and promotions also show the importance of graduate education in this field.

### Placement Rate and Average Salary of Graduates

The alumni survey indicated all but one graduate was employed. The majority of alumni reported salaries over \$50,001 (43%) with the next largest salary range being \$30,001-\$40,000. Other than the legal profession, these salaries are above the median ranges stated in the Occupational Outlook Handbook.

### Facilities and Equipment

The faculty survey indicates dissatisfaction with the current main campus facilities and available technology. In particular, lack of access to statistical software was seen as detrimental to the program. In contrast, students rated the facilities much higher, but expressed concern over the availability of computers. Bishop Hall has a computer lab, but the hours of operation are very limited and do not take into account evening classes.

### Library Information Resources

Faculty, alumni, and current students all rated the library resources below average. Both the contents of the databases and the access to the databases were listed as a concern. In particular, off campus students have difficulty accessing the databases, some of which can only be opened on campus. Complaints deal with the lack of current journals (Ferris purchases many journals on microfiche one year after publication), limited selection of journals, and the quality of print when material is on microfiche or microfilm.

### Cost

- According to the Student Credit Hours, the program has grown sufficiently to even out the costs. Productivity is at its highest in Fall of 2001, although concern is expressed that it is too high for graduate level education.

### Faculty: Professional Development and Scholarly Activities

This area was never specifically addressed in the faculty survey. Areas that were addressed included funding and research opportunities for graduate students. Faculty believed more funding was needed in both areas. Currently, funding was provided for 2 graduate students to work 12 hours a week at \$8.75. This hardly provides time for anything other than pre-criminal justice student advising.

In addressing scholarly activities, they have been hampered by the unfair credit load of graduate courses. The College of Business has all graduate courses as 4 credits while the College of Education and Human Services is still at 3 credits. Despite the tremendous amount of work at the graduate level, faculty still must teach 4 classes for a full load in comparison to 3 classes in the College of Business. This not only detracts from the quality of presentation in the classroom, it also detracts from time that could be spent in scholarly activity, which ultimately promotes the university's reputation.

### Administration Effectiveness

Survey questions that focused on administrative aspects included questions about registering, grading, availability of classes, and helpfulness of staff. All areas were rated fairly high by the students and alumni. Helpfulness of criminal justice staff was rated as

excellent by most of the students. No questions addressed the current administrative structure (graduate coordinator and graduate committee).

## SECTION 13

### RECOMMENDATIONS

Based on the conclusions, this section will present the strengths and weaknesses of the Criminal Justice Administration program with recommendations for the future. Since this is the first program review for the graduate program, there was no advice from past assessments to provide guidance on specific areas to include in the surveys. In retrospect, several areas that needed to be addressed were not included.

#### **Strengths**

1. The program has been well received by the criminal justice community.
2. Admissions and enrollment have increased at both locations each year.
3. The labor market analysis indicates that jobs will be plentiful in criminal justice.
4. Surveys indicate that students who possess a Master's degree will receive preference in hiring and/or promotions.
5. The criminal justice coursework meets the expectations of employers and doctoral programs.
6. The criminal justice course instruction is of high quality.
7. The criminal justice coursework is rigorous.
8. Faculty teaching in the graduate program have established high academic reputations.
9. The program is attracting international students.



**Weaknesses**

1. Access to FLITE databases is either difficult or unknown to Grand Rapids students.
2. Library resources need to be expanded.
3. There is a lack of access to necessary software programs.
4. Content of management, personnel, and governmental budgeting courses do not relate to criminal justice.
5. Management courses are not as rigorous as criminal justice coursework.
6. Faculty workload is too great due to no difference in credit loads for graduate classes.
7. Administrative support for graduate education is weak, which affects the all facets of the program.
8. Graduate assistant funding is minimal, affecting ability to recruit top students.
9. Classrooms in Bishop Hall need to be renovated.
10. There are quality issues due to the vacancies created by departure of three graduate faculty.
11. Classes on the main campus are above optimal capacity for graduate education.
12. Program is only part time in Grand Rapids.

**Recommendations**

Overall, the program review indicates that the Master of Science in Criminal Justice Administration is a successful venture. It is providing graduate education in a market that is not only expanding, but is demanding higher educated employees. The

program has gained a high reputation, particularly among law enforcement agencies. The key to continued success is to build on what has been established; high quality delivery, flexibility to meet non-traditional students needs, and highly qualified faculty possessing Ph.D.'s from respected universities and who actively participate in scholarly activity as deemed appropriate by the academic community (see Appendix I for Graduate Faculty vitas). Below are the recommendations addressing the weaknesses listed above.

1. Providing access of materials for student and faculty research needs is imperative. Three recommendations address this issue. First, access to the library databases from Grand Rapids campus is a must. Both criminal justice programs (graduate and undergraduate) serve primarily non-traditional students. The library holdings at Grand Rapids Community College are not sufficient enough to meet the needs for graduate education. Therefore, students must have easy access to databases available at Ferris. If there is a problem with site licensing, funding should include the expansion to Grand Rapids. Hours of availability must also take into consideration full time working students.

Second, both students and faculty expressed concern over the current library holdings. It is recommended that specific deficiencies be identified and funding be made available to expand the existing resources.

Third, software necessary for graduate teaching should be provided. SPSS is the leading statistical package used by Criminal Justice and should be incorporated into the graduate classroom. Even more important, it should be available to faculty!

2. Addressing the Shortcomings of Mgmt 605-Executive Leadership, Mgmt 673-Personnel/Human Resources, and Acct 665-Governmental Budgeting and Accounting.

The content and delivery of these courses are not meeting the needs of the program. The inability to relate to criminal justice leadership and personnel issues devalues the 'administration' part of the degree. Although the interdisciplinary degree is desirable, the linkage with business appears to be the wrong choice. For the most part, criminal justice cannot be managed like a private business. It is recommended that the criminal justice graduate committee work with two or three advisory board members who are leaders in their respective fields to redesign these courses. Qualified criminal justice faculty and/or public administration faculty should teach the revised courses.

3. Currently, the administrative structure is conducive to undergraduate education. Although there has been an ad hoc senate committee and a Task Force formed, no changes have been implemented. Several issues need to be addressed.

a. The most obvious is no differentiation in credit loading between undergraduate and graduate in the College of Education and Human Services. The College of Business assigns 4 credits to graduate courses, but this procedure has not been expanded to the COEHS. Therefore, faculty must teach 4 classes for a full load, even if 2 of the courses are graduate level. This must be changed in order to keep qualified faculty as well as recruit qualified faculty. All three faculty who left went to schools where faculty loads were three courses.

b. Policies that are in Grand Rapids should apply to the main campus and visa versa. For example in Grand Rapids, if the student's employer pays education benefits,

- the student may defer billing until the end of the semester. This is unavailable on campus. I.D.'s on campus include a bar code number used for FLITE access. Grand Rapids I.D.'s do not contain this code.

c. Funding for graduate assistants should be expanded. Each year since the program began, funding has decreased instead of increased. In 1998-1999, four graduate assistants were funded per semester. Each received a stipend equaling 20 hours of work per week and ½ tuition waived. The next year, a new business policy was instituted requiring graduate students to be paid \$13 (more than adult part time). Waivers were eliminated and the high hourly wage cut graduate work to less than 12 hours a week. In 2000, funding was provided for 2 students under work study for approximately 18 hours a week at \$9.00 per hour. In 2001, the funding is for 2 graduate assistants at \$8.75 for 12 hours a week.

4. Graduate classes should be held in an environment conducive to learning. Funding is needed to replace the carpet, paint the walls, and upgrade the ventilation.
5. In order to continue to build the newly established reputation of the program, only high quality academics should teach in the graduate program. Graduate education should be a different experience than undergraduate education. Graduate faculty should be active in academic pursuits. These include an active research agenda, grant activity, and publications in peer reviewed journals. The past core of graduate faculty came from highly rated doctoral programs in criminal justice or justice studies (Dr. Eric Lambert-State University of New York-Albany, Dr. Shannon Barton-University of Cincinnati, Dr.

Nancy Hogan-Arizona State University). The other faculty member possessed a J.D. and an L.L. M (Alan Clarke). These faculty actively participated in the above activities and annually presented papers at national conferences. Through their past criminal justice experience, academic background, and their current research agenda, they built the reputation among practitioners as knowledgeable professors. This must be maintained if the program is to remain competitive, particularly to Grand Valley State University. Three of the four faculty left Ferris State University in July, 2001. One position has recently been filled. Dr. Russell Lewis brings to the program the high quality desired. He has a Ph.D. from Michigan State University and a J.D. from Valparaiso, has done research and writing, has vast experience in law, and will actively promote the reputation of the program. Graduate faculty should be chosen based on the above criteria, not tenure or personal desires. Due to the vacancies, we were forced to use an adjunct this year. Dr. Earl Wajdyk, though, also possesses a Ph.D. from University of Wisconsin, and has just retired from the Wisconsin Parole Commission.

6. Finally, each year the program is expanding. In order to maintain the quality of rigorous coursework, attention needs to be paid to two areas. The first is the number of students in each class. On the main campus, all the classes have 20 students or more. If numbers continue to rise, two classes should be offered (bringing the numbers down to the optimal range of 13-15 students). Two classes will also allow some flexibility in scheduling as well. Second, as the numbers build in Grand Rapids, a plan should be implemented to expand to full time. Currently, this is our competitors' advantage. With growth there is a need for more faculty. The current structure of the undergraduate

program (two certified tracts) limits flexibility of current faculty. This is compounded with the current practice of 3 credit graduate courses. It is difficult enough to teach one graduate course per semester. As the numbers grow, it can be expected that graduate faculty will have to teach two courses a semester.

The graduate program in Criminal Justice Administration can become a leader in graduate education in western Michigan. These recommendations are respectfully submitted in order that we may have the chance to try!

**APPENDIX A**

**CRIMINAL JUSTICE ADMINISTRATION STUDENT HANDBOOK**

**Master of Science in**  
**Criminal Justice Administration**

*School of Criminal Justice*  
*Ferris State University*

**Graduate Student Handbook**  
**2001-2002**



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## **Preface**

The Master of Science in Criminal Justice Administration is designed to offer post-baccalaureate education to criminal justice professionals, administrators, and traditional students seeking criminal justice graduate education. The curriculum offers course work and skills necessary for successful administration in police, corrections, and court agencies as well as private criminal justice agencies such as residential treatment centers, halfway houses, and private security firms. Moreover, with the demand for graduate education in criminal justice, the degree also meets the needs of students seeking admission to law school and doctoral studies in criminal justice and criminology.

The program is directed by the Graduate Coordinator and is housed administratively in the School of Criminal Justice. The Criminal Justice Graduate Committee establishes the requirements for the program including the determination of specific courses of study and matters relating to academic affairs. The Graduate Student Handbook of the School of Criminal Justice contains the policies, procedures, and the curriculum of the Criminal Justice Administration graduate degree program and is in compliance with the policies of the University.

**Criminal Justice Administration Graduate Program**  
**at**  
**Ferris State University**

Graduate study in Criminal Justice Administration leads to the Master of Science Degree. The M.S. degree is a 30-semester hour program and is designed to be completed either in one year of full-time study or on a part-time basis. The program emphasizes management, administrative, theoretical, and research skills to meet the following career objectives:

1. Provide professional education and development for criminal justice practitioners in:
  - a. Correctional administration including positions such as director of probation and parole, state and local probation and parole officers, case managers, residential treatment directors, prison wardens.
  - b. Police administration (e.g. chiefs, sheriffs, directors).
  - c. Criminal justice evaluation research (research directors, associates, analysts, planners)
  - d. Criminology (researchers, evaluators, planners)
  - e. Juvenile justice administration (program directors, researchers, counselors, court administrators)
2. Provide graduate-level education for students seeking:
  - a. Future admission to Ph.D. programs in criminal justice and/or criminology
  - b. Future admission to Law School
3. Provide substantive preparation for community college instructors to teach criminal justice.
4. Provide current upper-level criminal justice professionals skills in administration of criminal justice operations, resources, and staff.
5. Provide graduates with the knowledge, skills and abilities necessary to solve problems and develop new strategies for meeting the future challenges of an evolving society.

An attempt is made to keep all courses relatively small, with class sizes generally ranging from ten to twenty students. Reflecting the diverse backgrounds of the faculty, the curriculum is interdisciplinary in nature. The current faculty members have degrees in criminal justice, justice studies, business, and sociology. They are also published, active in professional organizations, and involved in a range of service activities that assist criminal justice agencies.

### **Ferris State University**

Ferris State University provides career-oriented education to nearly 10,000 students each year. More than 120 undergraduate programs, four master's degrees, and two doctorates are offered by Ferris.

The University is a key contributor to Michigan's economic base. The University works to meet the technology and work force demands of business and industry, the health care professions, and society in general through applied research and practical education. Ferris teaches technical skills and applications focused on solving real problems, and produces a work force that is more hands-on than conceptual, more practical than theoretical, and more active than contemplative.

Reflecting the booming Michigan economy, 98 percent of 1996-97 graduates were hired or continued as full-time students at Ferris or at other universities. Nine out of ten employed graduates are working in positions directly related to their major field of study.

Ferris' career-oriented mission dates to its origin in 1884, when Woodbridge N. Ferris, later a two-term Michigan governor and U.S. Senator, established a private industrial school in Big Rapids. Although Mr. Ferris had the retraining of out-of-work lumberjacks in mind when he started the institution 111 years ago, the concept of providing students with marketable skills for a changing society is just as relevant today.

The University joined the state's higher education system in 1950, but was almost wiped out by a disastrous fire before it could begin its first fall term as a state institution. Despite the loss, Ferris endured and in fact, has thrived. With the exception on the lone survivor of the fire, the Alumni Building built in 1929, each of the more than 90 buildings on today's 600-acre campus rose from the ashes of the 1950 blaze.

Today, Ferris State University remains true to its original mission by continuing to provide an education relevant to a changing society to all students who have the motivation to succeed and the potential to benefit from the opportunity.

## **The City of Big Rapids**

The community of Big Rapids has continued its tradition of support for the University through the years. A city of approximately 12,600 residents, it is the county seat for Mecosta County, located approximately midway between the northern and southern ends of Michigan's Lower Peninsula.

Big Rapids is readily accessible by the US-131 freeway and highway M-20. It is about 55 miles north of Grand Rapids and within approximately 200 miles of Detroit and Chicago. Located on the Muskegon River, the former logging community is the heart of an extensive recreation area of which Mecosta County, with its 101 lakes and four county parks, is a significant part. Immediately to the west is the Manistee National Forest, and Lake Michigan lies 60 miles west.

The area is served by a daily newspaper; one AM and two FM radio stations; a four screen movie theater; cable television system; local, county and interstate bus lines; taxi cab service; four banks; 3 motels; a hotel and conference center; an airport; a community library; 24 churches; and a 74-bed acute care hospital.

### **Market Value of a Criminal Justice Graduate Degree**

The Master of Science in Criminal Justice has been successfully used by students both as an entry-level degree to middle-management careers and as an avenue for advancement for persons already employed in some phase of the criminal justice system. Of further significance is the importance of graduate training is increasing in the field of criminal justice. Agencies are equating professionalism with higher educational training, and for many careers, the M.S. in Criminal Justice is becoming the minimum qualification for employment.

### **Application and Admission to the Graduate Program**

Enrollment in the M.S. program begins by the applicant submitting all required information to the Ferris State University School of Criminal Justice office by March 15<sup>th</sup> of each year for fall admission, although the school will consider applicants on a continuing basis. The Master of Science in Criminal Justice Administration admissions committee will then convene in March of each year to review application materials from applicants/students. The committee will make its recommendations based primarily upon grade point average, a writing sample, recommendation letters, and work experience. Admission requirements include:

- a. Baccalaureate degree (preferably in criminal justice or social science) from an accredited institution with an earned cumulative GPA of 3.00 or higher.

- b. Completed application for the Master of Science in Criminal Justice Administration program.
- c. Official copies of all undergraduate transcripts must be sent to the Graduate Coordinator (except for Ferris grads).
- d. Three professional letters of recommendation from faculty or agency employers.
- e. A personal statement indicating why the individual is pursuing the master's degree in CJA at Ferris.
- f. Official copies of all graduate transcripts are required for any student requesting credit for prior course work.
- g. \$20 application fee (except for Ferris grads).
- h. Prior to enrollment, students are required to attend a Master's in Criminal Justice Administration (MCJA) graduate student orientation. At this orientation, students will meet the faculty and be assigned to a curriculum advisor to assure all degree requirements are complied with during their graduate experience at Ferris State University.

### **Types of Admissions**

- a. Full Graduate Standing -- Full-time Admission

Students meeting the minimum criteria for admission are admitted with full graduate standing. Applicants admitted as full-time students are eligible for financial aid.

- b. Full Graduate Standing – Part-time Admission

Applicants may also be admitted to the program as part-time students. Part-time students meeting the minimum criteria for admission are admitted with full graduate standing, however they may enroll in a maximum of eleven credit hours per quarter and are ineligible for financial aid.

- c. Provisional Admission

Provisional admission status may be accorded to applicants who have submitted required credentials yet exhibit deficiencies in certain



requirements, including but not limited to undergraduate criminal justice course work. In these case-by-case instances, students may be required to complete an undergraduate course in criminal justice during their first semester. Applicants receiving provisional admission will be offered regular admission upon successful completion of 12 graduate semester hours of course work with a 3.00 GPA or higher.

### **Graduation Requirements**

- a. Complete thirty (30) semester hours with a 3.00 GPA or higher
- b. Twenty-four (24) hours will be course work with the remaining 6 hours from Option 1 or Option 2.
- c. Up to 6 credit hours may be transferred from another accredited graduate program in criminal justice. These credits are awarded at the discretion of the School of Criminal Justice.
- d. No grade under a C is permitted. All work below a C must be repeated to fulfill graduation requirements. Upon any second grade below C, the student may be removed from enrollment, at the discretion of the School of Criminal Justice.
- e. Students must complete all degree requirements within 5 years of starting classes at Ferris State University. An extension may be granted for extenuating circumstances, upon recommendation of the student's major program advisor, Graduate Coordinator, and written approval of the Graduate Committee and the Director of the School of Criminal Justice.

### **Master of Science Curriculum**

The curriculum for the M. S. degree is composed of five segments: the theoretical core, the criminal justice core, the research skill core, the administrative core, and the culminating experience. Students are required to take 3 hours of theory and 9 hours of course work from the criminal justice core. The research core of 3 hours is designed to provide an overview of methods and statistical analysis. To prepare students for administrative positions, 9 hours in administration and management are required. Finally, students must complete a "culminating experience". The culminating experience (described below) allows graduate students to demonstrate mastery of the core subject matter. This mastery can be exhibited either through satisfactory completion of a thesis (option 1) or by the Graduate Topics course and a Comprehensive Exam (option 2).

## The Culminating Experience

The culminating experience is defined as satisfactory demonstration of mastery of criminal justice subject matter. This demonstration can be exhibited by either satisfactory completion of the traditional thesis or a Graduate Topics course and the Comprehensive Critique/Exam. Students will be required to complete the option they choose. Students who choose a thesis may not subsequently choose to satisfy the culminating experience by taking the Graduate Topics course and the Comprehensive Critique/Exam. Similarly, students who choose to do the two classes cannot subsequently opt for the thesis.

Students who choose the thesis option, will be required to take a special studies (Crim 680) continuing credit each semester beyond completion of all coursework. This continuing credit allows the student to remain active in the program and ensures access to all resources at Ferris State University.

If a student fails to register for the continuing credit the semester after his/her coursework is completed, no faculty will participate in guidance, reading, or editing any work. Further, the student's status will be considered in bad standing. The following semester, the student must then take 2 continuing credits and demonstrate progress on the thesis in order to remove the bad standing status. If three semesters pass without a student registering for the continuing credits, the student is removed from the program and unable to graduate. Reapplication may be made to the graduate committee, and if readmitted back into the program, the student must register for all back credits missed plus one penalty credit. At no time does failing to register for the credits or removal/reapplication alter the 5 years allowance for completion of the program. In other words, the time clock keeps on ticking! If there are extenuating circumstances, it is the student's responsibility to request a meeting in writing to the graduate committee for consideration of a waiver. Based on the student's past performance and the existing circumstances, the graduate committee may approve a waiver of the one credit for one semester.

### **Criminal Justice Administration Summary:**

#### Theoretical Core ( 3 hours)

	CRIM 615    Nature of Crime	3
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#### Criminal Justice Core (9 hours)

	CRIM 605    Legal Issues in Criminal Justice	3
	CRIM 620    Criminal Justice Agency Evaluation	3
	CRIM 630    Seminar in Law Enforcement OR	3
	CRIM 640    Seminar in Corrections	3

#### Research Skill ( 3 hours)

# Criminal Justice Administration

APRC 2001-2002

section 3 of 6

CRIM 650	Criminal Justice Research Methods	3
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Administration ( 9 hours)

MGMT 673	Personal/Human Resource Management	3
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ACCT 665	Essentials of Governmental Budgeting, Accounting and Reporting	3
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MGMT 605	Executive Leadership	<u>3</u>
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Required In-Class Credit Hours =		24
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Culminating Experience ( 6 hours)

Option 1:

CRIM 660	Thesis*	6
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Committee Structure of three faculty from Criminal Justice where the Chair holds a Ph.D.

Option 2:

CRIM 670	Graduate Topics	3
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CRIM 699	Comprehensive Critique/Exam	3
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	<b>TOTAL</b>	30 semester
hours		

\*Crim 680- Once all coursework is completed, students working on the thesis will be required to take this 1 credit special studies course each semester until the final document has been approved.

### Masters Degree Time Limitations

The minimum requirement for the Masters degree is the equivalent of one academic year of full-time graduate study, consisting of at least 30 graduate credits. A student pursuing a program leading to a Masters degree must complete all requirements no later than five years from the date of first enrollment in the degree program.

### Graduation

Students who have successfully completed all requirements for the Masters degree program in Criminal Justice may apply to the School of Criminal Justice for graduation. It is the responsibility of the student to ensure that all forms, procedures, and regulations required for graduation by that office are fulfilled.

### **Other Criminal Justice Graduate Program Policies**

All students are required to make "satisfactory progress" toward the completion of their degree. Failure to fulfill this requirement will subject a student to suspension from the program. Satisfactory progress is defined as (1) continuous and successful completion of course requirements and (2) steady work on a student's culminating experience under the guidance of a faculty committee.

Please be advised that the performance of all students is monitored each semester to assure they are making satisfactory progress toward their degree. An unfavorable evaluation may mean that a student will be placed on academic probation per university policy. The graduate faculty committee, the graduate coordinator, and the Director of the School of Criminal Justice will determine readmission.

### **Academic Dishonesty**

Cheating, plagiarism, other forms of academic dishonesty, including the acquisition without permission, of tests and other academic materials belonging to a member of the University community, as well as the sale or distribution of graduate papers, notes, or tests are strictly prohibited. The term "cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the professor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. The term "plagiarism" includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. **Any graduate student participating in academic dishonesty is subject to disciplinary action or dismissal. This action will be decided by the Criminal Justice Graduate Committee.**

**School of Criminal Justice Faculty**

- Crowe, Frank      Ed.D. (Western Michigan University), Director and Professor  
*Specializations:* Community Corrections, Probation/Parole,  
 Leadership in Corrections, Substance Abuse, Conflict  
 Management
- DeLong, Rhonda      Ph.D. (Western Michigan University), Assistant Professor  
*Specializations:* Law Enforcement, Criminal  
 Investigations, Community Policing.
- Hogan, Nancy      Ph.D. (Arizona State University), Graduate Coordinator and  
 Associate Professor  
*Specializations:* Corrections, Health and Safety Issues of  
 Corrections Officers and Inmates, Institutional Policy and  
 Procedures, Gender Issues in Criminal Justice,  
 Criminological Theory, and Crisis Intervention.
- Lewis, Russell      Ph.D./J.D. (Michigan State University/Valparaiso University  
 School of Law) Associate Professor  
*Specializations:* Economic and Legal Systems, role of law  
 in international trade and developmental issues, Culture  
 change and environmental adaptations, and Chinese  
 culture.
- McMorris, Michael      M.A. (Saginaw Valley State University), Assistant Professor  
*Specializations:* Customs Investigations, Criminal  
 Investigations
- Nerbonne, Terry      Ph.D. (Michigan State University), Law Enforcement B.S.  
 Coordinator and Professor  
*Specializations:* Emergency Vehicle Operation, Police and  
 Pursuit Driving, Physical and Defensive Tactics
- Parsons, Robert      Ph.D. (Michigan State University), Professor, Director Criminal  
 Justice Institute and Michigan Police Corps.  
*Specializations:* Management, Training and Policy  
 Development, Liability Issues, Use of Force Issues,  
 Defensive Tactics/Subject Control Training, Job Task  
 Analysis Studies

- Poland, Stephen      Ph.D.(Purdue University), Assistant Professor  
*Specializations: Mental Health issues, correctional treatment programs, Substance Abuse, and personnel/human relations issues.*
- Queen, Cecil      M.S. (Michigan State University), Assistant Professor  
*Specializations: Law Enforcement, police management, criminal investigation, and youth gangs.*
- Steen, David      J.D. (The Thomas M. Cooley Law School), Professor  
*Specializations: Criminal Law, Criminal Procedure, Private Security Liability, Police Liability, Correctional Law*
- Wajdyk, Earl      Ph.D. (University of Wisconsin). Adjunct Professor  
*Specializations: Research Methods, Compute Systems, Sociology, and economic development.*

## Course Descriptions

### CRIM 605 Legal Issues in Criminal Justice

This course is designed to provide the student with a basic understanding of legal issues surrounding the role of an administrator and a line worker. Subjects to be addressed include civil liability under state tort law, civil liability under federal law, criminal liability, and the impact of recent court decisions. Students will acquire a working knowledge of their legal role and responsibility and will learn risk management strategies to reduce the risk of exposure to liability.

### CRIM 615 Nature of Crime

This course will examine the theory and research on the nature and correlates of crime. The relationship between explanations of and the policies proposed to reduce crime will be covered. The most recent contributions to understanding the nature of crime will be reviewed.

### CRIM 620 Criminal Justice Agency Evaluation

This course is designed as a graduate level seminar for students interested in understanding the theory of evaluation of criminal justice systems and developing program evaluation skills.

### CRIM 630 Seminar in Law Enforcement

This course is designed for graduate students with an interest in the knowledge of contemporary policing. This course will explore the role of police in American society. Attention is given to the origin of policing, the nature of police organizations and police work, and patterns of relations between police and the public. The values of a democratic society as they affect the law enforcement role are also discussed.

### CRIM 640 Seminar in Corrections

This course is designed to give an analytical perspective to the history, development, current practices, critical issues and future of corrections. Primary focus will be directed towards an exploration of the various theoretical and practical approaches to corrections and the research intended to support or refute these perspectives.

### CRIM 650 Criminal Justice Research Methodology

This course will provide the student with an understanding of the purpose behind criminal justice research, the concepts and logic of research designs, and explore experimental research designs. The student will be familiarized with research methods in order to lay the groundwork for designing research projects, as well as to interpret research designs and findings of studies they read. Additionally, the student will learn to compile data and analyze statistics using various statistical software packages.

### CRIM 660 Criminal Justice Thesis

This is a directed studies course that will require the student to apply research methods learned in the curriculum in solving a criminal justice problem or resolving an issue in



the criminal justice system. The focus will be on the application of scientific technique to problem solving and the preparation of a written thesis.

**CRIM 670 Graduate Topics in Criminal Justice**

This course offers a concentrated study of selected critical issues in the criminal justice system. Topics that are timely and of concern to both academicians and practitioners will be chosen for study.

**CRIM 680 Special Studies in Criminal Justice**

The special studies are for students who have completed all the required courses and are working on the completion of their thesis. This continuing credit allows the student to remain active in the program.

**CRIM 699 Comprehensive Critique/Exam**

This course is designed to review key areas of concentration taught in the program including the criminal justice core courses, research and evaluation, and managerial skills. By reviewing the key concepts of these major areas, the student will be prepared for the end of the term comprehensive exam.

**MGMT 605 Executive Leadership**

This course is designed for graduate students interested in identifying and enhancing their leadership styles and skills in preparation for management careers in the field of criminal justice. Students will be exposed to related theories, concepts and issues and will apply these theories and skills through selected projects and experiential exercises.

**MGMT 673 Personnel/Human Resource Management**

This program takes a problem diagnostic decision-making approach to personnel/human resource management. The course includes an overview and integration of topics as: legal requirements of personnel management, job analysis, employee selection and performance evaluation, training and development, compensation systems, and labor relations.

**ACCT 665 Essentials of Governmental Budgeting, Accounting and Reporting**

This course examines the structure of governmental accounting systems with particular emphasis on fund accounting, budgeting, systems and appropriate reporting both internally and externally. Special attention is devoted to the Michigan accounting and budgeting requirements as they pertain to public safety and related areas.

## **Comprehensive Critique/Examination**

The Comprehensive Critique/Examination is one option that the student can choose to satisfy the culminating experience requirement. This course is designed to review and test the students' knowledge on the program's curriculum.

### *Test Development*

The test will be developed by the Criminal Justice Graduate Committee and will be based on questions and reading lists submitted by the graduate faculty each semester. The Graduate Committee will then assemble a master reading list, decide which core areas will be emphasized, and choose 4 questions for the examination.

### *Critique/Review*

A three day review will commence approximately 3 weeks before the examination. When possible, all teaching graduate faculty will participate. Sample questions and group projects will be assigned to help guide students in their preparation for the comprehensive exam.

### *Test Administration*

The Comprehensive Critique/Exam will be offered twice a year in June and in January. This, though, is contingent upon the number of students registered. When enrollment numbers do not meet university requirements, the exam may be offered only once in a given year. The examination will consist of four questions on four core areas, and will be administered over two days of testing. Three hours will be given per question. All answers will be written in long hand during the class period and then copied by the instructor. The student then has one week to type the answers and submit them to the graduate coordinator along with a computer disk of the same answers. These copies will remain on file with the School of Criminal Justice.

### *Test Grading*

The Comprehensive exam will be graded by the Graduate Committee and the faculty who taught graduate courses in the tested core areas. Each section will be graded separately receiving a grade of fail, low pass, pass, or high pass. If three sections or more receive a high pass, a student's transcript will indicate pass with honors. If three sections or more receive a low pass, this also will be reflected on the transcripts.

If a student fails any section, a second attempt will be permitted within a specified time period chosen by the Graduate Committee (usually within a month of the original results). If the student cannot make the first test date, it will be considered a fail and the student may sign up for the second date. If a section is failed on the second attempt, a student must appeal to the Graduate Committee for permission to retake the class, and then retake the failed exam section.

A student does have the option to register for the next comprehensive review without retaking the class. There is a risk, though. If the test is failed on this attempt, the student will be removed from the program. A student who takes the class(es) of the failed section(s), may retake the test after completion of the class. The time limit for completing the comprehensive exam is 12 months, unless there is a scheduling problem on the part of the graduate program.

## **Thesis Option**

### **Guidelines for the Thesis**

1. The student must decide whether he/she would like to take Graduate Topics and a Comprehensive Exam or the traditional thesis. It is recommended that students who are interested in pursuing a doctoral degree in the near future complete the thesis. Although many doctorate programs do not require a thesis for entrance, some programs do. If a doctorate is a long-term goal, the Graduate Topics/ Comprehensive Exam may be more appropriate. Another consideration in deciding an option should be the time needed to complete the project and the accessibility of the information required.
2. Once a student has been decided on the thesis and the topic to be explored, the student should choose a chair of the committee. It is easier to ask a faculty member to chair the committee who has an interest in the subject matter or has expertise in the area of exploration. Check the faculty research interests page to help in the decision of who would be appropriate.
3. After a faculty member has agreed to chair your committee, ask for their advice as to who would be best for committee selection. The committee selection is a two-way process, so if there is someone you would like to work with, discuss this with your chair.
4. Once a committee is selected, the student must submit a *thesis* proposal along with the completed Committee Selection form and drop it off to the Graduate Program Coordinator. Based on the thesis proposal, the Thesis committee will make the decision as to whether the thesis option is

appropriate. If the Thesis committee decides that the proposal is not conducive to thesis level work, the student will be advised to sign up for the Comprehensive Critique/Exam. This decision may be appealed in writing to the Graduate Committee for further review. The Graduate Committee's decision will be final.

5. The committee will decide the content of the text for the thesis. All projects must be formatted according to the instructions provided.
6. Each committee shall be made up of one chair and two supervisory committee members.

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### **Requirements of Committee Members**

1. The chair must have a Ph.D. and be eligible to teach graduate courses in the graduate curriculum of the School of Criminal Justice.
2. Committee members must teach either full time or part time in the School of Criminal Justice.

### **Thesis Proposal**

The thesis proposal is to be completed and turned into the Thesis Committee by March 31st of the year a student wishes to sign up for thesis hours. The proposal is an overview of the thesis project. It consists of four parts. The first page is the Thesis Committee Form, which must be completed by the student and signed by the thesis committee. The second section is a 10-15 page literature review of the subject matter to be explored. This section should be formatted according to the thesis instructions, as it will become part of Chapter 2. The third section will be a brief explanation of the research question(s) based on the literature review and the methodology chosen to explore the subject. The final section is the reference section for all resources used in the proposal. Again, it must be formatted correctly according to the thesis instructions and the APA manual, 5th edition.

**Thesis Committee Form**

**Name of Student:** \_\_\_\_\_

**Date Submitted:** \_\_\_\_\_

**Subject of Thesis:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Supervisory Committee**

**Name**

**Signature**

\_\_\_\_\_, **chair**  
\_\_\_\_\_, **member**  
\_\_\_\_\_, **member**

**Format approved**

**Document completed**

**Date of approval** \_\_\_\_\_

*Submit this form to the Graduate Program Coordinator, 528 Bishop Hall*

## **Thesis Format Instructions**

The thesis is an option to fulfil the culminating experience requirement. Completion of the thesis demonstrates the ability to address an intellectual problem of the students' interest and, at the same time, allows the student to refine a range of intellectual skills acquired at the master's level. It is also expected that the project will reflect a significant contribution to the discipline area and provide a permanent record of accomplishment. The following guide discusses formatting requirements for all theses. Individual committees will decide the appropriate content and order of chapter text. It is the candidate's responsibility to be familiar with the guidelines set forth.

### **Format**

The format for the research document includes the following sections in the order that they appear below. Depending on the project, certain sections may not be needed. These areas should be skipped and the next applicable section should be utilized. (i.e. if there are no illustrations or symbols, the format order would read...List of Tables, List of Figures, Text).

1. Title Page
2. Copyright Page (Optional)
3. Approval Page
4. Library Approval Page
5. Abstract Page
6. Dedication Page (Optional)
7. Acknowledgments Page (Optional)
8. Table of Contents Page
9. List of Tables Page
10. List of Figures Page
12. List of Illustrations
12. List of Symbols
13. Text
14. Bibliography
15. Appendices
16. Index (if any)

### **Title Page**

Each manuscript submitted must have a full title page. The page will show the title, the authors' full name, the degree to be conferred, the university, department, college in which the degree is earned, and the month and year of approval. Margins for the title page and the entire document are left--1.5 inches; right, top, and bottom--1 inch. Also, the title should be in all capitals. See Appendix A for a sample title page.

### **Copyright Page (optional)**

Copyright is the legal right of an owner of created material to control copying and ownership of that material. Authors of research documents who wish to protect their writing through copyright may do so. A student may file a claim to copyright by corresponding directly with the United States Copyright Office, Library of Congress, Washington, D.C. 12540 or calling the Copyright Office at (202) 707-3000. Application forms may be ordered or questions answered by calling the Forms Office at (202) 707-9100.

The Copyright symbol (©) should appear with the year and your name centered between the margins on the lower half of the backside of the title page. Below the copyright line, include the statement "All Rights Reserved".

©2001 Kelly Taylor Smith  
All Rights Reserved

### **Approval Page**

Two "original" research documents are to be presented to the committee for signature. Third and fourth approval pages are to be submitted for original signatures although the documents themselves may be copies. The four original signature pages are for the bound copies, two for the library, one for the School of Criminal Justice, and one for the chair of the committee. You may want to submit another approval page if you are planning to have a bound copy for yourself. The title and the author should be centered the same way as the title page. Again, the title should be in all capitals. A sample approval page is provided in Appendix B.

### **Library Approval Page**

The library approval page allows Ferris State University to make your document available to the general public. The title of the page should be 2 inches from the top and centered stating "Ferris State University" on one line, "Master of Science Thesis" on the next line, and Library "Approval and Release" on the following line. Skip five lines and center the title of the Thesis in capital letters. In the center of the page the following text should appear:

"I, name of author, hereby release by Masters Thesis as described above to Ferris State University, my department and the University's Library with the understanding that it will be housed in the aforementioned Library, and accessible to the general public. This release is required under the provisions of the Federal Privacy Act."

Skip seven lines and tab to center of document, and place a line with Master's Candidate underneath. Double-space and place a line with Date underneath. Sign your name and the date in black ink. (See Appendix C)

### **Abstract Page**

The major purpose of the abstract is to provide information that will enable someone to decide whether to read the complete work. The following information is usually included:

1. A brief description of the problem
2. A description of methods, techniques, and data used
3. The major finding(s) of the study.

The page numbers before the text are in roman numerals. The abstract page is the first page to be numbered, but as iii. All roman numerals should be centered between the left and right margins, and 1 inch from the bottom of the page. The title of the page, ABSTRACT should be in all capitals and centered between the left and right margins, and 2 inches from the top. The abstract should not exceed 300 words and must be double-spaced. A sample is provided in Appendix D.

### **Dedication and Acknowledgments**

These pages are optional, although most documents have a brief paragraph acknowledging the contributions of committee members, friends, and family members who supported the students' research. ACKNOWLEDGMENTS (all capital letters) should appear centered between the left and right margins, 2.0 inches from the top. Text should begin 2 spaces after the word Acknowledgments.

The dedication page is separate from the acknowledgment page. If included, the dedication text should be *centered* between the left and right, top and bottom margins and reflects a professional nature. Do not include the title Dedication on the dedication page.

### **Table of Contents**

The table of contents reflects the material contained within the document. All entries and page numbers must correspond exactly as they appear in the text. The heading TABLE OF CONTENTS is centered between the left and right margins, 2.0 inches from the top of the page. The listing begins one double space below and even with the left margin. Leader dots are placed from the end of each listing to the corresponding page number. All major titles are typed in capital letters exactly as they appear in the text. The first letter in all subtitles is capitalized except articles,



conjunctions, and prepositions of four or fewer letters. When a title or subtitle exceeds one line, the second and succeeding lines are single-spaced and indented two spaces. Double-spacing is used between major titles and between each major title and its subtitle (CISM, 1995 p. 17). For guidance, see the sample in Appendix E.

### **List of Tables, Figures, Illustrations, Symbols**

The captions and numbers of each table, etc. constitute the material to be included in this section. The heading LIST OF TABLES is centered two inches from the top of the page followed by a double space. Capitalize the first letter of each word, except prepositions in captions for tables. Leader dots are placed from the end of each caption to the page number and the word "page" appears above the row of page numbers (CISM, 1995, p.18). Refer to Appendix E for a sample.

### **Chapters**

Opening pages of chapters must begin 2.0 inches from the top of the paper. The title of the chapter should be placed four spaces (quadruple-spaced) below the chapter number and the type text should begin four spaces (quadruple-spaced) after the title.

### **Endnotes**

Following APA style, endnotes are used rather than footnotes. These are also double-spaced according to APA.

### **References**

References are those works cited in the manuscript. Check the APA manual for different rules regarding books, papers, journals, interviews, etc. The heading, REFERENCES should be placed 2.0 inches from the top of the paper, centered between the left and right margins.

### **Appendices**

Each appendix should have a title page that lists the letter of the Appendix and the title of what is contained. Reference to the appendix is made within the text, according to APA style. The appendix title pages are not numbered but are counted in numbering consecutively. Appendix letter and title should be capitalized and centered in the middle of the page between the top, bottom, left and right margins. There should be a double space between the word Appendix & letter and the title (see examples in the appendix).

## **Mechanical Requirements**

1. *Paper*--Paper is to be 8-1/2" x 11". Charts, graphs, tables, etc. should be reduced to meet this specification. Because the thesis will be placed in the university library, it must be typed, error-free, on "archival quality" paper. The paper should be white, unlined, at least 25 percent rag or cotton content, low acidity ("acid free" or "low acid", as tested) and at least 20 pound weight. Use of erasable paper is unacceptable. Use only one side of the paper.
2. *Equipment*--The research document should be prepared on a personal computer. Before beginning preparation of the final draft, determine that the hardware and software are capable of meeting format requirements for margins, pagination, and spacing. Quality of print must be legible and provide readable photocopies in clearness and content. Dot matrix print is unacceptable. The manuscript must be typed with black ink.
3. *Print*--The manuscript must be printed in black. The type should be 12 point and the font should be a common style ( i.e. Times New Roman) rather than unusual style such as cursive or Italic.
4. *Spacing*--The document is to be double-spaced. Triple or Quadruple spacing can improve the appearance and readability and is judiciously permitted before and after tables or figures and before subheadings or footnotes.
5. *Style*--All documents must use American Psychological Association, 5<sup>th</sup> edition (APA) publication style.
6. *Margins*--Due to binding, margins must allow for ease of binding and reading of the work. The left margin must be 1.5 inches. The top, right, and bottom margins must be 1.0 inch. Text may be justified or not at the discretion of the author and the committee, but this must be consistent within the document.
7. *Pagination*--Preliminary pages prior to the text are in roman numerals beginning with the Abstract (iii). Roman numerals are centered on the bottom of the page. The text, beginning with Chapter 1, is numbered consecutively with Arabic numbers at the top right corner of the margin, 1 inch from the top and 1 inch from the right. The first page of each chapter is not numbered, but counted. Numbering should appear on the second page of the chapter. Only the number should be used, do not write Page. The back matter pages are also numbered consecutively from the last page of the text with Arabic numerals. The first page of references and title pages of each appendix are counted, but not numbered.
8. *Charts, Figures, Tables*--Lettering for drawing charts, figures, and tables must be done in black, permanent ink. Computer-generated text from plotters is preferred

- for lettering and drawing. Guidelines should follow APA style. Each can be placed within the text or if too large, on the page immediately following.
9. *Photographs and Illustrative Materials*--Mounting of photographs, drawings, or other illustrative materials onto pages of the research document must be accomplished to assure permanent adherence. Materials should be mounted with heat-fixed adhesive paper or with permanent bonding spray adhesive.
  10. *Corrections*--A few clean erasures or ink removal are permitted. Correction fluids, correction tapes, and correction strips are not acceptable means of correction.
  11. *Permissions*--When using substantial portions of work from another person(s), written permission should be obtained from whomever owns the copyright of the matter quoted. For example, if you plan to use a diagram from a copyrighted work, permission must be obtained.
  12. *Format Approval*--Prior to having the committee sign the approval page, the student must turn in the original document to the graduate program coordinator for format approval. Any revisions must be made and approved by the coordinator. Once the format approval page has been signed, the student may have the thesis approval page signed.

### **Thesis Binding Requirements**

#### *Forms -*

You will be required to submit to the Office of the LIS Dean four original copies of a Thesis/Electronic/Capstone Project Approval & Release form (used to comply with the Federal Privacy Act) along with the signed approval pages and completed document as proof that your thesis is "official" and meets all University thesis/electronic/capstone project publication standards. Likewise, your signature must appear under the release statement. In addition, a Submission Form must accompany your thesis/electronic/capstone project.

#### *Binding -*

You are responsible for the binding of four copies of your completed thesis. One for the department where you are earning your degree, one for your committee chair and two (one housed in University Archives and the other in the Library's circulating collection) for the University Library. You may wish to have a copy bound for yourself.

*Fees -*

For 2000-2001 binding charges are \$18/copy plus any shipping charges. Since fees are subject to change, students should check with the Office of the Dean of LIS for current charges.

*Process -*

To finalize your work, simply follow these procedures:

1. Complete the Thesis/Electronic/Capstone Project Submission Form.
2. Package the copies of your thesis for the bindery. To meet bindery specifications, separate each copy with a sheet of colored paper. Use either a sturdy box or envelope.
3. Our library liaison is Ann Breitenwischer. Call her first to find out the current biding charges. Then turn in the packaged copies of your thesis including the Approval & Release forms, copies of your written permissions described under the "Copyright" section, and check or money order (currently made out to Binding Unlimited) for the amount of the bound copies. If you live out of Big Rapids, include an address label to where you want your copy(ies) mailed.

Questions regarding preservation and/or binding should be addressed to the Library's Binding/Conservation Officer.

**LIS Web Page**

Students should check the LIS Web page (<http://library.ferris.edu>) for additional information.

*Sample Appendix Page*

**APPENDIX A**

**TITLE PAGE**

*Sample title page*

**TESTING AIDS EDUCATIONAL METHODS FOR INMATES**

by

**Kelly Taylor Smith**

**A thesis submitted in partial fulfillment of the  
requirements for the degree of**

**Master of Science in Administration of Criminal Justice**

**Ferris State University  
School of Criminal Justice  
College of Education and Human Services**

**May, 2002**

*Sample appendix page*

**APPENDIX B**  
**APPROVAL PAGE**

*Sample approval page*

**TESTING AIDS EDUCATIONAL METHODS FOR INMATES**

by

**Kelly Taylor Smith**

**Has been approved**

**May, 2002**

**APPROVED:**

\_\_\_\_\_, Chair

\_\_\_\_\_, Member

\_\_\_\_\_, Member

**Supervisory Committee**

**ACCEPTED:**

\_\_\_\_\_  
**Director, School of Criminal Justice**



*Sample appendix page*

APPENDIX C  
LIBRARY APPROVAL FORM

*Sample library release page*  
Ferris State University  
Master of Science in Criminal Justice Administration Thesis  
Library Approval and Release

TESTING AIDS EDUCATIONAL METHODS FOR INMATES

I, name of author, hereby release my Masters Thesis as described above to Ferris State University, my department, and the University's Library with the understanding that it will be housed in the aforementioned Library, and accessible to the general public. This release is required under the provisions of the Federal Privacy Act.

---

Master's Candidate

---

Date

*Sample appendix page*

**APPENDIX D**

**ABSTRACT**

*Sample abstract page***ABSTRACT**

This research study explores the most effective programming methods of AIDS education for inmates. It is geared toward the jail setting, where correctional administrators are faced with a high turnover of inmate population. This requires educational methods to be effective without being overly burdensome. The National Institute of Justice has published several documents stating that live education is superior to video education in disseminating information about AIDS to inmates. The following pilot study tested this hypothesis so that the results could provide a strategic basis in planning correctional AIDS programs. Through the use of pre and post testing methods, t-tests and ANOVA show no statistically significant difference between the two testing groups (live education v. video education) and a control group.

*Sample Appendix page*

**APPENDIX E**  
**TABLE OF CONTENTS**

*Sample table of contents*

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*Sample list of tables page*

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**CHAPTERS**

## CHAPTER 1

### INTRODUCTION OF AIDS AND ITS EFFECTS ON CORRECTIONS

In the period of October, 1980 through May, 1981, five young men were diagnosed as having pneumocystis carinii pneumonia. "Because pneumocystis pneumonia in the United States is almost exclusively limited to severely immunosuppressed patients, it caused great concern with the health community and the Center for Disease Control (CDC) (Morbidity and Mortality Weekly Reports, 1981). Each case exhibited several symptomatic and recurrent infections or illnesses. Within months, the CDC was seeing more cases of pneumosystis carinii (a parasitic opportunistic infection of the lungs) as well as several cases of Kaposi's Sarcoma (a cancer of the connective tissue in the skin which normally was only being seen in older men) (MMWRb, 1981). Although most of the first cases were homosexuals, it soon became apparent that it was not exclusive to this group. Intravenous drug users, hemophiliacs, heterosexuals, blood transfusion recipients, and newborns were also being stricken by this mysterious disease.

The medical and research community spent much time and effort locating the cause of these devastating diseases that killed most of their victims. The Pasteur Research team in France isolated a virus, which it referred to as LAV. About the same time, Dr. Robert Gallo of the United States isolated the same virus and referred to it as

**FERRIS STATE UNIVERSITY**  
**MASTER OF SCIENCE --CRIMINAL JUSTICE ADMINISTRATION**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		PROGRAM CORE – 15 Credit Hours Required:	S.H.	GRADE
CRIM	605	Legal Issues in Criminal Justice	3	
CRIM	615	Nature of Crime	3	
CRIM	620	Criminal Justice Agency Evaluation	3	
CRIM	630	Seminar in Law Enforcement OR		
CRIM	640	Seminar in Corrections	3	
CRIM	650	Criminal Justice Research Methodology	3	
<b>ADMINISTRATION - 9 Credit Hours Required:</b>				
ACCT	665	Essentials of Governmental Budgeting, Accounting and Reporting	3	
MGMT	673	Personnel/Human Resources Management	3	
MGMT	605	Executive Leadership	3	
<b>CULMINATING EXPERIENCE (Select one option) - 6 Credit Hours Required:</b>				
<b>OPTION 1</b>				
CRIM	660	Criminal Justice Thesis **	6	
<b>OPTION 2</b>				
CRIM	670	Graduate Topics in Criminal Justice	3	
CRIM	699	Comprehensive Critique/Exam	3	

*This degree requires 30 semester hours for graduation.*

**\*\* CRIM 660 CJ Thesis is offered during the summer session each year. If a student does not complete their work by the end of the summer, an IP (in progress) grade will be given until the work is completed. Each semester after the summer session, the student must register for 1 credit of Crim 680 (Special Studies in Criminal Justice) until the final work is approved.**

# Transcript Request Procedures

(effective 3-25-99)

## Transcripts

Transcripts are released by Ferris State University's Office of the Registrar only upon receipt of a signed, written request. Normally, transcripts are mailed and /or ready for student pick-up within one business day. (PLEASE NOTE: Transcripts mailed to and/or picked-up by the student are marked "student copy" and may not be considered "official" by another institution.) Transcripts released to colleges and employers are considered official as long as they are mailed directly to the college or employer. Transcripts may be released only when all financial obligations to the university have been met. For questions concerning the status of an account, call the Business Office at 616-592-3968. For other transcript related questions, call the Office of the Registrar at 616-592-2790.

## How to Obtain an Official Transcript

1. Prepare a written request.
2. Include the following personal information:
  - Name--include any additional name(s) (Maiden, etc.) used while a student
  - Social Security Number
  - Last year attended
  - Date of birth
  - Current mailing address and daytime telephone number
3. Specify the number of transcripts requested, along with the complete names and addresses of where each transcript(s) is to be mailed.
4. **SIGN YOUR REQUEST.** A signature is required.
5. Include \$5.00 for each transcript in the form of a check or money order, or provide credit card authorization (Ferris State University accepts *Visa*, *MasterCard*, and *Discover*) with your account number, expiration date, type of card being used, and signature. Payment must accompany all requests or said requests will be returned. (NOTE: There is a service charge of \$5.00 for immediate same day requests. Ferris State University's Office of the Registrar does provide an overnight mailing service for \$20.00 per address--this cost includes the overnight service fee, an official transcript, and immediate same day service).
6. Mail your request to the Office of the University Registrar, Ferris State University, 420 Oak Street, Prakken 120, Big Rapids, MI 49307. If you prefer, you may fax your complete written and signed request to 616-592-2242. Payment for faxed requests must be made by credit card at the time of the request. Faxed requests without a return address are not honored.

## How to Obtain a Free Unofficial Transcript

1. Unofficial transcripts are available at the Office of the University Registrar (Prakken 120) or Student Service Center (Rankin Center) on a walk-in basis only and are free of charge.
2. Present a valid picture ID (Driver's License, Bulldog Card, etc.) at either of the sites above.
3. Unofficial transcripts are issued to the student only on plain white paper.

## Faxed Transcripts

Transcripts are not faxed as a matter of course. To request a faxed transcript you must first call the Office of the University Registrar's Transcript Division at 616-592-2718. Faxed transcripts are processed for students requiring such for employment. If a faxed transcript is required, the cost is \$10 per transcript. As above, payment for faxed requests must be made by credit card at the time of request. (NOTE: Only requests to fax student transcripts made by other institutions on the student's behalf will be honored. The student is responsible, however, for paying the above fax fee of \$10.00 per transcript before the institutional request will be honored.)

## Other Records

Ferris State University does not release high school transcripts, ACT scores, SAT scores, or transcripts submitted to Ferris State University for transfer credit. You must contact each respective institution to request such records.

**APPENDIX B**

**SURVEY RESULTS OF ALUMNI STUDENTS' PERCEPTIONS  
OF THE GRADUATE CRIMINAL JUSTICE PROGRAM**

## **CRIMINAL JUSTICE GRADUATE PROGRAM ALUMNI SURVEY**

Please answer each question on this survey form. **Thank you.**

1. While attending FSU as a graduate student, were you typically considered a part-time or full-time student?  

<input type="checkbox"/> Part-time	<b>71.4% (10)</b>
<input type="checkbox"/> Full-time	<b>28.6% (4)</b>
  
2. What status were you admitted into the masters program?  

<input type="checkbox"/> regular	<b>85.7% (12)</b>
<input type="checkbox"/> provisional	<b>14.2% (2)</b>
  
3. What was your undergraduate grade point average?  

<input type="checkbox"/> Less than a 2.30	<b>7.1% (1)</b>
<input type="checkbox"/> 2.31 - 2.59	<b>0</b>
<input type="checkbox"/> 2.60 -2.99	<b>14.3% (2)</b>
<input type="checkbox"/> 3.00 - 3.39	<b>35.7% (5)</b>
<input type="checkbox"/> 3.40 or above	<b>42.9% (6)</b>
  
4. What was your final grade point average?  

<input type="checkbox"/> Less than 3.0	
<input type="checkbox"/> 3.01 – 3.25	<b>7.1% (1)</b>
<input type="checkbox"/> 3.26 – 3.50	<b>14.3% (2)</b>
<input type="checkbox"/> 3.51 – 3.75	<b>14.3% (2)</b>
<input type="checkbox"/> 3.76 – 4.00	<b>64.3% (9)</b>
  
5. What proportion of your expenses as a graduate student at FSU were funded by financial aid?  

<input type="checkbox"/> None	<b>50.0% (7)</b>
<input type="checkbox"/> Some, but less than half	<b>28.6% (4)</b>
<input type="checkbox"/> More than half	<b>21.4% (3)</b>

6. What proportion of your expenses as a graduate student at FSU were funded by your employer?

- |   |                  |
|---|------------------|
| <input type="checkbox"/> None                     | <b>42.9% (6)</b> |
| <input type="checkbox"/> Some, but less than half | <b>28.6% (4)</b> |
| <input type="checkbox"/> More than half           | <b>28.5% (4)</b> |

7. What proportion of your expenses as a graduate student at FSU were funded by you?

- |   |                  |
|---|------------------|
| <input type="checkbox"/> None                     | <b>0</b>         |
| <input type="checkbox"/> Some, but less than half | <b>35.7% (5)</b> |
| <input type="checkbox"/> More than half           | <b>64.2% (9)</b> |

8. What is your current occupation?

- |   |                  |
|---|------------------|
| <input type="checkbox"/> Student                          |                  |
| <input type="checkbox"/> Law enforcement (state or local) | <b>35.7% (5)</b> |
| <input type="checkbox"/> Corrections                      |                  |
| <input type="checkbox"/> Probation/parole                 | <b>7.1% (1)</b>  |
| <input type="checkbox"/> Courts                           |                  |
| <input type="checkbox"/> Federal agency _____             |                  |
| <input type="checkbox"/> State governmental agency        | <b>14.3% (2)</b> |
| <input type="checkbox"/> Other                            | <b>25.7% (5)</b> |
| <input type="checkbox"/> Not employed                     | <b>7.1% (1)</b>  |

9. What is your official job title?

---

10. What is your current salary range?

- |   |                  |
|---|------------------|
| <input type="checkbox"/> Less than \$20,000 |                  |
| <input type="checkbox"/> \$20,001-30,000    | <b>14.3% (2)</b> |
| <input type="checkbox"/> \$30,001-40,000    | <b>21.4% (3)</b> |
| <input type="checkbox"/> \$40,001-\$50,000  | <b>7.1% (1)</b>  |
| <input type="checkbox"/> Over \$50,001      | <b>42.9% (6)</b> |
|   | <b>2 missing</b> |



11. What reason(s) did you pursue a masters degree (check all that apply).

- |  |                |
|--|----------------|
| <input type="checkbox"/> Interested in teaching or training on college level | <b>57% (8)</b> |
| <input type="checkbox"/> Interested in applying for law school               | <b>14% (2)</b> |
| <input type="checkbox"/> Interested in pursuing doctorate degree             | <b>29% (4)</b> |
| <input type="checkbox"/> To make self more employable                        | <b>64% (9)</b> |
| <input type="checkbox"/> For possible promotion                              | <b>43% (6)</b> |
| <input type="checkbox"/> Masters necessary for job or position of interest   | <b>36% (5)</b> |
| <input type="checkbox"/> Other _____   | <b>14% (2)</b> |

12. Based on Question 12, which of your expectations were met? (check all that apply)

- |  |                |
|--|----------------|
| <input type="checkbox"/> I was accepted into a doctoral program<br>Name of Program: _____              | <b>7% (1)</b>  |
| <input type="checkbox"/> I was accepted into a law school<br>Name of Law School: _____                 | <b>0</b>       |
| <input type="checkbox"/> I am employed in a position that requires a master's degree<br>Position _____ | <b>29% (4)</b> |
| <input type="checkbox"/> I was selected for my present position because of my master's degree          | <b>29% (4)</b> |
| <input type="checkbox"/> I have been promoted since obtaining my masters degree<br>Promoted to: _____  | <b>29% (4)</b> |
| <input type="checkbox"/> I am up for promotion and my masters degree may enhance my chances.           | <b>7% (1)</b>  |
| <input type="checkbox"/> I am either teaching or training for a college level program                  | <b>7% (1)</b>  |
| <input type="checkbox"/> Other reasons (Please explain why: _____)                                     | <b>14% (2)</b> |
| <hr/>  |                |
| <input type="checkbox"/> My expectations were not met. Explain why not: _____                          | <b>7% (1)</b>  |

13. Did you attend FSU for undergraduate studies?

- |                              |                   |
|------------------------------|-------------------|
| <input type="checkbox"/> Yes | <b>71.4% (10)</b> |
| <input type="checkbox"/> No  | <b>28.6% (4)</b>  |
- If no, where did you attend?  
\_\_\_\_\_

14. Which location did you most often take graduate level courses?

- |                                       |                  |
|---------------------------------------|------------------|
| <input type="checkbox"/> Big Rapids   | <b>57.1% (8)</b> |
| <input type="checkbox"/> Grand Rapids | <b>42.9% (6)</b> |

15. What was the **most** important reason you chose to attend FSU's graduate school as opposed to another university?
- Offered required courses only (30 credit program) **14.3% (2)**
  - Academic reputation of the undergraduate criminal justice program **14.3% (2)**
  - Academic reputation of the graduate criminal justice program
  - Advice of colleagues, friends, or professors **7.1% (1)**
  - Cost
  - Location **28.6% (4)**
  - Admission standards of FSU
  - Flexibility of course offerings **7.1% (1)**
  - Potential completion of program full time in one year **14.3% (2)**
  - Other (please explain) **14.3% (2)**
16. If you could start graduate school over, would you choose to attend FSU?
- Definitely yes **50.0% (7)**
  - Probably yes **21.4% (3)**
  - Uncertain
  - Probably no **28.6% (4)**
  - Definitely no
17. If you answered uncertain, probably no, or definitely no to question 16, please explain (If you answered definitely yes or probably yes, please skip to question 18). \_\_\_\_\_  
**1. choose another field, 2. not challenged enough**
- 
18. Which of the following best represents how you feel about your graduate degree from Ferris State University?
- It is a high quality degree **57.1% (8)**
  - It is an average degree **28.6% (4)**
  - It is a low quality degree **14.3% (2)**  
 (why do you feel this way?) **other students were immature**
- 
19. What skills did you gain from your graduate degree? (Please check all that apply)
- Improved writing skills **86% (12)**
  - Improved abstract thinking skills **57% (8)**
  - Improved critical reasoning skills **50% (7)**
  - Improved reading skills **43% (6)**
  - Improved communication skills **43% (6)**
  - Improved analytical skills **57% (8)**
  - Improved administrative skills **36% (5)**
  - Expanded Worldview **57% (8)**

20. What is your sex?

- Male **28.6% (4)**  
 Female **71.4% (10)**

21. Your ethnicity is:

- Asian, Pacific Islander or Filipino  
 Black or African-American  
 Hispanic, Chicano or Spanish-speaking American **7.1% (1)**  
 White or Euro-American **85.7% (12)**  
 Native American **7.1% (1)**  
 other

22. Which category best describes the type of community where you work?

- Rural **28.6% (4)**  
 suburban **7.1% (1)**  
 urban **64.3% (9)**

23. What is the population of the community where you work?

- less than 10,000 **21.4% (3)**  
 10,001-25,000 **35.7 (5)**  
 25,001-100,000 **21.4% (3)**  
 100,001-250,000 **21.4% (3)**  
 over 250,001

**Please rate each of the following areas pertaining to your graduate experience using the scale below.**

1 = Excellent    2 = Good    3 = Fair    4 = Poor    5 = Unknown

	Excellent	Good	Fair	Poor	Unknown
24. Overall quality of criminal justice courses.	1	2	3	4	5
	<b>50%</b>	<b>29%</b>	<b>21%</b>		
25. Overall quality of management courses.	1	2	3	4	5
	<b>50%</b>	<b>29%</b>	<b>7%</b>	<b>14%</b>	

	Excellent	Good	Fair	Poor	Unknown
--	-----------	------	------	------	---------

26.	Overall quality of Instruction in Accounting course.	1	2	3	4	5
		<b>21%</b>	<b>36%</b>	<b>36%</b>	<b>7%</b>	
27.	Rigorous expectations in criminal justice courses. (CRIM listed courses only)	1	2	3	4	5
		<b>43%</b>	<b>36%</b>	<b>7%</b>	<b>14%</b>	
28.	Rigorous expectations in management courses. (MGMT listed courses only)	1	2	3	4	5
		<b>14%</b>	<b>43%</b>	<b>21%</b>	<b>21%</b>	
29.	Rigorous expectations in accounting course. (ACCT course only)	1	2	3	4	5
		<b>29%</b>	<b>50%</b>	<b>14%</b>	<b>7%</b>	
30.	Relevance of criminal justice courses to criminal justice field.	1	2	3	4	5
		<b>57%</b>	<b>29%</b>	<b>7%</b>	<b>7%</b>	
31.	Relevance of management courses to criminal justice Field.	1	2	3	4	5
		<b>36%</b>	<b>21%</b>	<b>29%</b>	<b>14%</b>	
32.	Relevance of accounting (budgeting) course to criminal Justice field.	1	2	3	4	5
		<b>14%</b>	<b>43%</b>	<b>14%</b>	<b>21%</b>	<b>7%</b>
33.	Fairness of grading in criminal justice courses.	1	2	3	4	5
		<b>57%</b>	<b>14%</b>	<b>21%</b>	<b>7%</b>	
34.	Fairness of grading in management courses.	1	2	3	4	5
		<b>43%</b>	<b>43%</b>	<b>7%</b>	<b>7%</b>	
35.	Fairness of grading in accounting course.	1	2	3	4	5
		<b>57%</b>	<b>29%</b>	<b>7%</b>	<b>7%</b>	
36.	Quality of instruction in criminal justice courses.	1	2	3	4	5
		<b>64%</b>	<b>14%</b>	<b>21%</b>		
37.	Quality of instruction in management courses.	1	2	3	4	5
		<b>50%</b>	<b>29%</b>	<b>7%</b>	<b>14%</b>	
38.	Quality of instruction in accounting course.	1	2	3	4	5
		<b>29%</b>	<b>50%</b>	<b>14%</b>	<b>7%</b>	

39.	Opportunities for interaction with criminal justice faculty.	1 <b>71%</b>	2 <b>21%</b>	3 <b>7%</b>	4	5
40.	Opportunities for interaction with management faculty.	1 <b>43%</b>	2 <b>21%</b>	3 <b>29%</b>	4 <b>7%</b>	5
41.	Opportunities for interaction with accounting faculty.	1	2	3	4	5
		<b>43%</b>	<b>29%</b>	<b>14%</b>	<b>14%</b>	
42.	Quality of textbooks used in criminal justice courses.	1	2	3	4	5
		<b>79%</b>	<b>7%</b>	<b>14%</b>		
43.	Quality of textbooks used in management courses.	1	2	3	4	5
		<b>43%</b>	<b>29%</b>	<b>14%</b>	<b>14%</b>	
44.	Quality of textbooks used in accounting course.	1	2	3	4	5
		<b>43%</b>	<b>29%</b>	<b>7%</b>	<b>21%</b>	
45.	Professional competence of criminal justice faculty.	1	2	3	4	5
		<b>71%</b>	<b>14%</b>	<b>14%</b>		
46.	Professional competence of management faculty.	1	2	3	4	5
		<b>57%</b>	<b>21%</b>	<b>14%</b>	<b>7%</b>	
47.	Professional competence of accounting faculty.	1	2	3	4	5
		<b>36%</b>	<b>50%</b>	<b>7%</b>	<b>7%</b>	
48.	Helpfulness of criminal justice office staff.	1	2	3	4	5
		<b>57%</b>	<b>29%</b>	<b>7%</b>	<b>7%</b>	
49.	Clarity of degree requirements for completing master's degree.	1	2	3	4	5
		<b>64%</b>	<b>36%</b>			
50.	Opportunities for formal student evaluation of instruction.	1	2	3	4	5
		<b>50%</b>	<b>21%</b>	<b>21%</b>	<b>7%</b>	
51.	Quality of criminal justice holdings in criminal justice at Timme Library.	1	2	3	4	5
		<b>29%</b>	<b>7%</b>	<b>36%</b>	<b>29%</b>	

52.	Grand Rapids access to library holdings at Ferris State University.	1 <b>7%</b>	2	3 <b>7%</b>	4 <b>14%</b>	5 <b>71</b>
53.	Access on campus to library holdings at Ferris State University.	1	2 <b>21%</b>	3 <b>7%</b>	4 <b>29%</b>	5 <b>43</b>

**Main Campus students only, please answer the following questions:**

	Excellent 1	Good 2	Fair 3	Poor 4	Unknown 5	
54.	Availability of library databases at Ferris.	<b>20%</b>	<b>30%</b>	<b>40%</b>	<b>10%</b>	
55.	Quality of library databases at Ferris.	<b>10%</b>	<b>10%</b>	<b>50%</b>	<b>20%</b>	<b>10</b>
56.	Availability of books at the Lundberg Bookstore	<b>30%</b>	<b>20%</b>	<b>20%</b>	<b>20%</b>	<b>10</b>
57.	Availability of courses.	<b>60%</b>	<b>40%</b>			
58.	Quality of criminal justice classroom facilities.	<b>50%</b>	<b>30%</b>	<b>20%</b>		
59.	Quality and availability of computer facilities on campus.	<b>33%</b>	<b>11%</b>	<b>22%</b>		<b>33</b>
60.	Quality of students in the criminal justice program.	<b>40%</b>	<b>40%</b>	<b>10%</b>	<b>10%</b>	
61.	Ability to register for courses.	<b>60%</b>	<b>30%</b>	<b>10%</b>		
62.	Access to grades online at Ferris.	<b>20%</b>	<b>20%</b>			<b>60</b>
63.	Overall quality of criminal justice graduate program.	<b>60%</b>	<b>10%</b>	<b>20%</b>	<b>10%</b>	

**Grand Rapids students only, please answer the following questions:**

	Excellent	Good	Fair	Poor	Unknown
64. Availability of books at the Kendall Bookstore (GR)	1	2	3	4	5
		<b>40%</b>	<b>60%</b>		
65. Availability of courses.	1	2	3	4	5
	<b>40%</b>	<b>60%</b>			
66. Flexibility of course scheduling.	1	2	3	4	5
	<b>60%</b>	<b>40%</b>			
67. Quality and availability of computer facilities at GR.	1	2	3	4	5
	<b>20%</b>				<b>80</b>
68. Availability of library databases at Ferris.	1	2	3	4	5
	<b>20%</b>			<b>20%</b>	<b>60</b>
69. Quality of library databases at Ferris.	1	2	3	4	5
	<b>20%</b>			<b>20%</b>	<b>60</b>
70. Access to Ferris State University's library databases from Grand Rapids campus.	1	2	3	4	5
	<b>20%</b>			<b>20%</b>	<b>60</b>
71. Ability to register for classes.	1	2	3	4	5
	<b>60%</b>	<b>20%</b>	<b>20%</b>		
72. Access to grades online at Ferris State University.	1	2	3	4	5
	<b>40%</b>		<b>20%</b>		<b>40</b>
73. Quality of students in the criminal justice program.	1	2	3	4	5
	<b>60%</b>	<b>20%</b>	<b>20%</b>		
74. Overall quality of the graduate program.	1	2	3	4	5
	<b>40%</b>	<b>20%</b>	<b>40%</b>		

**Thank you for your participation. Please check to make sure you have answered all the questions on every page. Once you have completed the questionnaire, please mail it the enclosed envelope to: Ferris State University, 528 Bishop Hall, Big Rapids, MI 49307. Best of luck in your career!**

**APPENDIX C**

**SURVEY RESULTS OF EMPLOYERS IN THE CRIMINAL JUSTICE FIELD**



**Employer Survey of Master's Degree Students  
Criminal Justice Administration  
Ferris State University**

**We are currently conducting a program review regarding graduate student success in the criminal justice field. Please take a moment to answer the following questions. Indicate your selection by checking the appropriate box underneath your answer. When appropriate, answers may be ranked on a scale of importance from 1-5. Your time is deeply appreciated. Thank you in advance.**

Question	Poor (1)	Below Average (2)	Average (3)	Above Average (4)	Excellent (5)	Unsure (6)
1. How do you rate the critical thinking skills of graduates from Masters degree programs?				62.5%	37.5%	
2. How would you rate the decision-making ability of graduates from the Masters degree programs?				62.5%	37.5%	
3. How would you rate the knowledge of graduates from Masters degree program?			6.3%	62.5%	25.0%	6.3%
4. How would you rate the communication skills of graduates from Masters degree programs.				56.3%	43.8%	
5. How would you rate the managerial skills of graduates from Masters degree programs?			18.8%	56.3%	25.0%	
6. How would you rate the importance of a graduate degree in your field?		18.8%	25.0%	25.0%	31.3%	
7. Does possession of a master's degree enhance the chance for promotion?			6.3%	37.5%	56.3%	
8. Is knowledge of program evaluation important to your agency?		18.8%	6.3%	50.0%	25.0%	
9. Are you more likely to hire someone one who possesses a master's degree?				50.0%	50.0%	
10. Would you recommend other employees pursue a graduate degree ?			25.0%	43.8%	31.3%	

**APPENDIX D**

**SURVEY RESULTS FROM CURRENT GRADUATE STUDENT EVALUATION**

# Criminal Justice Administration

APRC 2001-2002

section 4 of 6

# CRIMINAL JUSTICE ADMINISTRATION GRADUATE STUDENT SURVEY

Please answer each question on this survey form. **Thank you.**

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

- Part-time **64.6% (31)**
- Full-time **35.4% (17)**

2. What proportion of your graduate school expenses at FSU are being funded by financial aid?

- None **54.2% (26)**
- Some, but less than half **10.4% (5)**
- More than half **35.4% (17)**

3. What proportion of your graduate school expenses at FSU are being funded by your employer?

- None **58.3% (28)**
- Some, but less than half **6/3% (3)**
- More than half **35.4% (17)**

4. What proportion of your graduate school expenses at FSU are being funded by you?

- None **20.8 % (10)**
- Some, but less than half **50.0 % (24)**
- More than half **29.2% (14)**

5. What was your undergraduate grade point average?

- Less than a 2.30
- 2.31 - 2.59 **16.7% (8)**
- 2.60 - 2.99 **27.1% (13)**
- 3.00 - 3.39 **29.2% (14)**
- 3.40 or above **27.1% (13)**

6. What is your current graduate level grade point average?

- |  |                   |
|--|-------------------|
| <input type="checkbox"/> Less than 3.0           | <b>4.2% (2)</b>   |
| <input type="checkbox"/> 3.01 – 3.25             | <b>10.4% (5)</b>  |
| <input type="checkbox"/> 3.26 – 3.50             | <b>6.3% (3)</b>   |
| <input type="checkbox"/> 3.51 – 3.75             | <b>16.7% (8)</b>  |
| <input type="checkbox"/> 3.76 – 4.00             | <b>41.7% (20)</b> |
| <input type="checkbox"/> first semester (no gpa) | <b>20.8% (10)</b> |

7. How often do you talk with your CJ advisor for advising?

- |   |                   |
|---|-------------------|
| <input type="checkbox"/> Every semester | <b>20.8% (10)</b> |
| <input type="checkbox"/> Most semesters | <b>8.3% (4)</b>   |
| <input type="checkbox"/> Occasionally   | <b>37.5% (18)</b> |
| <input type="checkbox"/> Never          | <b>31.3% (15)</b> |

8. If you could start graduate school over, would you choose to attend FSU?

- |   |                   |
|---|-------------------|
| <input type="checkbox"/> Definitely yes | <b>41.7% (20)</b> |
| <input type="checkbox"/> Probably yes   | <b>35.4% (17)</b> |
| <input type="checkbox"/> Uncertain      | <b>18.8% (9)</b>  |
| <input type="checkbox"/> Probably no    | <b>4.2% (2)</b>   |
| <input type="checkbox"/> Definitely no  |                   |

9. If you answered uncertain, probably no, or definitely no to question 8, please explain (If you answered definitely yes or probably yes, please skip to question 10). \_\_\_\_\_  
**would choose different major, go closer to home**

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

- |  |                   |
|--|-------------------|
| <input type="checkbox"/> I am not working    | <b>2.1% (1)</b>   |
| <input type="checkbox"/> 1 to 9 hours/week   | <b>0</b>          |
| <input type="checkbox"/> 10 to 19 hours/week | <b>0</b>          |
| <input type="checkbox"/> 20 to 29 hours/week | <b>20.8% (10)</b> |
| <input type="checkbox"/> 30 to 39 hours/week | <b>6.3% (3)</b>   |
| <input type="checkbox"/> employed full time  | <b>68.8% (33)</b> |

11. Where do you attend class most often?

- |  |                   |
|--|-------------------|
| <input type="checkbox"/> Big Rapids campus   | <b>52.1% (25)</b> |
| <input type="checkbox"/> Grand Rapids campus | <b>45.8% (22)</b> |

12. What is your current occupation?

- |   |                   |
|---|-------------------|
| <input type="checkbox"/> Full time Student                                      | <b>14.6% (7)</b>  |
| <input type="checkbox"/> Law enforcement (state or local)                       | <b>50.0% (24)</b> |
| <input type="checkbox"/> Corrections  | <b>6.3% (3)</b>   |
| <input type="checkbox"/> Probation/parole                                       | <b>2.1% (1)</b>   |
| <input type="checkbox"/> Courts   | <b>4.2% (2)</b>   |
| <input type="checkbox"/> Federal law enforcement agency (please identify) _____ |                   |
| <input type="checkbox"/> Other _____  | <b>22.9% (11)</b> |

13. What was the **most** important reason for attending FSU as a graduate student as opposed to another university?

- |  |                   |
|--|-------------------|
| <input type="checkbox"/> Required courses only (30 credit program)           | <b>27.1% (13)</b> |
| <input type="checkbox"/> Academic reputation of the criminal justice program | <b>20.8% (10)</b> |
| <input type="checkbox"/> Advice of colleagues, friends, or professors        | <b>14.6% (7)</b>  |
| <input type="checkbox"/> Cost  |                   |
| <input type="checkbox"/> Location  | <b>16.7% (8)</b>  |
| <input type="checkbox"/> Admission standards of FSU                          |                   |
| <input type="checkbox"/> Flexibility of course offerings                     | <b>8.3% (4)</b>   |
| <input type="checkbox"/> Possible completion of program in one year          | <b>12.5% (6)</b>  |

14. Did you attend FSU for undergraduate studies?

- |                              |                   |
|------------------------------|-------------------|
| <input type="checkbox"/> Yes | <b>66.7% (32)</b> |
| <input type="checkbox"/> No  | <b>33.3% (16)</b> |

15. If you answered no to question 14, where did you attend college on the undergraduate level?  
**Grand Valley, Lake Superior, Alma, Michigan State, Western Michigan**

16. What is your ethnicity?

- |   |                   |
|---|-------------------|
| <input type="checkbox"/> Asian, Pacific Islander or Filipino            | <b>2.1% (1)</b>   |
| <input type="checkbox"/> Black or African-American                      | <b>16.7% (8)</b>  |
| <input type="checkbox"/> Hispanic, Chicano or Spanish-speaking American |                   |
| <input type="checkbox"/> White or Euro-American                         | <b>77.7% (37)</b> |
| <input type="checkbox"/> Native American                                | <b>2.1% (1)</b>   |
| <input type="checkbox"/> other  | <b>2.1% (1)</b>   |

17. What is your sex?

- |                                 |                   |
|---------------------------------|-------------------|
| <input type="checkbox"/> Male   | <b>60.4% (29)</b> |
| <input type="checkbox"/> Female | <b>39.6% (19)</b> |

**Please rate each of the following areas pertaining to your graduate  
experience using the scale below.**

1 = Excellent    2 = Good    3 = Fair    4 = Poor    5 = Unknown

	Excellent	Good	Fair	Poor	Unknown
18. Overall quality of criminal justice courses.	38%	59%	4%		
19. Overall quality of management courses.	10%	38%	23%		28%
20. Overall quality of Instruction in Accounting course.	13%	33%	25%	4%	25%
21. Rigorous expectations in criminal justice courses. (CRIM listed courses only)	31%	56%	6%		6%
22. Rigorous expectations in management courses. (MGMT listed courses only)	6%	29%	25%		40%
23. Rigorous expectations in accounting course. (ACCT course only)	6%	42%	19%	2%	31%
24. Relevance of criminal justice courses to criminal justice field.	42%	47%	10%		2%
25. Relevance of management courses to criminal justice field.	2%	33%	17%	8%	40%
26. Relevance of accounting (budgeting) course to criminal Justice field.	4%	27%	27%	10%	31%
27. Fairness of grading in criminal justice courses.	33%	56%	6%		4%
28. Fairness of grading in management courses.	23%	33%	2%	4%	38%
29. Fairness of grading in accounting course.	17%	40%	10%	2%	31%
30. Quality of instruction in criminal justice courses.	52%	42%	4%		1%
31. Quality of instruction in management courses.	15%	40%	6%	2%	38%
32. Quality of instruction in accounting course.	21%	31%	15%	4%	29%
33. Opportunities for interaction with criminal justice faculty.	46%	27%	21%	4%	2%
34. Opportunities for interaction with management faculty.	27%	21%	10%	4%	39%
35. Opportunities for interaction with accounting faculty.	17%	25%	23%	2%	33%

	Excellent	Good	Fair	Poor	Unknown
36. Quality of textbooks used in criminal justice courses.	23%	63%	13%		2%
37. Quality of textbooks used in management courses.	8%	40%	15%		38%
38. Quality of textbooks used in accounting course.	10%	40%	17%	4%	29%
39. Professional competence of criminal justice faculty.	60%	33%	4%		2%
40. Professional competence of management faculty.	21%	38%	4%		38%
41. Professional competence of accounting faculty.	27%	33%	10%		29%
42. Helpfulness of criminal justice office staff.	63%	31%			6%
43. Clarity of degree requirements for completing MS.	52%	42%	4%	2%	
44. Opportunities for formal student evaluation of instruction.	19%	54%	8%		19%
45. Quality of criminal justice holdings in criminal justice at Timme Library.	6%	21%	27%	8%	35%
46. Grand Rapids access to library holdings at Ferris State University.	2%	4%	15%	15%	35%
47. Access on campus to library holdings at Ferris State University.	6%	29%	13%	4%	46%

**Big Rapids Campus students only, please answer the following questions:**

	Excellent	Good	Fair	Poor	Unknown
48. Availability of library databases at Ferris.	12%	40%	28%	8%	12%
49. Quality of library databases at Ferris.	12%	24%	44%	8%	12%
50. Availability of books at the Lundberg Bookstore	8%	52%	28%	4%	8%
51. Availability of courses.	32%	48%	12%		8%
52. Quality of criminal justice classroom facilities.	12%	56%	24%	8%	
53. Quality and availability of computer facilities on campus.	16%	52%	16%		16%
54. Quality of students in the criminal justice program.	8%	64%	28%		



	Excellent	Good	Fair	Poor	Unknown
55. Ability to register for courses.	72%	24%			4%
56. Access to grades online at Ferris.	50%	29%	4%		17%
57. Overall quality of criminal justice graduate program.	33%	58%	4%	4%	

**Grand Rapids campus students only, please answer the following questions:**

	Excellent	Good	Fair	Poor	Unknown
58. Availability of books at the Kendall Bookstore (GR)	13%	61%	4%	13%	9%
59. Availability of courses.	30%	57%	9%	4%	
60. Flexibility of course scheduling.	22%	35%	26%	13%	4%
61. Quality and availability of computer facilities at GR.	4%	22%	13%	22%	39%
62. Availability of library databases at Ferris.	4%	13%	9%	22%	52%
63. Quality of library databases at Ferris.	4%	22%	9%	9%	57%
64. Access to Ferris State University's library databases from Grand Rapids campus.	17%	4%	26%	52%	
65. Ability to register for classes.	57%	39%	4%		
66. Access to grades online at Ferris State University.	52%	17%	9%	22%	
67. Quality of students in the criminal justice program.	57%	39%	4%		
68. Overall quality of the graduate program.	44%	52%	4%		

**Thank you for your participation. Please check to make sure you have answered all the questions on every page. Once you have completed the questionnaire, please mail it the enclosed envelope to: Ferris State University, 528 Bishop Hall, Big Rapids, MI 49307.**

**APPENDIX E**

**SURVEY RESULTS OF FACULTY PERCEPTIONS**

## Faculty Survey/ Master's Program

**We are currently conducting the program review for the graduate program. Please answer the following questions indicating your level of response (1-6). Thank you in advance. Please return ASAP to Teresa Brown or Nancy Hogan.**

Statement	Poor	Fair	Acceptable	Good	Very Good	Don't Know
1. The FSU library holdings in Criminal Justice for Graduate study.	29%	57%	14%			
2. The overall ability of the program to provide theoretical and analytical knowledge.			14%	29%	57%	
3. The amount of technology incorporated into the graduate program.	29%	14%	29%	29%		
4. The ability to link into resources on the main campus from the Grand Rapids campus.	29%	14%	29%		14%	14%
5. Workload required of graduate students.				71%	29%	
6. Workload required of graduate faculty.	29%	14%	14%		29%	
7. Availability of software needed to teach statistics.	57%					43%
8. The written communication skills of those graduating the masters program.			29%	71%		
9. The desire to learn of the typical graduate student.			14%	57%	29%	
10. The quality of classrooms in Bishop Hall.	43%	14%				
11. The quality of classrooms in Grand Rapids.		14%	29%	43%		14%
12. The culminating academic knowledge of graduates of the master's program.			14%	43%	29%	14%
13. The quality of instruction provided to the graduate students by the CJ faculty.				29%	71%	
14. The quality of instruction provided to the graduate students by the management faculty.	14%	29%	43%			14%
15. The quality of instruction provided to the graduate students by the accounting faculty.			71%	14%		14%
16. The reputation of the master's program.				29%	57%	14%
17. The opportunities for research for graduate students.	14%	14%	43%		14%	14%
18. The amount of funding for graduate students.	29%	43%	14%			14%
19. The availability of courses off campus.			57%	43%		
20. The overall quality of the Master's program.			14%	29%	57%	

**APPENDIX F**

**SURVEY RESULTS OF ADVISORY BOARD PERCEPTIONS**

**Advisory Board Survey  
Masters of Science in Criminal Justice Administration**

**We are currently conducting the program review for the graduate program. As an advisory board member, your input is invaluable. Please take a moment to answer the following questions indicating your level of response (1-5). Thank you in advance.**

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. There is a need for graduate education in the field of criminal justice.	<b>67%</b>	<b>33%</b>			
2. New appointed supervisors in criminal justice should possess a Master's degree.	<b>33%</b>	<b>33%</b>	<b>33%</b>		
3. Possession of a Master's degree enhances the chance for promotion.	<b>83%</b>	<b>17%</b>			
4. Offering courses in understanding the theoretical background of crime reflects the needs of the criminal justice field.	<b>50%</b>	<b>33%</b>	<b>17%</b>		
5. Offering courses in evaluation reflects the needs of the criminal justice field.	<b>67%</b>	<b>33%</b>			
6. Offering courses in management (leadership and personnel) reflects the needs of the criminal justice field.	<b>50%</b>	<b>50%</b>			
7. Offering courses in governmental budgeting reflects the needs of the criminal justice field.	<b>33%</b>	<b>50%</b>	<b>17%</b>		
8. Offering courses in Legal Issues and Liability reflects the needs of the criminal justice field.	<b>83%</b>	<b>17%</b>			
9. Graduate Education meets the needs of the criminal justice field.	<b>34%</b>	<b>33%</b>	<b>33%</b>		

**10. Are there any courses that you believe should be removed from the graduate curriculum? Please Explain.**

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**11. Are there any courses that you believe should be added to the graduate curriculum? Please Explain.**

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**APPENDIX G**

**LIST OF ADVISORY BOARD MEMBERS**

**FERRIS STATE UNIVERSITY  
SCHOOL OF CRIMINAL JUSTICE  
ADVISORY COMMITTEE MEMBERS**

Miguel A. Berrios  
MI Dept. of Corrections  
Parole Board  
Grandview Plaza Bldg.  
206 E. Michigan  
P.O. Box 30003  
Lansing, MI 48909  
Work: 231-722-3181

Capt. Pamela Carrier  
Grand Rapids Police Department  
333 Monroe, N.W.  
Grand Rapids, MI 49503  
Home: 616-784-2040  
Work: 616-456-3400

Nancy Cooley, Ph.D.  
Dean, College of Education and Human  
Services  
Ferris State University  
1349 Cramer Circle, Bishop 607  
Big Rapids, MI 49307  
Work: 231-591-2702

Kevin Courtney  
Director of Public Safety  
City of Big Rapids  
226 North Michigan  
Big Rapids, MI 49307  
Home: 231-592-4984  
Work: 231-592-4041

Stanley A. Dinius  
Director, Public Safety  
Ferris State University  
Big Rapids, MI 49307  
Home: 231-796-1646

Capt. Gene Hoekwater  
Michigan State Police  
Training Division  
7426 N. Canal Road  
Lansing, MI 48913  
Work: 517-322-1500

Honorable Phillip E. Hoffman  
Senator, State of Michigan  
Farnum Building, Room 710  
Lansing, MI 48909  
Home: 517-688-4580  
Work: 517-373-2426

W. Robert Huff  
Chief of Police  
Grand Haven Police Department  
525 Washington  
Grand Haven, MI 49417  
Home: 616-844-0870  
Work: 616-842-3460

Peter Jaklevic  
Prosecutor  
Mecosta County  
400 Elm Street  
Big Rapids, MI 49307  
Work: 231-592-0141

Tonya Krause-Phelan  
The Krause Law Firm, P.C.  
15 Ionia, S.W.  
Grand Rapids, MI 49503  
Work: 616-458-2000

Jeff Kruithoff  
Chief of Police  
Battle Creek Police Department  
20 N. Division  
Battle Creek, MI 49017  
Work: 616-966-3322

Barbara Lee  
U.S. Marshal  
Western District Office  
544 Federal Building  
110 Michigan Ave., N.W.  
Grand Rapids, MI 49503  
Work: 616-456-2438

**FERRIS STATE UNIVERSITY  
SCHOOL OF CRIMINAL JUSTICE  
ADVISORY COMMITTEE MEMBERS**

Kate Miller  
Assistant Prosecutor  
Saginaw County  
111 S. Michigan  
Saginaw, MI 48602  
Work: 517-790-5330

Aaron Hann  
226 West Lafayette  
Romeo, MI 48065  
810-336-1394

Dr. Marlene O'Hara  
Kent County Circuit Court Probation  
Hall of Justice Building, Room 201  
333 Monroe, N.W.  
Grand Rapids, MI 49503  
Home: 616-247-8983  
Work: 616-336-4479

John Sonntag, Sheriff  
Mecosta County Sheriff's Department  
225 S. Stewart  
Big Rapids, MI 49307  
Work: 231-592-0150

Pam Withrow, Warden  
Michigan Reformatory  
1342 West Main  
Ionia, MI 48846  
Work: 616-527-2500, Ext. 221



**APPENDIX H**

**EXCERPTS FROM THE FEDERAL OCCUPATIONAL OUTLOOK HANDBOOK  
2000-2001**

Some zoological parks may require their caretakers to have a bachelor's degree in biology, animal science, or a related field. Most require experience with animals, preferably as a volunteer or paid keeper in a zoo. Zoo keepers may advance to senior keeper, assistant head keeper, head keeper, and assistant curator, but few openings occur, especially for the higher-level positions.

Animal caretakers in animal shelters are not required to have any specialized training, but training programs and workshops are increasingly available through the Humane Society of the United States, the American Humane Association, and the National Animal Control Association. Workshop topics include cruelty investigations, appropriate methods of euthanasia for shelter animals, and techniques for preventing problems with wildlife. With experience and additional training, caretakers in animal shelters may become adoption coordinators, animal control officers, emergency rescue drivers, assistant shelter managers, or shelter directors.

### Job Outlook

Employment opportunities for animal caretakers and veterinary assistants generally are expected to be good. The outlook for caretakers in zoos, however, is not favorable; jobseekers will face keen competition because of expected slow growth in zoo capacity, low turnover, and the fact that the occupation attracts many candidates.

Employment is expected to grow faster than the average through 2008. The growth of the pet population, which drives employment of animal caretakers in kennels, grooming shops, animal shelters, and veterinary clinics and hospitals, is expected to slow. Nevertheless, pets remain popular and pet owners—including a large number of baby boomers whose disposable income is expected to increase as they age—may increasingly take advantage of grooming services, daily and overnight boarding services, and veterinary services, spurring employment growth for animal caretakers and veterinary assistants. Demand for animal caretakers in animal shelters is expected to remain steady. Communities are increasingly recognizing the connection between animal abuse and abuse toward humans, and should continue to commit funds to animal shelters, many of which are working hand-in-hand with social service agencies and law enforcement teams.

Despite growth in demand for animal caretakers, the overwhelming majority of jobs will result from the need to replace workers leaving the field. Many animal caretaker jobs that require little or no training have work schedules that tend to be flexible; therefore, it is ideal for people seeking their first job and for students and others looking for temporary or part-time work. Because turnover is quite high, largely due to the hard physical labor, the overall availability of jobs should be

very good. Much of the work of animal caretakers is seasonal, particularly during vacation periods.

### Earnings

Median hourly earnings of nonfarm animal caretakers were \$7.12 in 1998. The middle 50 percent earned between \$5.92 and \$8.82. The bottom 10 percent earned less than \$5.54 and the top 10 percent earned more than \$11.39. Median hourly earnings in the industries employing the largest numbers of nonfarm animal caretakers in 1997 are shown below:

Local government, except education and hospitals .....	\$10.40
Commercial sports .....	7.60
Animal services, except veterinary .....	7.10
Membership organizations, not elsewhere classified .....	6.60
Veterinary services .....	6.20

Median hourly earnings of veterinary assistants were \$7.79 in 1998. The middle 50 percent earned between \$6.55 and \$9.23. The lowest 10 percent earned less than \$5.79 and the top 10 percent earned more than \$10.80.

### Related Occupations

Others who work extensively with animals include animal breeders, animal trainers, livestock farm workers, ranchers, veterinarians, veterinary technicians and technologists, and wildlife biologists and zoologists.

### Sources of Additional Information

For more information on jobs in animal caretaking and control, and the animal shelter and control personnel training program, write to:

- The Humane Society of the United States, 2100 L St. NW., Washington, DC 20037-1598. Internet: <http://www.hsus.org>
- National Animal Control Association, P.O. Box 480851, Kansas City, MO 64148-0851.

To obtain a listing of State-licensed grooming schools, send a stamped, self-addressed envelope to:

- National Dog Groomers Association of America, Box 101, Clark, PA 16113.

For information on training and certification of kennel staff and owners, contact:

- American Boarding Kennels Association, 4575 Galley Rd., Suite 400A, Colorado Springs, CO 80915. Internet: <http://www.abka.com>

For information on laboratory animal technicians and certification, contact:

- American Association for Laboratory Animal Science, 9190 Crestwyn Hills Drive, Memphis, TN 38125.

## Protective Service Occupations

### Correctional Officers

(O\*NET 61099E and 63017)

#### Significant Points

- The work can be stressful because of concern for personal safety.
- Job opportunities are expected to be very favorable due to much faster than average employment growth coupled with high turnover.
- Most jobs are in large regional jails or in prisons in rural areas.

#### Nature of the Work

Correctional officers are responsible for overseeing individuals who have been arrested and are awaiting trial or who have been convicted of a crime and sentenced to serve time in a jail, reformatory, or penitentiary. They maintain security and inmate accountability in order to prevent disturbances, assaults, or escapes. Officers have no law enforcement responsibilities outside the institution where they work. (For more information on related occupations, see the statement on police and detectives elsewhere in the *Handbook*.)

Police and sheriffs' departments in county and municipal jails or precinct station houses employ many correctional officers, also known as detention officers. Most of the approximately 3,300 jails in the United States are operated by county governments, with about three-quarters of all jails under the jurisdiction of an elected sheriff. Individuals in the jail population change constantly as

some are released, some are convicted and transferred to prison, and new offenders are arrested and enter the system. Correctional officers in the American jail system hold and process more than 22 million people a year, with about half a million offenders in jail at any given time. When individuals are first arrested, the jail staff may not know their true identity or criminal record, and violent detainees may be placed in the general population. This is the most dangerous phase of the incarceration process for correctional officers.

Most correctional officers are employed in large regional jails or State and Federal prisons, watching over the approximately one million offenders who are incarcerated in Federal and State prisons at any given time. In addition to jails and prisons, a relatively small number of correctional officers oversee individuals being held by the Immigration and Naturalization Service before they are released or deported, or they work for correctional institutions that are run by private for-profit organizations. While both jails and prisons can be dangerous places to work, prison populations are more stable than jail populations, and correctional officers in prisons know the security and custodial requirements of the prisoners with whom they are dealing.

Regardless of the setting, correctional officers maintain order within the institution, and enforce rules and regulations. To help ensure that inmates are orderly and obey rules, correctional officers monitor the activities and supervise the work assignments of inmates. Sometimes, it is necessary for officers to search inmates and their living quarters for contraband like weapons or drugs, settle disputes between inmates, and enforce discipline. Correctional officers periodically inspect the facilities, checking cells and other areas of the institution for unsanitary conditions, contraband, fire hazards, and any evidence of infractions of rules. In addition, they routinely inspect locks, window bars, grilles, doors, and gates for signs of tampering. Finally, officers inspect mail and visitors for prohibited items.

Correctional officers report orally and in writing on inmate conduct and on the quality and quantity of work done by inmates. Officers also report security breaches, disturbances, violations of rules, and any unusual occurrences. They usually keep a daily log or record of their activities. Correctional officers cannot show favoritism and must report any inmate who violates the rules. Should the situation arise, they help the responsible law enforcement authorities investigate crimes committed within their institution or search for escaped inmates.

In jail and prison facilities with direct supervision cellblocks, officers work unarmed. They are equipped with communications devices so that they can summon help if necessary. These officers often work in a cell block alone, or with another officer, among the 50 to 100 inmates who reside there. The officers enforce regulations primarily through their interpersonal communications skills and the use of progressive sanctions, such as loss of some privileges.



*More correctional officers are needed to oversee the growing number of inmates held in jails and prisons.*

In the highest security facilities where the most dangerous inmates are housed, correctional officers often monitor the activities of prisoners from a centralized control center with the aid of closed circuit television cameras and a computer tracking system. In such an environment, the inmates may not see anyone but officers for days or weeks at a time and only leave their cells for showers, solitary exercise time, or visitors. Depending on the offender's security classification within the institution, correctional officers may have to restrain inmates in handcuffs and leg irons in order to safely escort them to and from cells and other areas to see authorized visitors. Officers also escort prisoners between the institution and courtrooms, medical facilities, and other destinations outside the institution.

### **Working Conditions**

Working in a correctional institution can be stressful and hazardous. Every year, a number of correctional officers are injured in confrontations with inmates in the process of carrying out their daily duties. Correctional officers may work indoors or outdoors, depending on their specific duties. Some correctional institutions are well lit, temperature controlled, and ventilated, while others are old, overcrowded, hot, and noisy. Correctional officers usually work an 8-hour day, 5 days a week, on rotating shifts. Prison and jail security must be provided around the clock, which often means that officers work all hours of the day and night, weekends, and holidays. In addition, officers may be required to work paid overtime.

### **Employment**

Correctional officers held about 383,000 jobs in 1998. Almost six of every 10 worked at State correctional institutions such as prisons, prison camps, and youth correctional facilities. Most of the remainder worked at city and county jails or other institutions run by local governments. About 12,000 correctional officers worked in Federal correctional institutions, and about 10,400 worked in privately owned and managed prisons.

Most correctional officers work in large institutions located in rural areas, although a significant number work in jails and other facilities located in law enforcement agencies throughout the country.

### **Training, Other Qualifications, and Advancement**

Most institutions require that correctional officers be at least 18 to 21 years of age, have a high school education or its equivalent, have no felony convictions, and be a United States citizen. Promotion prospects may be enhanced through obtaining a postsecondary education.

Correctional officers must be in good health. Candidates for employment are generally required to meet formal standards of physical fitness, eyesight, and hearing. In addition, many jurisdictions use standard tests to determine applicant suitability to work in a correctional environment. Good judgment and the ability to think and act quickly are indispensable. Applicants are typically screened for drug abuse, subject to background checks, and required to pass a written examination.

Federal, State, and some local departments of corrections provide training for correctional officers based on guidelines established by the American Correctional Association and the American Jail Association. Some States have regional training academies which are available to local agencies. All States and local correctional agencies provide on-the-job training at the conclusion of formal instruction, including legal restrictions and interpersonal relations. Many systems require firearms proficiency and self-defense skills. Officer trainees typically receive several weeks or months of training in an actual job setting under the supervision of an experienced officer. Nevertheless, specific entry requirements and on-the-job training vary widely from agency to agency.

Academy trainees generally receive instruction on a number of subjects, including institutional policies, regulations, and operations, as well as custody and security procedures. As a condition of employment, new Federal correctional officers must undergo 200 hours

of formal training within the first year of employment. They also must complete 120 hours of specialized training at the Federal Bureau of Prisons residential training center at Glynco, Georgia within the first 60 days after appointment. Experienced officers receive annual in-service training to keep abreast of new developments and procedures.

Some correctional officers are members of prison tactical response teams, which are trained to respond to disturbances, riots, hostage situations, forced cell moves, and other potentially dangerous confrontations. Team members receive training and practice with weapons, chemical agents, forced entry methods, crisis management, and other tactics.

With education, experience, and training, qualified officers may advance to correctional sergeant. Correctional sergeants supervise correctional officers and usually are responsible for maintaining security and directing the activities of other officers during an assigned shift or in an assigned area. Ambitious and qualified correctional officers can be promoted to supervisory or administrative positions all the way up to warden. Officers sometimes transfer to related areas, such as probation or parole officer.

### Job Outlook

Job opportunities for correctional officers are expected to be very favorable through 2008. The need to replace correctional officers who transfer to other occupations or leave the labor force, coupled with rising employment demand, will generate thousands of job openings each year. In the past, some local and State corrections agencies have experienced difficulty in attracting and keeping qualified applicants, largely due to relatively low salaries and the concentration of jobs in rural locations. This situation is expected to continue.

Employment of correctional officers is expected to increase much faster than the average for all occupations through 2008, as additional officers are hired to supervise and control a growing inmate population. Increasing public concern about the spread of crime and illegal drugs—resulting in more arrests and convictions—and the adoption of mandatory sentencing guidelines calling for longer sentences and reduced parole for inmates will spur demand for correctional officers. Moreover, expansion and new construction of corrections facilities also are expected to create many new jobs for correctional officers, although State and local government budgetary constraints could affect the rate at which new facilities are built and staffed. Some employment opportunities will also arise in the private sector as public authorities contract with private companies to provide and staff corrections facilities.

Layoffs of correctional officers are rare because of increasing offender populations. While officers are allowed to join bargaining units, they are not allowed to strike.

### Earnings

Median annual earnings of correctional officers were \$28,540 in 1998. The middle 50 percent earned between \$22,930 and \$37,550. The lowest 10 percent had earnings of less than \$18,810, while the top 10 percent earned over \$46,320. Median annual earnings in the industries employing the largest numbers of correctional officers in 1997 in the public sector were \$32,600 in the Federal Government, \$29,700 in local government, and \$27,300 in State government. In the management and public relations industry, where officers employed by privately operated prisons are classified, median annual earnings were \$18,500.

According to a 1999 survey in *Corrections Compendium*, a national journal for corrections professionals, there is no common pattern or trend in correctional salaries around the United States. The variance between the low and high starting salaries exists for all positions and personnel of all experience levels. Beginning salaries for State correctional officers ranged from \$14,600 in California to \$34,100 in New Jersey. The median salary for correctional officers with more than one year of experience ranged from \$18,000 in Mississippi to \$44,800 in New Jersey.

At the Federal level, the starting salary was about \$20,600 to \$23,000 a year in 1999. Correctional officers rated Senior Officer Specialist, who are required to be able to work any correctional post within an institution, started at about \$28,200 a year. Starting salaries were slightly higher in selected areas where prevailing local pay levels were higher. The annual average salary for correctional officers employed by the Federal Government was \$36,500 in early 1999.

In addition to typical benefits, correctional officers employed in the public sector usually are provided with uniforms or a clothing allowance to purchase their own uniforms. Civil service systems or merit boards cover officers employed by the Federal Government and most State governments. Their retirement coverage entitles them to retire at age 50 after 20 years of service or at any age with 25 years of service.

### Related Occupations

A number of options are available to those interested in careers in protective services and security. House or store detectives patrol business establishments to protect against theft and vandalism and to enforce standards of good behavior. Security guards protect people and property against theft, vandalism, illegal entry, and fire. Police officers and deputy sheriffs maintain law and order, prevent crime, and arrest offenders. Probation and parole officers monitor and counsel offenders in the community and evaluate their progress in becoming productive members of society. Some of these related occupations are discussed elsewhere in the *Handbook*.

### Sources of Additional Information

Information about correctional jobs in a jail setting is available from:

• The American Jail Association, 2053 Day Rd., Suite 100, Hagerstown, MD 21740. Internet: <http://www.corrections.com/aja/index.html>

For information about careers as a correctional officer in jails and prisons, contact:

• The International Association of Correctional Officers (IACO), P.O. Box 81826, Lincoln, NE 68501.

Information on entrance requirements, training, and career opportunities for correctional officers on the Federal level may be obtained by calling the Federal Bureau of Prisons at (800) 347-7744.

Internet: <http://www.bop.gov>

Information on obtaining a job with the Federal Government is available from the Office of Personnel Management through a telephone-based system. Consult your telephone directory under U.S. Government for a local number or call (912) 757-3000; TDD (912) 744-2299. The number is not toll free and charges may result.

Internet: <http://www.usajobs.opm.gov>

## Fire Fighting Occupations

(O\*NET 61002A, 61002B, 63002A, 63002B, 63005, 63008A, and 63008B)

### Significant Points

- Fire fighting involves hazardous conditions and long, irregular hours.
- Keen competition for jobs is expected; many people are attracted to the occupation because it provides considerable job security and the opportunity to perform an essential public service.

### Nature of the Work

Every year, fires and other emergencies take thousands of lives and destroy property worth billions of dollars. Firefighters help protect the public against these dangers by rapidly responding to a variety of

over \$26,640. Median annual earnings in the industries employing the largest numbers of guards in 1997 are shown below.

Real estate operators and lessors .....	\$20,300
Hospitals .....	19,500
Hotels and motels .....	18,000
Miscellaneous amusement and recreation services .....	15,800
Miscellaneous business services .....	14,800

Depending on their experience, newly hired guards in the Federal Government earned \$16,400 or \$18,400 a year in 1999. Beginning salaries were slightly higher in selected areas where the prevailing local pay level was higher. Guards employed by the Federal Government averaged about \$26,300 a year in early 1999. These workers usually receive overtime pay as well as a wage differential for the second and third shifts.

### Related Occupations

Guards protect property, maintain security, and enforce regulations and standards of conduct in the establishments at which they work. Related security and protective service occupations include law enforcement officers, bailiffs, correctional officers, house or store detectives, and private investigators.

### Sources of Additional Information

Further information about work opportunities for guards is available from local security and guard firms and State employment service offices. Information about licensing requirements for guards may be obtained from the State licensing commission or the State police department. In States where local jurisdictions establish licensing requirements, contact a local government authority such as the sheriff, county executive, or city manager.

## Police and Detectives

(O\*Net 21911C, 61005, 63011A, 63011B, 63014A, 63014B, 63021, 63023, 63026, 63028A, 63028B, 63032, 63038, and 63041)

### Significant Points

- Police work can be dangerous and stressful.
- The number of qualified candidates exceeds the number of job openings in Federal and State law enforcement agencies but is inadequate to meet growth and replacement needs in many local and special police departments.
- The largest number of employment opportunities will arise in urban communities with relatively low salaries and high crime rates.

### Nature of the Work

People depend on police officers and detectives to protect their lives and property. Law enforcement officers, some of whom are State or Federal special agents or inspectors, perform these duties in a variety of ways, depending on the size and type of their organization. In most jurisdictions, they are expected to exercise authority when necessary, whether on or off duty.

According to the Bureau of Justice Statistics, about 65 percent of State and local law enforcement officers are uniformed personnel, who regularly patrol and respond to calls for service. Police officers who work in small communities and rural areas have general law enforcement duties. They may direct traffic at the scene of a fire, investigate a burglary, or give first aid to an accident victim. In large police departments, officers usually are assigned to a specific type of duty. Many urban police agencies are becoming more involved in

community policing—a practice in which an officer builds relationships with the citizens of local neighborhoods and mobilizes the public to help fight crime.

Police agencies are usually organized into geographic districts, with uniformed officers assigned to patrol a specific area, such as part of the business district or outlying residential neighborhoods. Officers may work alone, but in large agencies they often patrol with a partner. While on patrol, officers attempt to become thoroughly familiar with their patrol area and remain alert for anything unusual. Suspicious circumstances and hazards to public safety are investigated or noted, and officers are dispatched to individual calls for assistance within their district. During their shift, they may identify, pursue, and arrest suspected criminals, resolve problems within the community, and enforce traffic laws.

Some police officers specialize in such diverse fields as chemical and microscopic analysis, training and firearms instruction, or handwriting and fingerprint identification. Others work with special units such as horseback, bicycle, motorcycle or harbor patrol, canine corps, or special weapons and tactics (SWAT) or emergency response teams. About 1 in 10 local and special law enforcement officers perform jail-related duties, and around 4 percent work in courts. Regardless of job duties or location, police officers and detectives at all levels must write reports and maintain meticulous records that will be needed if they testify in court.

*Detectives* are plainclothes investigators who gather facts and collect evidence for criminal cases. Some are assigned to interagency task forces to combat specific types of crime. They conduct interviews, examine records, observe the activities of suspects, and participate in raids or arrests. Detectives and State and Federal agents and inspectors usually specialize in one of a wide variety of violations such as homicide or fraud. They are assigned cases on a rotating basis and work on them until an arrest and conviction occurs or until the case is dropped.

*Sheriffs and deputy sheriffs* enforce the law on the county level. Sheriffs are usually elected to their posts and perform duties similar to those of a local or county police chief. Sheriffs' departments tend to be relatively small, most having fewer than 25 sworn officers. A deputy sheriff in a large agency will have similar specialized law enforcement duties as an officer in an urban police department. Nationwide, about 40 percent of full-time sworn deputies are uniformed officers assigned to patrol and respond to calls, 12 percent are investigators, 30 percent are assigned to jail-related duties, and 11 percent perform court-related duties, with the balance in administration. Police and sheriffs' deputies who provide security in city and county courts are sometimes called bailiffs.

*State police officers* (sometimes called State troopers or highway patrol officers) arrest criminals Statewide and patrol highways to enforce motor vehicle laws and regulations. Uniformed officers are best known for issuing traffic citations to motorists who violate the law. At the scene of accidents, they may direct traffic, give first aid, and call for emergency equipment. They also write reports used to determine the cause of the accident. State police officers are frequently called upon to render assistance to other law enforcement agencies.

State law enforcement agencies operate in every State except Hawaii. Seventy percent of the full-time sworn personnel in the 49 State police agencies are uniformed officers who regularly patrol and respond to calls for service. Fifteen percent are investigators; 2 percent are assigned to court-related duties; and the remaining 13 percent work in administrative or other assignments.

Public college and university police forces, public school district police, and agencies serving transportation systems and facilities are examples of special police agencies. There are more than 1,300 of these agencies with special geographic jurisdictions or enforcement responsibilities in the United States. More than three-fourths of the sworn personnel in special agencies are uniformed officers, and about 15 percent are investigators.

The Federal Government maintains a high profile in many areas of law enforcement. The Department of Justice is the largest employer of sworn Federal officers. *Federal Bureau of Investigation (FBI)* agents are the Government's principal investigators, responsible for

investigating violations of more than 260 statutes and conducting sensitive national security investigations. Agents may conduct surveillance, monitor court-authorized wiretaps, examine business records, investigate white-collar crime, track the interstate movement of stolen property, collect evidence of espionage activities, or participate in sensitive undercover assignments. The FBI investigates organized crime, public corruption, financial crime, fraud against the government, bribery, copyright infringement, civil rights violations, bank robbery, extortion, kidnapping, air piracy, terrorism, foreign counterintelligence, interstate criminal activity, drug trafficking, and other violations of Federal statutes.

*Drug Enforcement Administration (DEA)* agents enforce laws and regulations relating to illegal drugs. Not only is the DEA the lead agency for domestic enforcement of Federal drug laws, but it also has sole responsibility for coordinating and pursuing U.S. drug investigations abroad. Agents may conduct complex criminal investigations, carry out surveillance of criminals, and infiltrate illicit drug organizations using undercover techniques.

*U.S. marshals and deputy marshals* protect the Federal courts and ensure the effective operation of the judicial system. They provide protection for the Federal judiciary, transport Federal prisoners, protect Federal witnesses, and manage assets seized from criminal enterprises. In addition, the Marshals Service pursues and arrests 55 percent of all Federal fugitives, more than all other Federal agencies combined.

*Immigration and Naturalization Service (INS)* agents and inspectors facilitate the entry of legal visitors and immigrants to the United States and detain and deport those arriving illegally. They consist of border patrol agents, immigration inspectors, criminal investigators

and immigration agents, and detention and deportation officers. Nearly half of sworn INS officers are border patrol agents. *U.S. Border Patrol agents* protect more than 8,000 miles of international land and water boundaries. Their missions are to detect and prevent the smuggling and unlawful entry of undocumented aliens into the United States, apprehend those persons found in violation of the immigration laws, and interdict contraband, such as narcotics. *Immigration inspectors* interview and examine people seeking entrance to the United States and its territories. They inspect passports to determine whether people are legally eligible to enter the United States. Immigration inspectors also prepare reports, maintain records, and process applications and petitions for immigration or temporary residence in the United States.

Special agents and inspectors employed by the U.S. Department of the Treasury work for the Bureau of Alcohol, Tobacco, and Firearms, the Customs Service, and the Secret Service. *Bureau of Alcohol, Tobacco, and Firearms (ATF)* agents regulate and investigate violations of Federal firearms and explosives laws, as well as Federal alcohol and tobacco tax regulations. *Customs agents* investigate violations of narcotics smuggling, money laundering, child pornography, customs fraud, and enforcement of the Arms Export Control Act. Domestic and foreign investigations involve the development and use of informants, physical and electronic surveillance, and examination of records from importers/exporters, banks, couriers, and manufacturers. They conduct interviews, serve on joint task forces with other agencies, and get and execute search warrants.

*Customs inspectors* inspect cargo, baggage, and articles worn or carried by people and carriers including vessels, vehicles, trains and aircraft entering or leaving the U.S. to enforce laws governing imports and exports. These inspectors examine, count, weigh, gauge, measure, and sample commercial and noncommercial cargoes entering and leaving the United States. Customs inspectors seize prohibited or smuggled articles, intercept contraband, and apprehend, search, detain, and arrest violators of U.S. laws. *U.S. Secret Service* special agents protect the President, Vice President, and their immediate families, Presidential candidates, ex-Presidents, and foreign dignitaries visiting the United States. Secret Service agents also investigate counterfeiting, forgery of Government checks or bonds, and fraudulent use of credit cards.

The U.S. Department of State *Bureau of Diplomatic Security* special agents are engaged in the battle against terrorism and their numbers are expected to grow rapidly as the threat of terrorism increases. Overseas, they advise ambassadors on all security matters and manage a complex range of security programs designed to protect personnel, facilities, and information. In the United States, they investigate passport and visa fraud, conduct personnel security investigations, issue security clearances, and protect the Secretary of State and a number of foreign dignitaries. They also train foreign civilian police and administer counter-terrorism and counter-narcotics reward programs.

Other Federal agencies employ police and special agents with sworn arrest powers and the authority to carry firearms. These agencies include the U.S. Postal Service, the Bureau of Indian Affairs Office of Law Enforcement under the Department of the Interior, the U.S. Forest Service under the Department of Agriculture, the National Park Service under the Department of the Interior, and Federal Air Marshals under the Department of Transportation. Other police agencies have evolved from the need for security for the agency's property and personnel. The largest such agency is the General Services Administration's Federal Protective Service, which provides security for Federal workers, buildings, and property.

### Working Conditions

Police work can be very dangerous and stressful. In addition to the obvious dangers of confrontations with criminals, officers need to be constantly alert and ready to deal appropriately with a number of other threatening situations. Many law enforcement officers witness death and suffering resulting from accidents and criminal behavior. A career in law enforcement may take a toll on officers' private lives.



*Police officers often specialize in a particular field of law enforcement.*

Uniformed officers, detectives, agents, and inspectors are usually scheduled to work 40-hour weeks, but paid overtime is common. Shift work is necessary because protection must be provided around the clock. Junior officers frequently work weekends, holidays, and nights. Police officers and detectives are required to work at any time their services are needed and may work long hours during investigations. In most jurisdictions, whether on or off duty, officers are expected to be armed and to exercise their arrest authority whenever necessary.

The jobs of some Federal agents such as U.S. Secret Service and DEA special agents require extensive travel, often on very short notice. They may relocate a number of times over the course of their careers. Some special agents in agencies such as the U.S. Border Patrol work outdoors in rugged terrain for long periods and in all kinds of weather.

### Employment

Police and detectives held about 727,000 jobs in 1998. About 81 percent of police detectives and investigators were employed by local governments, primarily in cities with more than 25,000 inhabitants. Some cities have very large police forces, while hundreds of small communities employ fewer than 25 officers each. State police agencies employed about 13 percent of all police, detectives, and investigators; and various Federal agencies employed the other 6 percent. Seventy local, special, and State agencies employed 1,000 or more full-time sworn officers, including 41 local police agencies, 15 State police agencies, 12 sheriffs' departments, and two special police agencies—the New York City public school system and the Port Authority of New York/New Jersey.

### Training, Other Qualifications, and Advancement

Civil service regulations govern the appointment of police and detectives in practically all States, large municipalities, and special police agencies, as well as in many smaller ones. Candidates must be U.S. citizens, usually at least 20 years of age, and must meet rigorous physical and personal qualifications. Physical examinations for entrance into law enforcement often include tests of vision, hearing, strength, and agility. Eligibility for appointment usually depends on performance in competitive written examinations and previous education and experience. In larger departments, where the majority of law enforcement jobs are found, applicants usually must have at least a high school education. Federal and State agencies typically require a college degree.

Because personal characteristics such as honesty, judgment, integrity, and a sense of responsibility are especially important in law enforcement, candidates are interviewed by senior officers, and their character traits and backgrounds are investigated. In some agencies, candidates are interviewed by a psychiatrist or a psychologist, or given a personality test. Most applicants are subjected to lie detector examinations or drug testing. Some agencies subject sworn personnel to random drug testing as a condition of continuing employment. Candidates for these positions should enjoy working with people and meeting the public.

The FBI has the largest number of special agents. To be considered for appointment as an FBI agent, an applicant either must be a graduate of an accredited law school or a college graduate with a major in accounting, fluency in a foreign language, or 3 years of full-time work experience. All new agents undergo 16 weeks of training at the FBI academy on the U.S. Marine Corps base in Quantico, Virginia.

Applicants for special agent jobs with the U.S. Department of Treasury's Secret Service and the Bureau of Alcohol, Tobacco, and Firearms must have a bachelor's degree or a minimum of 3 years' work experience. Prospective special agents undergo 10 weeks of initial criminal investigation training at the Federal Law Enforcement Training Center in Glynco, Georgia and another 17 weeks of specialized training with their particular agencies.

Applicants for special agent jobs with the U.S. Drug Enforcement Administration (DEA) must have a college degree and either 1 year of experience conducting criminal investigations, 1 year of graduate school, or have achieved at least a 2.95 grade point average while in college.

DEA special agents undergo 14 weeks of specialized training at the FBI Academy in Quantico, Virginia.

Postal inspectors must have a bachelor's degree and 1 year of work experience. It is desirable that they have one of several professional certifications, such as that of certified public accountant. They also must pass a background suitability investigation, meet certain health requirements, undergo a drug screening test, possess a valid State driver's license, and be a U.S. citizen between 21 and 36 years of age when hired.

Law enforcement agencies are encouraging applicants to take postsecondary school training in law enforcement-related subjects. Many entry-level applicants for police jobs have completed some formal postsecondary education and a significant number are college graduates. Many junior colleges, colleges, and universities offer programs in law enforcement or administration of justice. Other courses helpful in preparing for a career in law enforcement include accounting, finance, electrical engineering, computer science, and foreign languages. Physical education and sports are helpful in developing the competitiveness, stamina, and agility needed for many law enforcement positions. Knowledge of a foreign language is an asset in many Federal agencies and urban departments.

Before their first assignments, officers usually go through a period of training. In State and large local departments, recruits get training in their agency's police academy, often for 12 to 14 weeks. In small agencies, recruits often attend a regional or State academy. Training includes classroom instruction in constitutional law and civil rights, State laws and local ordinances, and accident investigation. Recruits also receive training and supervised experience in patrol, traffic control, use of firearms, self-defense, first aid, and emergency response. Police departments in some large cities hire high school graduates who are still in their teens as police cadets or trainees. They do clerical work and attend classes for usually 1 to 2 years, at which point they reach the minimum age requirement and may be appointed to the regular force.

Police officers usually become eligible for promotion after a probationary period ranging from 6 months to 3 years. In a large department, promotion may enable an officer to become a detective or specialize in one type of police work, such as working with juveniles. Promotions to corporal, sergeant, lieutenant, and captain usually are made according to a candidate's position on a promotion list, as determined by scores on a written examination and on-the-job performance.

Continuing training helps police officers, detectives, and special agents improve their job performance. Through police department academies, regional centers for public safety employees established by the States, and Federal agency training centers, instructors provide annual training in self-defense tactics, firearms, use-of-force policies, sensitivity and communications skills, crowd-control techniques, relevant legal developments, and advances in law enforcement equipment. Many agencies pay all or part of the tuition for officers to work toward degrees in criminal justice, police science, administration of justice, or public administration, and pay higher salaries to those who earn such a degree.

### Job Outlook

The opportunity for public service through law enforcement work is attractive to many because the job is challenging and involves much personal responsibility. Furthermore, law enforcement officers in many agencies may retire with a pension after 20 or 25 years of service, allowing them to pursue a second career while still in their 40s. Because of relatively attractive salaries and benefits, the number of qualified candidates exceeds the number of job openings in Federal law enforcement agencies and in most State, local, and special police departments—resulting in increased hiring standards and selectivity by employers. Competition is expected to remain keen for the higher paying jobs with State and Federal agencies and police departments in more affluent areas. Applicants with college training in police science, military police experience, or both should have the best opportunities. Opportunities will be best in urban communities whose departments offer relatively low salaries and where the crime rate is relatively high.

Employment of police officers and detectives is expected to increase faster than the average for all occupations through 2008. A more security-conscious society and concern about drug-related crimes should contribute to the increasing demand for police services. At the local and State levels, growth is likely to continue as long as crime remains a serious concern. However, employment growth at the Federal level will be tempered by continuing budgetary constraints faced by law enforcement agencies. Turnover in police and detective positions is among the lowest of all occupations. Even so, the need to replace workers who retire, transfer to other occupations, or stop working for other reasons will be the source of many job openings.

The level of government spending determines the level of employment for police officers, detectives, and special agents. The number of job opportunities, therefore, can vary from year to year and from place to place. Layoffs, on the other hand, are rare because retirements enable most staffing cuts to be handled through attrition. Trained law enforcement officers who lose their jobs because of budget cuts usually have little difficulty finding jobs with other agencies.

### Earnings

In 1998, the median salary of police and detective supervisors was \$48,700 a year. The middle 50 percent earned between \$37,130 and \$69,440; the lowest 10 percent were paid less than \$28,780, while the highest 10 percent earned over \$84,710 a year.

In 1998, the median salary of detectives and criminal investigators was \$46,180 a year. The middle 50 percent earned between \$35,540 and \$62,520; the lowest 10 percent were paid less than \$27,950, and the highest 10 percent earned over \$80,120 a year.

Police patrol officers had a median salary of \$37,710 in 1998. The middle 50 percent earned between \$28,840 and \$47,890; the lowest 10 percent were paid less than \$22,270, while the highest 10 percent earned over \$63,530 annually.

Sheriffs and deputy sheriffs had a median annual salary of \$28,270 in 1998. The middle 50 percent earned between \$23,310 and \$36,090; the lowest 10 percent were paid less than \$19,070, and the highest 10 percent earned over \$44,420.

Federal law provides special salary rates to Federal employees who serve in law enforcement. Additionally, Federal special agents and inspectors receive law enforcement availability pay (LEAP) or administratively uncontrolled overtime (AUO)—equal to 25 percent of the agent's grade and step—awarded because of the large amount of overtime that these agents are expected to work. For example, in 1999 FBI agents enter service as GS 10 employees on the government pay scale at a base salary of \$34,400, yet earned about \$43,000 a year with availability pay. They can advance to the GS 13 grade level in field non-supervisory assignments at a base salary of \$53,800 which is worth almost \$67,300 with availability pay. Promotions to supervisory, management, and executive positions are available in grades GS 14 and GS 15, which pay a base salary of about \$63,600 or \$74,800 a year, respectively, and equaled \$79,500 or \$93,500 per year, including availability pay. Salaries were slightly higher in selected areas where the prevailing local pay level was higher. Because Federal agents may be eligible for a special law enforcement benefits package, applicants should ask their recruiter for more information.

The International City-County Management Association's annual Police and Fire Personnel, Salaries, and Expenditures Survey revealed that 84 percent of the municipalities surveyed provided police services in 1997. The following pertains to sworn full-time positions in 1997.

<i>Title</i>	<i>Minimum annual base salary</i>	<i>Maximum annual base salary</i>
Police officer	\$28,200	\$38,500
Police Corporal	31,900	39,000
Police Sergeant	38,200	45,100
Police Lieutenant	42,900	51,200
Police Captain	46,500	56,600
Deputy Chief	48,400	59,800
Police Chief	56,300	69,600

Total earnings for local, State, and special police and detectives frequently exceed the stated salary because of payments for overtime, which can be significant. In addition to the common benefits—paid vacation, sick leave, and medical and life insurance—most police and sheriffs' departments provide officers with special allowances for uniforms. Because police officers usually are covered by liberal pension plans, many retire at half-pay after 20 or 25 years of service.

### Related Occupations

Police and detectives maintain law and order. Workers in related occupations include correctional officers, guards, and fire marshals.

### Sources of Additional Information

Information about entrance requirements may be obtained from Federal, State, and local law enforcement agencies.

Further information about qualifications for employment as an FBI Special Agent is available from the nearest State FBI office. The address and phone number are listed in the local telephone directory. Internet: <http://www.fbi.gov>

Information about qualifications for employment as a DEA Special Agent is available from the nearest DEA office, or call (800) DEA-4288. Internet: <http://www.usdoj.gov/dea>

Information about career opportunities, qualifications, and training to become a deputy marshal is available from:

• United States Marshals Service, Employment and Compensation Division, Field Staffing Branch, 600 Army Navy Dr., Arlington, VA 2220. Internet: <http://www.usdoj.gov/marshals>

Career opportunities, qualifications, and training for U.S. Secret Service Special Agents is available from:

• U.S. Secret Service, Personnel Division, Room 912, 1800 G St. NW., Washington, DC 20223. Internet: <http://www.ustras.gov/usss>

Information on career opportunities and Bureau of Alcohol, Tobacco and Firearms operations by writing to:

• U.S. Bureau of Alcohol, Tobacco and Firearms, Personnel Division, 650 Massachusetts Avenue NW., Room 4170, Washington, DC 20226. Internet: <http://www.atf.treas.gov>

Information about careers in the United States Border Patrol is available from:

• U.S. Border Patrol, Chester A. Arthur Building, 425 I St. NW, Washington DC 20536.

Internet: <http://www.ins.usdoj.gov/bpmain/index.htm>

## Private Detectives and Investigators

(O\*Net 63035)

### Significant Points

- Work hours are often irregular for beginning detectives and investigators, many of whom work part time.
- Most applicants have related experience in other areas, such as law enforcement, insurance, or the military.
- Stiff competition is expected for better paying jobs because of the large number of qualified people who are attracted to this occupation.

### Nature of the Work

Private detectives and investigators use many means to determine the facts in a variety of matters. To carry out investigations, they may use various types of surveillance or searches. To verify facts, such as an individual's place of employment or income, they may make phone calls or visit a subject's workplace. In other cases, especially those involving missing persons and background checks, investigators often interview people to gather as much information as possible about an individual. In all cases, private detectives and investigators assist attorneys, businesses, and the public with a variety of legal, financial, and personal problems.



### Related Occupations

Recreation workers must exhibit leadership and sensitivity in dealing with people. Other occupations that require similar personal qualities include recreational therapists, social workers, parole officers, human relations counselors, school counselors, clinical and counseling psychologists, and teachers.

### Sources of Additional Information

For information on jobs in recreation, contact employers such as local government departments of parks and recreation, nursing and personal care facilities, and YMCAs.

Ordering information for materials describing careers and academic programs in recreation is available from:

• National Recreation and Park Association, Division of Professional Services, 22377 Belmont Ridge Road, Ashburn, VA 20148-4501. Internet: <http://www.nrpa.org>

For information on careers in employee services and corporate recreation, contact:

• National Employee Services and Recreation Association, 2211 York Rd., Suite 207, Oakbrook, IL 60521. Internet: <http://www.nesra.org>

## Social Workers

(O\*NET 27305A, 27305B, 27305C, and 27302)

### Significant Points

- A bachelor's degree is the minimum requirement for many entry-level jobs, but a master's degree in social work (MSW)—required for clinical practice—or a related field is becoming the norm for many positions.
- Employment is projected to grow much faster than average.
- Competition for jobs is expected to be keen in cities but opportunities should be good in rural areas.

### Nature of the Work

Social work is a profession for those with a strong desire to help people, to make things better, and to make a difference. Social workers help people function the best way they can in their environment, deal with their relationships with others, and solve personal and family problems.

Social workers often see clients who face a life-threatening disease or a social problem. These problems may include inadequate housing, unemployment, lack of job skills, financial distress, serious illness or disability, substance abuse, unwanted pregnancy, or antisocial behavior. Social workers also assist families that have serious domestic conflicts, including those involving child or spousal abuse.

Through direct counseling, social workers help clients identify their concerns, consider effective solutions, and find reliable resources. Social workers typically consult and counsel clients and arrange for services that can help them. Often, they refer clients to specialists in services such as debt counseling, childcare or elder care, public assistance, or alcohol or drug rehabilitation. Social workers then follow through with the client to assure that services are helpful and that clients make proper use of the services offered. Social workers may review eligibility requirements, help fill out forms and applications, visit clients on a regular basis, and provide support during crises.

Social workers practice in a variety of settings. In hospitals and psychiatric hospitals, they provide or arrange for a range of support services. In mental health and community centers, social

workers provide counseling services on marriage, family, and adoption matters, and they help people through personal or community emergencies, such as dealing with loss or grief or arranging for disaster assistance. In schools, they help children, parents, and teachers cope with problems. In social service agencies, they help people locate basic benefits, such as income assistance, housing, and job training. Social workers also offer counseling to those receiving therapy for addictive or physical disorders in rehabilitation facilities, and to people in nursing homes in need of routine living care. In employment settings, they counsel people with personal, family, professional, or financial problems affecting their work performance. Social workers who work in courts and correction facilities evaluate and counsel individuals in the criminal justice system to cope better in society. In private practice, they provide clinical or diagnostic testing services covering a wide range of personal disorders.

Social workers often provide social services in health-related settings that now are governed by managed care organizations. To contain costs, these organizations are emphasizing short-term intervention, ambulatory and community-based care, and greater decentralization of services.

Most social workers specialize in an area of practice. Although some conduct research or are involved in planning or policy development, most social workers prefer an area of practice in which they interact with clients.

*Clinical social workers* offer psychotherapy or counseling and a range of diagnostic services in public agencies, clinics, and private practice.

*Child welfare or family services social workers* may counsel children and youths who have difficulty adjusting socially, advise parents on how to care for disabled children, or arrange for home-maker services during a parent's illness. If children have serious problems in school, child welfare workers may consult with parents, teachers, and counselors to identify underlying causes and develop plans for treatment. Some social workers assist single parents, arrange adoptions, and help find foster homes for neglected, abandoned, or abused children. Child welfare workers also work in residential institutions for children and adolescents.

*Child or adult protective services social workers* investigate reports of abuse and neglect and intervene if necessary. They may initiate legal action to remove children from homes and place them temporarily in an emergency shelter or with a foster family.

*Mental health social workers* provide services for persons with mental or emotional problems. Such services include individual and group therapy, outreach, crisis intervention, social rehabilitation, and training in skills of everyday living. They may also help plan for supportive services to ease patients' return to the community. (Counselors and psychologists, who may provide similar services, are discussed elsewhere in the *Handbook*.)

*Health care social workers* help patients and their families cope with chronic, acute, or terminal illnesses and handle problems that may stand in the way of recovery or rehabilitation. They may organize support groups for families of patients suffering from cancer, AIDS, Alzheimer's disease, or other illnesses. They also advise family caregivers, counsel patients, and help plan for their needs after discharge by arranging for at-home services—from meals-on-wheels to oxygen equipment. Some work on interdisciplinary teams that evaluate certain kinds of patients—geriatric or organ transplant patients, for example.

*School social workers* diagnose students' problems and arrange needed services, counsel children in trouble, and help integrate disabled students into the general school population. School social workers deal with problems such as student pregnancy, misbehavior in class, and excessive absences. They also advise teachers on how to cope with problem students.

*Criminal justice social workers* make recommendations to courts, prepare pre-sentencing assessments, and provide services to prison inmates and their families. Probation and parole officers

provide similar services to individuals sentenced by a court to parole or probation.

*Occupational social workers* usually work in a corporation's personnel department or health unit. Through employee assistance programs, they help workers cope with job-related pressures or personal problems that affect the quality of their work. They often offer direct counseling to employees whose performance is hindered by emotional or family problems or substance abuse. They also develop education programs and refer workers to specialized community programs.

*Gerontology social workers* specialize in services to the aged. They run support groups for family caregivers or for the adult children of aging parents. Also, they advise elderly people or family members about the choices in such areas as housing, transportation, and long-term care; they also coordinate and monitor services.

*Social work administrators* perform overall management tasks in a hospital, clinic, or other setting that offers social worker services.

*Social work planners and policy-makers* develop programs to address such issues as child abuse, homelessness, substance abuse, poverty, and violence. These workers research and analyze policies, programs, and regulations. They identify social problems and suggest legislative and other solutions. They may help raise funds or write grants to support these programs.

### Working Conditions

Full-time social workers usually work a standard 40-hour week; however, some occasionally work evenings and weekends to meet with clients, attend community meetings, and handle emergencies. Some, particularly in voluntary nonprofit agencies, work part time. Most social workers work in pleasant, clean offices that are well lit and well ventilated. Social workers usually spend most of their time in an office or residential facility, but also may travel locally to visit clients, to meet with service providers, or to attend meetings. Some may use one of several offices within a local area in which to meet with clients. The work, while satisfying, can be emotionally draining. Understaffing and large caseloads add to the pressure in some agencies.



*Social workers consult and counsel clients and arrange for services that can help them.*

### Employment

Social workers held about 604,000 jobs in 1998. About 4 out of 10 jobs were in State, county, or municipal government agencies, primarily in departments of health and human services, mental health, social services, child welfare, housing, education, and corrections. Most private sector jobs were in social service agencies, hospitals, nursing homes, home health agencies, and other health centers or clinics.

Although most social workers are employed in cities or suburbs, some work in rural areas.

### Training, Other Qualifications, and Advancement

A bachelor's in social work (BSW) degree is the most common minimum requirement to qualify for a job as a social worker; however, majors in psychology, sociology, and related fields may be sufficient to qualify for some entry-level jobs, especially in small community agencies. Although a bachelor's degree is required for entry into the field, an advanced degree has become the standard for many positions. A master's in social work (MSW) is necessary for positions in health and mental health settings and typically is required for certification for clinical work. Jobs in public agencies also may require an advanced degree, such as a master's in social service policy or administration. Supervisory, administrative, and staff training positions usually require at least an advanced degree. College and university teaching positions and most research appointments normally require a doctorate in social work (DSW or Ph.D.).

As of 1999, the Council on Social Work Education accredited over 400 BSW programs and over 125 MSW programs. The Group for Advancement of Doctoral Education in Social Work listed 63 doctoral programs for Ph.D.'s in social work or DSW's (Doctor of Social Work). BSW programs prepare graduates for direct service positions such as case worker or group worker. They include courses in social work practice, social welfare policies, human behavior and the social environment, social research methods, social work values and ethics, dealing with a culturally diverse clientele, promotion of social and economic justice, and populations-at-risk. Accredited BSW programs require at least 400 hours of supervised field experience.

Master's degree programs prepare graduates for work in their chosen field of concentration and continue to develop their skills to perform clinical assessments, to manage large caseloads, and to explore new ways of drawing upon social services to meet the needs of clients. Master's programs last 2 years and include 900 hours of supervised field instruction, or internship. A part-time program may take 4 years. Entry into a master's program does not require a bachelor's in social work, but courses in psychology, biology, sociology, economics, political science, history, social anthropology, urban studies, and social work are recommended. In addition, a second language can be very helpful. Most master's programs offer advanced standing for those with a bachelor's degree from an accredited social work program.

All States and the District of Columbia have licensing, certification, or registration requirements regarding social work practice and the use of professional titles. Although standards for licensing vary by State, a growing number of States are placing greater emphasis on communications skills, professional ethics, and sensitivity for cultural diversity issues. Additionally, the National Association of Social Workers (NASW) offers voluntary credentials. The Academy of Certified Social Workers (ACSW) is granted to all social workers who have met established eligibility criteria. Social workers practicing in school settings may qualify for the School Social Work Specialist (SSWS) credential. Clinical social workers may earn either the Qualified Clinical Social Worker (QCSW) or the advanced credential—Diplomate in Clinical Social Work (DCSW). Social workers holding clinical credentials also may list themselves in the biannual publication of the *NASW Register of Clinical Social Workers*. Credentials are

particularly important for those in private practice; some health insurance providers require them for reimbursement.

Social workers should be emotionally mature, objective, and sensitive to people and their problems. They must be able to handle responsibility, work independently, and maintain good working relationships with clients and coworkers. Volunteer or paid jobs as a social work aide offer ways of testing one's interest in this field.

Advancement to supervisor, program manager, assistant director, or executive director of a social service agency or department is possible, but usually requires an advanced degree and related work experience. Other career options for social workers include teaching, research, and consulting. Some also help formulate government policies by analyzing and advocating policy positions in government agencies, in research institutions, and on legislators' staffs.

Some social workers go into private practice. Most private practitioners are clinical social workers who provide psychotherapy, usually paid through health insurance. Private practitioners usually have at least a master's degree and a period of supervised work experience. A network of contacts for referrals also is essential.

### Job Outlook

Employment of social workers is expected to increase much faster than the average for all occupations through 2008. The aged population is increasing rapidly, creating greater demand for health and other social services. Social workers also will be needed to help the sizable baby boom generation deal with depression and mental health concerns stemming from mid-life, career, or other personal and professional difficulties. In addition, continuing concern about crime, juvenile delinquency, and services for the mentally ill, the mentally retarded, AIDS patients, and individuals and families in crisis will spur demand for social workers in several areas of specialization. Many job openings will also stem from the need to replace social workers who leave the occupation.

The number of social workers in hospitals and many larger, long-term care facilities will increase in response to the need to ensure that the necessary medical and social services are in place when individuals leave the facility. However, this service need will be shared across several occupations. In an effort to control costs, these facilities increasingly emphasize discharging patients early, applying an interdisciplinary approach to patient care, and employing a broader mix of occupations—including clinical specialists, registered nurses, and health aides—to tend to patient care or client need.

Social worker employment in home health care services is growing, in part because hospitals are releasing patients earlier than in the past. However, the expanding senior population is an even larger factor. Social workers with backgrounds in gerontology are finding work in the growing numbers of assisted living and senior living communities.

Employment of social workers in private social service agencies will grow, but not as rapidly as demand for their services. Agencies increasingly will restructure services and hire more lower-paid human service workers and assistants instead of social workers. Employment in state and local government may grow somewhat in response to increasing needs for public welfare and family services; however, many of these services will be contracted out to private agencies. Additionally, employment levels may fluctuate depending on need and government funding for various social service programs.

Employment of school social workers is expected to grow, due to expanded efforts to respond to rising rates of teen pregnancy and

to the adjustment problems of immigrants and children from single-parent families. Moreover, continued emphasis on integrating disabled children into the general school population will lead to more jobs. However, availability of State and local funding will dictate the actual job growth in schools.

Opportunities for social workers in private practice will expand because of the anticipated availability of funding from health insurance and public-sector contracts. Also, with increasing affluence, people will be better able to pay for professional help to deal with personal problems. The growing popularity of employee assistance programs also is expected to spur demand for private practitioners, some of whom provide social work services to corporations on a contractual basis.

Competition for social worker jobs is stronger in cities where demand for services often is highest, training programs for social workers are prevalent, and interest in available positions is strongest. However, opportunities should be good in rural areas, which often find it difficult to attract and retain qualified staff.

### Earnings

Median annual earnings of social workers were \$30,590 in 1998. The middle 50 percent earned between \$24,160 and \$39,240. The lowest 10 percent earned less than \$19,250 and the top 10 percent earned more than \$49,080. Median annual earnings in the industries employing the largest numbers of medical social workers in 1997 were:

Home health care services .....	\$35,800
Offices and clinics of medical doctors .....	33,700
Offices of other health care practitioners .....	32,900
State government, except education and hospitals .....	31,800
Hospitals .....	31,500

Median annual earnings in the industries employing the largest numbers of social workers, except medical, in 1997 were:

Federal government .....	\$45,300
Elementary and secondary schools .....	34,100
Local government, except education and hospitals .....	32,100
Hospitals .....	31,300
State government, except education and hospitals .....	30,800

### Related Occupations

Through direct counseling or referral to other services, social workers help people solve a range of personal problems. Workers in occupations with similar duties include the clergy, mental health counselors, counseling psychologists, and human services workers and assistants.

### Sources of Additional Information

For information about career opportunities in social work, contact:  
 • National Association of Social Workers, Career Information, 750 First St. NE., Suite 700, Washington, DC 20002-4241.

An annual *Directory of Accredited BSW and MSW Programs* is available for a nominal charge from:

• Council on Social Work Education, 1725 Duke St., Suite 500, Alexandria, VA 22314-3421. Internet: <http://www.cswwe.org>

Information on licensing requirements and testing procedures for each State may be obtained from State licensing authorities, or from:

• Association of Social Work Boards, 400 South Ridge Parkway, Suite B, Culpeper, VA 22701. Internet: <http://www.aswb.org>

Information about careers in sociology is available from:  
 • American Sociological Association, 1307 New York Ave. NW., Suite 700, Washington, DC 20005. Internet: <http://www.asanet.org>

For information about careers in demography, contact:  
 • Population Association of America, 721 Ellsworth Dr., Suite 303, Silver Spring, MD 20910. Internet: <http://www.ppassoc.org>

## Social and Recreation Workers

### Human Service Workers and Assistants

(O\*NET 27308)

#### Significant Points

- Human service worker and assistant occupations are projected to be among the fastest growing.
- Job opportunities should be excellent, particularly for applicants with appropriate postsecondary education, but pay is low.

#### Nature of the Work

Human service workers and assistants is a generic term for people with various job titles, including social service assistant, case management aide, social work assistant, community support worker, alcohol or drug abuse counselor, mental health aide, community outreach worker, life skill counselor, and gerontology aide. They usually work under the direction of professionals from a variety of fields, such as nursing, psychiatry, psychology, rehabilitative or physical therapy, or social work. The amount of responsibility and supervision they are given varies a great deal. Some have little direct supervision; others work under close direction.

Human service workers and assistants provide direct and indirect client services. They assess clients' needs, establish their eligibility for benefits and services, and help clients obtain them. They examine financial documents such as rent receipts and tax returns to determine whether the client is eligible for food stamps, Medicaid, welfare, and other human service programs. They also arrange for transportation and escorts, if necessary, and provide emotional support. Human service workers and assistants monitor and keep case records on clients and report progress to supervisors and case managers. Human service workers and assistants also may transport or accompany clients to group meal sites, adult daycare centers, or doctors' offices. They may telephone or visit clients' homes to make sure services are being received, or to help resolve disagreements, such as those between tenants and landlords. They also may help clients complete insurance or medical forms, as well as applications for financial assistance. Additionally, social and human service workers and assistants may assist others with daily living needs.

Human service workers and assistants play a variety of roles in a community. They may organize and lead group activities, assist clients in need of counseling or crisis intervention, or administer a food bank or emergency fuel program. In halfway houses, group homes, and government-supported housing programs, they assist adults who need supervision with personal hygiene and daily living skills. They review clients' records, ensure that they take correct doses of medication, talk with family members, and confer with medical personnel and other care givers to gain better insight into clients' backgrounds and needs. Human service workers and assistants also provide emotional support and help clients become involved in their own well being, in community recreation programs, and in other activities.

In psychiatric hospitals, rehabilitation programs, and outpatient clinics, human service workers and assistants work with professional

care providers, such as psychiatrists, psychologists, and social workers to help clients master everyday living skills, to teach them how to communicate more effectively, and to get along better with others. They support the client's participation in a treatment plan, such as individual or group counseling or occupational therapy.

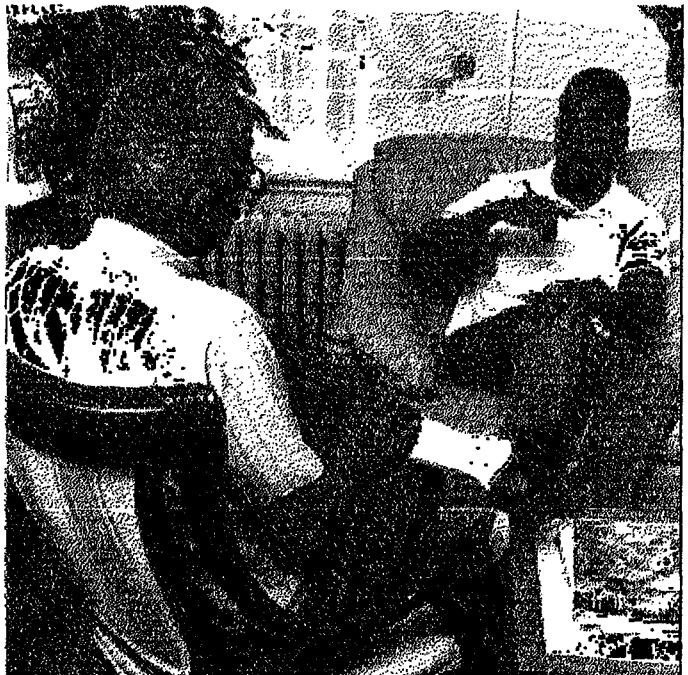
#### Working Conditions

Working conditions of human service workers and assistants vary. Some work in offices, clinics, and hospitals, while others work in group homes, shelters, sheltered workshops, and day programs. Many spend their time in the field visiting clients. Most work a 40-hour week, although some work in the evening and on weekends.

The work, while satisfying, can be emotionally draining. Understaffing and relatively low pay may add to the pressure. Turn-over is reported to be high, especially among workers without academic preparation for this field.

#### Employment

Human service workers and assistants held about 268,000 jobs in 1998. Almost half worked in private social or human services agencies, offering a variety of services, including adult daycare, group meals, crisis intervention, counseling, and job training. Many human service workers and assistants supervised residents of group homes and halfway houses. About one-third were employed by State and local governments, primarily in public welfare agencies and facilities for mentally disabled and developmentally challenged individuals. Human service workers and assistants also held jobs in clinics, detoxification units, community mental health centers, psychiatric hospitals, day treatment programs, and sheltered workshops.



*Human service workers and assistants assess clients' needs and help them obtain appropriate benefits and services.*

### Training, Other Qualifications, and Advancement

Although a bachelor's degree usually is not required for this occupation, employers increasingly are seeking individuals with relevant work experience or education beyond high school. Certificates or associate degrees in subjects such as social work, human services, or one of the social or behavioral sciences meet most employers' requirements.

Human services programs have a core curriculum that trains students to observe patients and record information, conduct patient interviews, implement treatment plans, employ problem-solving techniques, handle crisis intervention matters, and use proper case management and referral procedures. General education courses in liberal arts, sciences, and the humanities also are part of the curriculum. Many degree programs require completion of a supervised internship.

Educational attainment often influences the kind of work an employee may be assigned and the degree of responsibility that may be entrusted to them. For example, workers with no more than a high school education are likely to receive extensive on-the-job training to work in direct-care services, while employees with a college degree might be assigned to do supportive counseling, coordinate program activities, or manage a group home. Human service workers and assistants with proven leadership ability, either from previous experience or as a volunteer in the field, often receive greater autonomy in their work. Regardless of the academic or work background of employees, most employers provide some form of in-service training, such as seminars and workshops, to their employees.

Hiring requirements in group homes tend to be more stringent than in other settings. For example, employers may require employees to have a valid driver's license or to submit to a criminal background investigation.

Employers try to select applicants who have effective communication skills, a strong sense of responsibility, and the ability to manage time effectively. Many human services jobs involve direct contact with people who are vulnerable to exploitation or mistreatment; therefore, patience, understanding, and a strong desire to help others, are highly valued characteristics.

Formal education almost always is necessary for advancement. In general, advancement requires a bachelor's or master's degree in counseling, rehabilitation, social work, human services management, or a related field.

### Job Outlook

Opportunities for human service workers and assistants are expected to be excellent, particularly for applicants with appropriate postsecondary education. The number of human service workers and assistants is projected to grow much faster than the average for all occupations between 1998 and 2008—ranking among the most rapidly growing occupations. The need to replace workers who move into new positions due to advancement, retirement, or for other reasons will create many additional job opportunities. This occupation, however, is not attractive to everyone. It can be draining emotionally and the pay is relatively low. Qualified applicants should have little difficulty finding employment.

Faced with rapid growth in the demand for social and human services, employers are developing new strategies for delivering and funding services. Many employers increasingly will rely on human service workers and assistants to undertake greater responsibility in delivering services to clients.

Opportunities are expected to be best in job training programs, residential care facilities, and private social service agencies, which include such services as adult daycare and meal delivery programs. Demand for these services will expand with the growing number of elderly, who are more likely to need services. In addition, social and human service workers and assistants will continue to be needed to provide services to pregnant teenagers, the homeless,

the mentally disabled and developmentally challenged, and those with substance-abuse problems.

Job training programs are expected to require additional human service workers and assistants. As social welfare policies shift focus from benefit-based programs to work-based initiatives, there will be an increased demand for people to teach job skills to the people who are new to or re-entering the workforce. Additionally, streamlined and downsized businesses create increased demand for persons with job retraining expertise. Human service workers and assistants will help companies to cope with new modes of conducting business and employees to master new job skills.

Residential care establishments should face increased pressures to respond to the needs of the chronically and mentally ill. Many of these patients have been deinstitutionalized and lack the knowledge or the ability to care for themselves. Also, more community-based programs, supported independent living sites, and group residences are expected to be established to house and assist the homeless, and the chronically, and mentally, ill. As a result, demand for human service workers and assistants will increase.

The number of jobs for human service workers and assistants will grow more rapidly than overall employment in State and local governments. State and local governments employ many of their human service workers and assistants in corrections and public assistance departments. Although employment in corrections departments is growing, employment of social and human service workers and assistants is not expected to grow as rapidly as employment in other corrections jobs, such as guards or corrections officers. Public assistance programs have been employing more human service workers and assistants in an attempt to employ fewer social workers, who are more educated, thus more highly paid.

### Earnings

Median annual earnings of human service workers and assistants were \$21,360 in 1998. The middle 50 percent earned between \$16,620 and \$27,070. The top 10 percent earned more than \$33,840, while the lowest 10 percent earned less than \$13,540.

Median hourly earnings in the industries employing the largest numbers of human service workers and assistants in 1997 were:

State government, except education and hospitals .....	\$25,600
Local government, except education and hospitals .....	23,500
Hospitals .....	21,200
Health and allied services, not elsewhere classified .....	20,600
Social services, not elsewhere classified .....	20,200

### Related Occupations

Workers in other occupations that require skills similar to those of human service workers and assistants include social workers, religious workers, residential counselors, child-care workers, occupational therapy assistants, physical therapy assistants, psychiatric aides, and activity leaders.

### Sources of Additional Information

Information on academic programs in human services may be found in most directories of 2- and 4-year colleges, available at libraries or career counseling centers.

For information on programs and careers in human services, contact:

- National Organization for Human Service Education, Brookdale Community College, Lincroft, NJ 07738.
- Council for Standards in Human Services Education, Northern Essex Community College, Haverhill, MA 01830.

Information on job openings may be available from State employment service offices or directly from city, county, or State departments of health, mental health and mental retardation, and human resources.

broadcast technicians, drafters, and health technologists and technicians. Some of the work of agricultural and biological technicians is related to that in agriculture and forestry occupations.

### Sources of Additional Information

For information about a career as a chemical technician, contact:  
 • American Chemical Society, Education Division, Career Publications, 1155 16th St. NW., Washington, DC 20036. Internet: <http://www.acs.org>

## Legal Occupations

### Lawyers and Judicial Workers

(O\*NET 28102, 28105, and 28108)

#### Significant Points

- Formal educational requirements for lawyers include a 4-year college degree, 3 years in law school, and successful completion of a written bar examination.
- Competition for admission to most law schools is intense.
- Aspiring lawyers and judges should encounter significant competition for jobs.

#### Nature of the Work

The legal system affects nearly every aspect of our society, from buying a home to crossing the street. Lawyers and judicial workers form the backbone of this vital system, linking the legal system and society in myriad ways. For this reason, they hold positions of great responsibility and are obligated to adhere to a strict code of ethics.

*Lawyers*, also called *attorneys*, act both as advocates and advisors in our society. As advocates, they represent one of the parties in criminal and civil trials by presenting evidence and arguing in court to support their client. As advisors, lawyers counsel their clients concerning their legal rights and obligations and suggest particular courses of action in business and personal matters. Whether acting as advocate or advisor, all attorneys research the intent of laws and judicial decisions and apply the law to the specific circumstances faced by their client.

The more detailed aspects of a lawyer's job depend upon his or her field of specialization and position. While all lawyers are licensed to represent parties in court, some appear in court more frequently than others. Trial lawyers, who specialize in trial work, must be able to think quickly and speak with ease and authority. In addition, familiarity with courtroom rules and strategy are particularly important in trial work. Still, trial lawyers spend the majority of their time outside the courtroom conducting research, interviewing clients and witnesses, and handling other details in preparation for trial.

Lawyers may specialize in a number of different areas, such as bankruptcy, probate, international, or elder law. Those specializing in environmental law, for example, may represent public interest groups, waste disposal companies, or construction firms in their dealings with the Environmental Protection Agency (EPA) and other State and Federal agencies. They help clients prepare and file for licenses and applications for approval before certain activities may occur. In addition, they represent clients' interests in administrative adjudications.

Some lawyers concentrate in the growing field of intellectual property. These lawyers help protect clients' claims to copyrights, art work under contract, product designs, and computer programs. Still other lawyers advise insurance companies about the legality of insurance transactions. They write insurance policies to conform with the law and to protect companies from unwarranted claims. When claims are filed against insurance companies, they review the claims and represent the companies in court.

The majority of lawyers are found in private practice, where they concentrate on criminal or civil law. In criminal law, lawyers

represent individuals who have been charged with crimes and argue their cases in courts of law. Attorneys dealing with civil law assist clients with litigation, wills, trusts, contracts, mortgages, titles, and leases. Other lawyers handle only public interest cases—civil or criminal—which may have an impact extending well beyond the individual client.

Lawyers are sometimes employed full time by a single client. If the client is a corporation, the lawyer is known as "house counsel," and usually advises the company concerning legal issues related to its business activities. These issues might involve patents, government regulations, contracts with other companies, property interests, or collective bargaining agreements with unions.

A significant number of attorneys are employed at the various levels of government. Lawyers who work for State attorneys general, prosecutors, public defenders, and courts play a key role in the criminal justice system. At the Federal level, attorneys investigate cases for the Department of Justice and other agencies. Government lawyers also help develop programs, draft and interpret laws and legislation, establish enforcement procedures, and argue civil and criminal cases on behalf of the government.

Other lawyers work for legal aid societies—private, nonprofit organizations established to serve disadvantaged people. These lawyers generally handle civil, rather than criminal cases. A relatively small number of trained attorneys work in law schools. Most are faculty members who specialize in one or more subjects; however, some serve as administrators. Others work full time in nonacademic settings and teach part time. (For additional information, see the *Handbook* section on college and university faculty.)

To perform the varied tasks described above more efficiently, lawyers increasingly utilize various forms of technology. While all lawyers continue to use law libraries to prepare cases, some supplement their search of conventional printed sources with computer sources, such as the Internet and legal databases. Software is used to search this legal literature automatically and to identify legal texts relevant to a specific case. In litigation involving many supporting documents, lawyers may use computers to organize and index material. Lawyers also use electronic filing, videoconferencing, and voice-recognition technology to more effectively share information with other parties involved in a case.

Many attorneys advance to become *judges* and other *judicial workers*. Judges apply the law and oversee the legal process in courts according to local, State, and Federal statutes. They preside over cases concerning every aspect of society, from traffic offenses to disputes over management of professional sports, or from the rights of huge corporations to questions of disconnecting life support equipment for terminally ill persons. They must ensure that trials and hearings are conducted fairly and that the court administers justice in a manner which safeguards the legal rights of all parties involved.

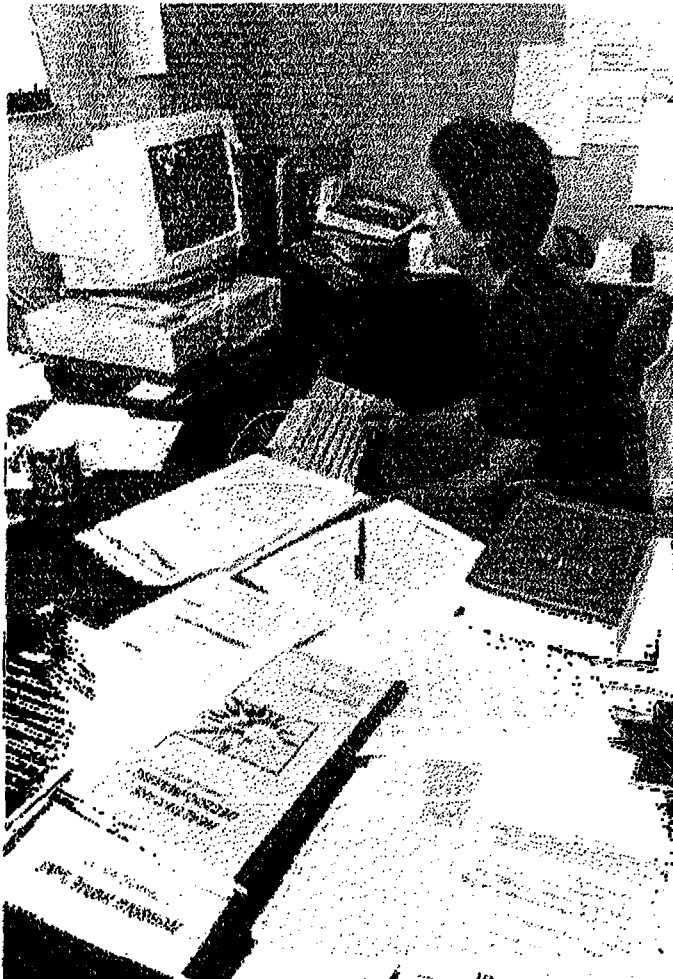
The most visible responsibility of judges is presiding over trials or hearings and listening as attorneys represent the parties present. Judges rule on the admissibility of evidence and the methods of conducting testimony, and they may be called upon to settle disputes between opposing attorneys. They ensure that rules and procedures are followed, and if unusual circumstances arise for which standard procedures have not been established, judges determine the manner in which the trial will proceed based on their interpretation of the law.

Judges often hold pretrial hearings for cases. They listen to allegations and determine whether the evidence presented merits a trial. In criminal cases, judges may decide that persons charged with crimes should be held in jail pending their trial, or they may set conditions for release. In civil cases, judges occasionally impose restrictions upon the parties until a trial is held.

In many trials, juries are selected to decide guilt or innocence in criminal cases or liability and compensation in civil cases. Judges instruct juries on applicable laws, direct them to deduce the facts from the evidence presented, and hear their verdict. When the law does not require a jury trial or when the parties waive their right to a jury, judges decide the cases. In such cases, the judge determines guilt and imposes sentences in a criminal case; in civil cases, the judge rewards relief—such as compensation for damages—to the parties in the lawsuit (also called litigants).

Judges also work outside the courtroom “in chambers.” In their private offices, judges read documents on pleadings and motions, research legal issues, write opinions, and oversee the court’s operations. In some jurisdictions, judges also manage the courts’ administrative and clerical staff.

Judges’ duties vary according to the extent of their jurisdictions and powers. *General trial court judges* of the Federal and State court systems have jurisdiction over any case in their system. They usually try civil cases transcending the jurisdiction of lower courts and all cases involving felony offenses. Federal and State *appellate court judges*, although few in number, have the power to overrule decisions made by trial court or administrative law judges if they determine that legal errors were made in a case



All lawyers use law libraries to prepare cases, and some supplement their research using computers.

or if legal precedent does not support the judgment of the lower court. They rule on a small number of cases and rarely have direct contacts with litigants. Instead, they usually base their decisions on lower court records and lawyers’ written and oral arguments.

Many State court judges preside in courts in which jurisdiction is limited by law to certain types of cases. A variety of titles are assigned to these judges, but among the most common are *municipal court judge*, *county court judge*, *magistrate*, or *justice of the peace*. Traffic violations, misdemeanors, small claims cases, and pretrial hearings constitute the bulk of the work of these judges, but some States allow them to handle cases involving domestic relations, probate, contracts, and other selected areas of the law.

*Administrative law judges*, sometimes called *hearing officers* or *adjudicators*, are employed by government agencies to make determinations for administrative agencies. They make decisions on a person’s eligibility for various Social Security benefits or worker’s compensation, protection of the environment, enforcement of health and safety regulations, employment discrimination, and compliance with economic regulatory requirements.

### Working Conditions

Lawyers and judicial workers do most of their work in offices, law libraries, and courtrooms. Lawyers sometimes meet in clients’ homes or places of business and, when necessary, in hospitals or prisons. They may travel to attend meetings, gather evidence, and appear before courts, legislative bodies, and other authorities.

Salaried lawyers usually have structured work schedules. Lawyers in private practice may work irregular hours while conducting research, conferring with clients, or preparing briefs during nonoffice hours. Lawyers often work long hours, and about half regularly work 50 hours or more per week. They may face particularly heavy pressure, especially when a case is being tried. Preparation for court includes keeping abreast of the latest laws and judicial decisions.

Although work is not generally seasonal, the work of tax lawyers and other specialists may be an exception. Because lawyers in private practice can often determine their own workload and when they will retire, many stay in practice well beyond the usual retirement age.

Many judges work a standard 40-hour week, but a third of all judges work over 50 hours per week. Some judges with limited jurisdiction are employed part time and divide their time between their judicial responsibilities and other careers.

### Employment

Lawyers held about 681,000 jobs in 1998; judges, magistrates and other judicial workers about 71,000. About 7 out of 10 lawyers practiced privately, either in law firms or in solo practices. Most of the remaining lawyers held positions in government, the greatest number at the local level. In the Federal Government, lawyers work for many different agencies but are concentrated in the Departments of Justice, Treasury, and Defense. A small number of lawyers are employed as house counsel by public utilities, banks, insurance companies, real estate agencies, manufacturing firms, welfare and religious organizations, and other business firms and nonprofit organizations. Some salaried lawyers also have part-time independent practices; others work as lawyers part time while working full time in another occupation.

All judges, magistrates, and other judicial workers were employed by Federal, State, or local governments, with about 4 out of 10 holding positions in the Federal Government.

### Training, Other Qualifications, and Advancement

To practice law in the courts of any State or other jurisdiction, a person must be licensed, or admitted to its bar, under rules established by the jurisdiction’s highest court. All States require that applicants for admission to the bar pass a written bar examination; most jurisdictions also require applicants to pass a separate written

ethics examination. Lawyers who have been admitted to the bar in one jurisdiction may occasionally be admitted to the bar in another without taking an examination, if they meet that jurisdiction's standards of good moral character and have a specified period of legal experience. Federal courts and agencies set their own qualifications for those practicing before them.

To qualify for the bar examination in most States, an applicant must usually obtain a college degree and graduate from a law school accredited by the American Bar Association (ABA) or the proper State authorities. ABA accreditation signifies that the law school—particularly its library and faculty—meets certain standards developed to promote quality legal education. ABA currently accredits 183 law schools; others are approved by State authorities only. With certain exceptions, graduates of schools not approved by the ABA are restricted to taking the bar examination and practicing in the State or other jurisdiction in which the school is located; most of these schools are in California. In 1997, seven States accepted the study of law in a law office or in combination with study in a law school; only California accepts the study of law by correspondence as qualifying for taking the bar examination. Several States require registration and approval of students by the State Board of Law Examiners, either before they enter law school or during the early years of legal study.

Although there is no nationwide bar examination, 47 States, the District of Columbia, Guam, the Northern Mariana Islands, Puerto Rico and the Virgin Islands require the 6-hour Multistate Bar Examination (MBE) as part of the bar examination; the MBE is not required in Indiana, Louisiana, and Washington. The MBE covers issues of broad interest and is sometimes given in addition to a locally prepared State bar examination. The 3-hour Multistate Essay Examination (MEE) is used as part of the State bar examination in several States. States vary in their use of MBE and MEE scores.

Many states have begun to require Multistate Performance Testing (MPT) to test the practical skills of beginning lawyers. This program has been well received and many more States are expected to require performance testing in the future. Requirements vary by State, although the test usually is taken at the same time as the bar exam and is a one-time requirement.

The required college and law school education usually takes 7 years of full-time study after high school—4 years of undergraduate study followed by 3 years in law school. Although some law schools accept a very small number of students after 3 years of college, most require applicants to have a bachelor's degree. To meet the needs of students who can attend only part time, a number of law schools have night or part-time divisions which usually require 4 years of study; about 1 in 10 graduates from ABA approved schools attends part time.

Although there is no recommended "prelaw" major, prospective lawyers should develop proficiency in writing and speaking, reading, researching, analyzing, and thinking logically—skills needed to succeed both in law school and in the profession. Regardless of major, a multidisciplinary background is recommended. Courses in English, foreign languages, public speaking, government, philosophy, history, economics, mathematics, and computer science, among others, are useful. Students interested in a particular aspect of law may find related courses helpful. For example, prospective patent lawyers need a strong background in engineering or science, and future tax lawyers must have extensive knowledge of accounting.

Acceptance by most law schools depends on the applicant's ability to demonstrate an aptitude for the study of law, usually through good undergraduate grades, the Law School Admission Test (LSAT), the quality of the applicant's undergraduate school, any prior work experience, and sometimes a personal interview. However, law schools vary in the weight they place on each of these and other factors.

All law schools approved by the ABA, except for those in Puerto Rico, require applicants to take the LSAT. Nearly all law schools require applicants to have certified transcripts sent to the Law School

Data Assembly Service, which then sends applicants' LSAT scores and their standardized records of college grades to the law schools of their choice. Both this service and the LSAT are administered by the Law School Admission Council.

Competition for admission to many law schools is intense, especially for the most prestigious schools. Enrollments in these schools rose very rapidly during the 1970s, as applicants far outnumbered available seats. Although the number of applicants decreased markedly in the 1990s, the number of applicants to most law schools still greatly exceeds the number that can be admitted.

During the first year or year and a half of law school, students usually study core courses such as constitutional law, contracts, property law, torts, civil procedure, and legal writing. In the remaining time, they may elect specialized courses in fields such as tax, labor, or corporate law. Law students often acquire practical experience by participation in school sponsored legal clinic activities, in the school's moot court competitions in which students conduct appellate arguments, in practice trials under the supervision of experienced lawyers and judges, and through research and writing on legal issues for the school's law journal.

A number of law schools have clinical programs in which students gain legal experience through practice trials and law school projects under the supervision of practicing lawyers and law school faculty. Law school clinical programs might include work in legal aid clinics, for example, or on the staff of legislative committees. Part-time or summer clerkships in law firms, government agencies, and corporate legal departments also provide valuable experience. Such training can lead directly to a job after graduation and help students decide what kind of practice best suits them. Clerkships may also be an important source of financial aid.

In 1997, law students in 52 jurisdictions were required to pass the Multistate Professional Responsibility Examination (MPRE), which tests their knowledge of the ABA codes on professional responsibility and judicial conduct. In some States, the MPRE may be taken during law school, usually after completing a course on legal ethics.

Law school graduates receive the degree of *juris doctor* (J.D.) as the first professional degree. Advanced law degrees may be desirable for those planning to specialize, research, or teach. Some law students pursue joint degree programs, which usually require an additional semester or year. Joint degree programs are offered in a number of areas, including law and business administration or public administration.

After graduation, lawyers must keep informed about legal and nonlegal developments that affect their practice. Currently, 39 States and jurisdictions mandate Continuing Legal Education (CLE). Many law schools and State and local bar associations provide continuing education courses that help lawyers stay abreast of recent developments. Some States allow CLE credits to be obtained through participation in seminars on the Internet.

The practice of law involves a great deal of responsibility. Individuals planning careers in law should like to work with people and be able to win the respect and confidence of their clients, associates, and the public. Perseverance, creativity, and reasoning ability are also essential to lawyers, who often analyze complex cases and handle new and unique legal problems.

Most beginning lawyers start in salaried positions. Newly-hired, salaried attorneys usually start as associates and work with more experienced lawyers or judges. After several years of gaining more responsibilities, some lawyers are admitted to partnership in their firm or go into practice for themselves. Others become full-time law school faculty or administrators; a growing number of these lawyers have advanced degrees in other fields as well.

Some attorneys use their legal training in administrative or managerial positions in various departments of large corporations. A transfer from a corporation's legal department to another department often is viewed as a way to gain administrative experience and rise in the ranks of management.



A number of lawyers become judges, and most judges have first been lawyers. In fact, Federal and State judges are usually required to be lawyers. About 40 States allow nonlawyers to hold limited jurisdiction judgeships, but opportunities are better for those with law experience. Federal administrative law judges must be lawyers and pass a competitive examination administered by the U.S. Office of Personnel Management. Some State administrative law judges and other hearing officials are not required to be lawyers, but law degrees are preferred for most positions.

Federal judges are appointed for life by the President and are confirmed by the Senate. Federal administrative law judges are appointed by the various Federal agencies with virtually lifetime tenure. Some State judges are appointed, and the remainder are elected in partisan or nonpartisan State elections. Many State and local judges serve fixed renewable terms, which range from 4 or 6 years for some trial court judgeships to as long as 14 years or life for other trial or appellate court judges. Judicial nominating commissions, composed of members of the bar and the public, are used to screen candidates for judgeships in many States and for some Federal judgeships.

All States have some type of orientation for newly elected or appointed judges. The Federal Judicial Center, ABA, National Judicial College, and National Center for State Courts provide judicial education and training for judges and other judicial branch personnel. General and continuing education courses usually last from a couple of days to 3 weeks in length. Over half of all States and Puerto Rico require judges to enroll in continuing education courses while serving on the bench.

### Job Outlook

Individuals interested in pursuing careers as lawyers or judicial workers should encounter stiff competition through 2008. The number of law school graduates is expected to continue to strain the economy's capacity to absorb them. As for judges, the prestige associated with serving on the bench should insure continued, intense competition for openings.

Employment of lawyers grew very rapidly from the early 1970s through the early 1990s, but has started to level off recently. Through 2008, employment is expected to grow about as fast as the average for all occupations. Continuing demand for lawyers will result primarily from growth in the population and the general level of business activities. Demand will also be spurred by growth of legal action in such areas as health care, intellectual property, international law, elder law, environmental law, and sexual harassment. In addition, the wider availability and affordability of legal clinics and prepaid legal service programs should result in increased use of legal services by middle-income people.

However, employment growth is expected to be slower than in the past. In an effort to reduce the money spent on legal fees, many businesses are increasingly utilizing large accounting firms and paralegals to perform some of the same functions similar as lawyers. For example, accounting firms may provide employee benefit counseling, process documents, or handle various other services previously performed by the law firm. Also, mediation and dispute resolution are increasingly used as alternatives to litigation.

Competition for job openings should continue to be keen because of the large numbers graduating from law school each year. During the 1970s, the annual number of law school graduates more than doubled, outpacing the rapid growth of jobs. Growth in the yearly number of law school graduates slowed during the early to mid-1980s, but increased again to current levels in the late 1980s to early 1990s. Although graduates with superior academic records from well-regarded law schools will have more job opportunities, most graduates should encounter stiff competition for jobs.

Perhaps as a result of this fierce competition, lawyers are increasingly finding work in nontraditional areas for which legal training is an asset, but not normally a requirement—for example, administrative, managerial, and business positions in banks, insurance firms, real estate companies, government agencies, and

other organizations. Employment opportunities are expected to continue to arise in these organizations at a growing rate.

As in the past, some graduates may have to accept positions in areas outside their field of interest or for which they feel overqualified. Some recent law school graduates who are unable to find permanent positions are turning to the growing number of temporary staffing firms that place attorneys in short-term jobs until they are able to secure full-time positions. This service allows companies to hire lawyers on an "as needed" basis and allows beginning lawyers to develop practical skills while looking for permanent positions.

Due to the competition for jobs, a law graduate's geographic mobility and work experience assume greater importance. The willingness to relocate may be an advantage in getting a job, but to be licensed in another State, a lawyer may have to take an additional State bar examination. In addition, employers increasingly seek graduates who have advanced law degrees and experience in a specialty such as tax, patent, or admiralty law.

Employment growth for lawyers will continue to be concentrated in salaried jobs, as businesses and all levels of government employ a growing number of staff attorneys, and as employment in the legal services industry grows in larger law firms. Most salaried positions are in urban areas where government agencies, law firms, and big corporations are concentrated. The number of self-employed lawyers is expected to increase slowly, reflecting the difficulty of establishing a profitable new practice in the face of competition from larger, established law firms. Moreover, the growing complexity of law, which encourages specialization, along with the cost of maintaining up-to-date legal research materials, favors larger firms.

For lawyers who wish to work independently, establishing a new practice will probably be easiest in small towns and expanding suburban areas. In such communities, competition from larger established law firms is likely to be less than in big cities, and new lawyers may find it easier to become known to potential clients.

Some lawyers are adversely affected by cyclical swings in the economy. During recessions, the demand declines for some discretionary legal services, such as planning estates, drafting wills, and handling real estate transactions. Also, corporations are less likely to litigate cases when declining sales and profits result in budgetary restrictions. Some corporations and law firms will not hire new attorneys until business improves or may cut staff to contain costs. Several factors, however, mitigate the overall impact of recessions on lawyers. During recessions, for example, individuals and corporations face other legal problems, such as bankruptcies, foreclosures, and divorces requiring legal action.

Employment of judges is expected to grow more slowly than the average for all occupations. Contradictory social forces affect the demand for judges. Growing public concerns about crime, safety, and efficient administration of justice should spur demand, while public budgetary pressures will limit job growth.

Competition for judgeships should remain intense. As in the past, most job openings will arise as judges retire. Although judges traditionally have held their positions until late in life, early retirement is becoming more common, a factor which should increase job openings. Nevertheless, becoming a judge will still be difficult; not only must judicial candidates compete with other qualified people, they often must also gain political support in order to be elected or appointed.

### Earnings

In 1998, the median annual earnings of all lawyers was \$78,170. The middle half of the occupation earned between \$51,450 and \$114,520. The bottom decile earned less than \$37,310. Median annual earnings in the industries employing the largest numbers of lawyers in 1997 are shown below.

Legal services .....	\$78,700
Federal government .....	78,200
Fire, marine, and casualty insurance .....	74,400
State government .....	59,400
Local government .....	49,200

Median salaries of lawyers 6 months after graduation from law school in 1998 varied by type of work, as indicated by table 1.

**Table 1. Median salaries of lawyers 6 months after graduation, 1998**

All graduates .....	\$45,000
<i>Type of work</i>	
Private practice .....	60,000
Business/industry .....	50,000
Academe .....	38,000
Judicial clerkship .....	37,500
Government .....	36,000
Public interest .....	31,000

SOURCE: National Association for Law Placement

Salaries of experienced attorneys vary widely according to the type, size, and location of their employer. Lawyers who own their own practices usually earn less than those who are partners in law firms. Lawyers starting their own practice may need to work part time in other occupations to supplement their income until their practice is well established.

Earnings among judicial workers also vary significantly. According to the Administrative Office of the U.S. Courts, the Chief Justice of the United States Supreme Court earned \$175,400, and the Associate Justices earned \$167,900. Federal district court judges had salaries of \$136,700 in 1998, as did judges in the Court of Federal Claims and the Court of International Trade; circuit court judges earned \$145,000 a year. Federal judges with limited jurisdiction, such as magistrates and bankruptcy court judges, had salaries of \$125,800.

According to a survey by the National Center for State Courts, annual salaries of associate justices of States' highest courts averaged \$105,100 in 1997, and ranged from about \$77,100 to \$137,300. Salaries of State intermediate appellate court judges averaged \$103,700, and ranged from \$79,400 to \$124,200. Salaries of State judges of general jurisdiction trial courts averaged \$94,000, and ranged from \$72,000 to \$115,300.

Most salaried lawyers and judges are provided health and life insurance, and contributions are made on their behalf to retirement plans. Lawyers who practice independently are only covered if they arrange and pay for such benefits themselves.

### Related Occupations

Legal training is useful in many other occupations. Some of these are arbitrator, mediator, journalist, patent agent, title examiner, legislative assistant, lobbyist, FBI special agent, political office holder, and corporate executive.

### Sources of Additional Information

Information on law schools and a career in law may be obtained from:

• American Bar Association, 750 North Lake Shore Dr., Chicago, IL 60611. Internet: <http://www.abanet.org>

Information on the LSAT, the Law School Data Assembly Service, applying to law school, and financial aid for law students may be obtained from:

• Law School Admission Council, P.O. Box 40, Newtown, PA 18940. Internet: <http://www.lsac.org>

Information on acquiring a job as a lawyer with the Federal Government may be obtained from the Office of Personnel Management through a telephone-based system. Consult your telephone directory under U.S. Government for a local number or call (912) 757-3000; TDD (912) 744-2299. This number is not toll-free and charges may result. Information also is available from their Internet site: <http://www.usajobs.opm.gov>

The requirements for admission to the bar in a particular State or other jurisdiction may also be obtained at the State capital from the clerk of the Supreme Court or the administrator of the State Board of Bar Examiners.

## Paralegals

(O\*NET 28305)

### Significant Points

- While some paralegals train on the job, employers increasingly prefer graduates of postsecondary paralegal training programs.
- Paralegals are projected to rank among the fastest growing occupations in the economy as they increasingly perform many legal tasks formerly carried out by lawyers.
- Stiff competition is expected as the number of graduates of paralegal training programs and others seeking to enter the profession outpaces job growth.

### Nature of the Work

While lawyers assume ultimate responsibility for legal work, they often delegate many of their tasks to paralegals. In fact, paralegals continue to assume a growing range of tasks in the Nation's legal offices and perform many of the same tasks as lawyers. Nevertheless, they are still explicitly prohibited from carrying out duties which are considered to be the practice of law, such as setting legal fees, giving legal advice, and presenting cases in court.

One of a paralegal's most important tasks is helping lawyers prepare for closings, hearings, trials, and corporate meetings. Paralegals investigate the facts of cases and ensure all relevant information is considered. They also identify appropriate laws, judicial decisions, legal articles, and other materials that are relevant to assigned cases. After they analyze and organize the information, paralegals may prepare written reports that attorneys use in determining how cases should be handled. Should attorneys decide to file lawsuits on behalf of clients, paralegals may help prepare the legal arguments, draft pleadings and motions to be filed with the court, obtain affidavits, and assist attorneys during trials. Paralegals also organize and track files of all important case documents and make them available and easily accessible to attorneys.

In addition to this preparatory work, paralegals also perform a number of other vital functions. For example, they help draft contracts, mortgages, separation agreements, and trust instruments. They may also assist in preparing tax returns and planning estates. Some paralegals coordinate the activities of other law office employees and maintain financial records for the office. Various additional tasks may differ, depending on the employer.

Paralegals are found in all types of organizations, but most are employed by law firms, corporate legal departments, and various levels of government. In these organizations, they may work in all areas of the law, including litigation, personal injury, corporate law, criminal law, employee benefits, intellectual property, labor law, and real estate. Within specialties, functions often are broken down further so paralegals may deal with a specific area. For example, paralegals specializing in labor law may deal exclusively with employee benefits.

The duties of paralegals also differ widely based on the type of organization in which they are employed. Paralegals who work for corporations often assist attorneys with employee contracts, shareholder agreements, stock option plans, and employee benefit plans. They may also help prepare and file annual financial reports, maintain corporate minute books and resolutions, and secure loans for

**APPENDIX I**

**VITAS OF 2001 CRIMINAL JUSTICE GRADUATE FACULTY**

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# CURRICULUM VITA

## SHANNON M. BARTON

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### PERSONAL

*Home:*  
20575 Indian Dr.  
Paris, MI 49338  
(616) 796-1458

*Office:*  
Ferris State University  
School of Criminal Justice  
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(616) 592-5009

### EDUCATION

- |              |       |  |
|--------------|-------|--|
| 1992-present | Ph.D. | Criminal Justice, University of Cincinnati, Cincinnati, Ohio; A.B.D., April, 1995; Expected Graduation Date, March, 2000. <u>Dissertation Title:</u> Love Me, Hate Me, Beat Me: The Impact of Child Maltreatment on Delinquency. <u>Dissertation Chair:</u> Edward Latessa |
| 1991-1992    | M.S.  | Corrections and Juvenile Services, Eastern Kentucky University, Richmond, Kentucky. <u>Thesis Title:</u> A Descriptive Analysis of Drug Screening, Testing, and Treatment in Secure Juvenile Detention Facilities. <u>Advisor:</u> Bruce Wolford.                          |
| 1987-1991    | B.A.  | Criminal Justice, Kentucky Wesleyan College, Owensboro, Kentucky.  |

### HONORS AND AWARDS

Who's Who Among American College Professors, 1998  
University Graduate Scholarship, University of Cincinnati, 1992-1996  
Graduate Assistant, University of Cincinnati, 1993-1995  
Graduate Assistant, Eastern Kentucky University, 1991-1992  
Southern Criminal Justice Association Undergraduate Student of the Year, 1991  
Outstanding Senior Criminal Justice Major, Kentucky Wesleyan College, 1991

### JOURNAL PUBLICATIONS

Eric Lambert, Nancy Lynne Hogan, and Shannon M. Barton, (forthcoming). "The Missing Link Between Job Satisfaction and Correctional Staff Behavior: The Issue of Organizational

Commitment." *American Journal of Criminal Justice*).

Shannon M. Barton

JOURNAL PUBLICATIONS CONT'D

Eric Lambert, Nancy Lynne Hogan, and Shannon M. Barton, (forthcoming). "The Impact of Job Satisfaction on Turnover Intent: A Test of Structural Measurement Model Using a National Sample of Workers." *The Social Science Journal*.

Paul Knepper, and Shannon M. Barton, (1998). "Cross-Training as a Means of Court Reform in Child Protection Proceedings." Brandeis Journal of Family Law 36 (Fall): 511-550.

Paul Knepper, and Shannon M. Barton, (1997). "The Effect of Courtroom Workgroups on Child Maltreatment Proceedings." Social Service Review 71 (June): 288-308.

Paul Knepper, and Shannon M. Barton, (1996). "Informal Sources of Delay in Child Maltreatment Proceedings: Evidence from the Kentucky Court Improvement Project." Juvenile and Family Court Journal 47 (Fall): 23-35.

Brandon K. Applegate, Francis T. Cullen, Shannon M. Barton, Pamela J. Richards, Lon Lanza-Kaduce, and Bruce G. Link, (1995) "Public Support for Drunk Driving Counter Measures: Social Policy for Saving Lives." Crime & Delinquency 41 (April): 171-190.

GRANTS/GRANT ACTIVITY

Shannon M. Barton (principle investigator) (October 1, 1999 to September 30, 2000) *Ferris State University/Grand Rapids Community College 1999-2000 Michigan College/University Partnership (MICUP) Program*. State of Michigan Department of Education. Under Consideration. Proposed Award Amount = \$55,326

Shannon M. Barton (co-evaluator) (December, 1999 to May 2001). *Evaluation of the CHANGE program and its impact on inmates and staff at the Michigan Reformatory*. National Institute of Justice. Award Amount = \$49,013

Shannon M. Barton (contracted evaluator/steering committee) David Borth (Project Director, Big Rapids, MI Public Schools) (September, 1999-August, 2002). Proposal submitted to the U.D. Departments of Education, Justice, & Health & Human Services, Safe and Drug Free Schools and Communities. *S.A.F.E. 2000 A S.A.F.E. Schools--Healthy Students Community Model*. Proposed contract as external evaluator through Michigan Center for Prevention of Violence in Schools and steering committee member. Proposed Contract Award Amount = \$67,120 (total grant award requested = \$1,977,860)

Shannon M. Barton (contracted evaluator) David Borth (Project Director, Big Rapids, MI Public Schools). (August 24, 1999-September 30, 2002). *SAFE 2000-21<sup>st</sup> Century Community Learning Centers*, U.S. Department of Education, Contracted as external evaluator through Michigan Center for Prevention of Violence in Schools. Contract Award Amount = \$55,488 (total grant award = \$3,547,676).

Shannon M. Barton

Shannon M. Barton (principle investigator) (January 1, 1999-December 31, 1999). *Ferris State University/Grand Rapids Community College 1999-2000 Michigan College/University Partnership (MICUP) Program*. State of Michigan Department of Education. Award Amount = \$49,229

Shannon M. Barton (principle investigator) (April, 1999-December, 1999). *A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions*. Ferris State University, Faculty Research Grant. Award Amount = \$5,312

Shannon M. Barton (co-author), Nancy Lynne Hogan (principle investigator) (April, 1999-February, 1999). *Undergraduate Academic Dishonesty: An Examination of Behaviors and Perceptions at Ferris State University*. Ferris State University, Faculty Research Grant. Award Amount = \$1,743

Shannon M. Barton (principle investigator) (March 1, 1999-June 18, 1999). *Creation of Seminar in Juvenile Justice (CRIM 670) Course for the Master of Science in Criminal Justice Administration Program*. Ferris State University, Faculty Development Grant, Award Amount = \$700

Shannon M. Barton (1997-1998 & 1998-1999) Timme Mini Travel Grant. Ferris State University. Award Amount = \$400

#### AGENCY EVALUATION REPORTS

Paul Knepper and Shannon M. Barton (1997). "Final Report on Kentucky's Cross-Training and Tracking Initiatives." Report presented to Chief Justice Robert F. Stephens, Kentucky Supreme Court, Paul Isaacs, Director, Administrative Office of the Courts, Susan Stokley Clary, General Counsel and Clerk of the Supreme Court, and the Kentucky Court Improvement Project Advisory Board.

Paul Knepper, and Shannon M. Barton, (1996). "Kentucky Court Improvement Project: First Year Assessment and Recommendations." Report presented to Chief Justice Robert F. Stephens, Kentucky Supreme Court, Paul Isaacs, Director, Administrative Office of the Courts, Susan Stokley Clary, General Counsel and Clerk of the Supreme Court, and the Kentucky Court Improvement Project Advisory Board.

Edward J. Latessa, Shannon M. Barton, and Stephen Holmes, (1995). "Clermont County Juvenile Court Report." Report presented to Clermont County Juvenile Court, Batavia, Ohio.

Edward J. Latessa, Robert H. Langworthy, and Shannon M. Barton, (1994). "Final Report on the Implementation of the Youth at Risk Program Cincinnati Ohio." Report presented to Youth Opportunities United, Inc., Cincinnati, Ohio.

Shannon M. Barton

Edward J. Latessa, Robert H. Langworthy, and Shannon M. Barton, (1994). "Second Report on Implementation of the Youth at Risk Program, Cincinnati, Ohio." Report presented to Youth Opportunities United, Inc., Cincinnati, Ohio.

Edward J. Latessa, Robert H. Langworthy, and Shannon M. Barton, (1993). "Interim Report on Implementation of the Youth at Risk Program, Cincinnati, Ohio." Report presented to Youth Opportunities United, Inc., Cincinnati, Ohio.

Ken Ayers, Terry Edwards and Shannon Barton, (1991). "A Geographical Analysis of Violent Crime in Kentucky--1988." University of Louisville, Press.

### PAPERS/PRESENTATIONS

Nancy Lynne Hogan, Shannon M. Barton, and Eric Lambert (November, 1999). "Undergraduate Student Ethical Dilemmas: The Nature, Extent, and Response to the Problem." American Society of Criminology Annual Conference in Toronto, Canada.

Nancy Lynne Hogan, Shannon M. Barton, and Eric Lambert (October, 1999). "Undergraduate Student Ethical Dilemmas: The Nature, Extent, and Response to the Problem." Midwestern Criminal Justice Association Annual Conference in Chicago, Illinois.

Shannon M. Barton and Eric Lambert (March, 1999). "The Connection Between Child Maltreatment and Delinquency: What is the Relationship?" Paper accepted for presentation to the Academy of Criminal Justice Sciences Annual Conference in Orlando, FL.

Shannon M. Barton (November, 1998). "Who Am I? What Am I to Do?: Issues of Competing Domains of Correctional Officer Roles." Paper presented to the American Society of Criminology Annual Conference in Washington, DC.

Eric Lambert, Nancy Lynne Hogan, and Shannon M. Barton (November, 1998). "To Withdraw or not to Withdraw?: The Consequences of Job Satisfaction and Organizational commitment Among Correctional Staff." Paper presented to the American Society of Criminology Annual Conference in Washington, DC.

Eric Lambert, Nancy Lynne Hogan, Shannon M. Barton, and Velmer S. Burton (October, 1998). "Re-examining Correctional Staff Turnover: A Discussion of the Measurement and Testing of a Causal Model." Paper accepted for presentation to the Midwestern Criminal Justice Association Annual Conference in Milwaukee, WI.

Shannon M. Barton, Kathleen M. Olivares and Velmer S. Burton (March, 1998). "Changing Roles of Prison Industries: A National Survey." Paper presented to the Academy of Criminal Justice Sciences in Albuquerque, NM.

Paul Knepper and Shannon M. Barton (October, 1997). "Statewide Cross-Training as a Means of Court Reform: A Preliminary Analysis." Presented to the Southern Criminal Justice Association in Richmond, VA.



Shannon M. Barton (April, 1997). "Juvenile Defense in Kentucky: How Adequate Is It?" Presented to the North Central Sociological Association in Indianapolis, IN.

Paul Knepper and Shannon M. Barton (March, 1997). "The Potential of Statewide Crosstraining as a Means of Court Reform." Presented at the Academy of Criminal Justice Sciences in Louisville, KY.

Shannon M. Barton and Paul Knepper (September, 1996). "A Cross-Training Approach to Court Improvement: A Preliminary Analysis." Presented to the Southern Criminal Justice Association in Savannah, GA.

Chaired Panel titled "Victims' Rights Issues" at the Southern Criminal Justice Association's Professional meeting (September, 1996).

Paul Knepper, and Shannon M. Barton (March, 1996). "Informal Sources of Delay in Child Maltreatment Proceedings: Evidence from the Kentucky Court Improvement Project." Presented to the Academy of Criminal Justice Sciences in Las Vegas, NV.

Paul Knepper, and Shannon M. Barton (March, 1996). "The Impact of the Courtroom Workgroup in Child Maltreatment Proceedings." Presented to the Academy of Criminal Justice Sciences in Las Vegas, NV.

Chaired Panel titled "Critical Issues in Domestic Violence" at the Academy of Criminal Justice Sciences Professional meeting (March, 1996).

Shannon M. Barton, and Paul Knepper (September, 1995). "Understanding the Barriers to Effective Implementation of Federal Court Reform of Child Maltreatment Proceedings." Presented to the Southern Criminal Justice Association in Gatlinburg, TN.

Brandon K. Applegate, Francis T. Cullen, Shannon M. Barton, Pamela J. Richards, Lon Lanza-Kaduce, and Bruce G. Link, (November, 1994). "Public Support for Drunk Driving Counter Measures: Social Policy for Saving Lives." Presented to American Society of Criminology in Miami, FL.

Shannon M. Barton, (March, 1994). "Interim Report on the Implementation of the Youth at Risk Program Cincinnati Ohio." Presented to Academy of Criminal Justice Sciences in Chicago, IL.

Liqun Cao, Francis Cullen, and Shannon M. Barton, (March, 1994). "Social Determinants of Willingness to Shoot." Presented to Academy of Criminal Justice Sciences in Chicago, IL.

Shannon M. Barton, (October, 1992). "A Descriptive Analysis of Drug Screening, Testing, Treatment and Education in Secure Juvenile Detention Facilities." Presented to the Southern Criminal Justice Association in Gatlinburg, TN.

Shannon M. Barton

Ken Ayers, Terry Edwards, and Shannon Barton, (October, 1991). "A Geographical Analysis of Violent Crime in Kentucky--1988." Presented to the Southern Criminal Justice Association in Montgomery, AL.

Shannon Barton, and Bridget Bourg (October, 1990). "The Public's Perception of Police." Presented to the Southern Criminal Justice Association in New Orleans, LA.

## RESEARCH EXPERIENCE

- 1998- present      Research Analyst, Michigan Center for the Prevention of Violence in Schools. Assisted in the creation of the MCPVS in 1998 at Ferris State University. Responsibilities include coordinating evaluation activities which encompasses developing evaluation instruments, administering surveys, analyzing data, writing reports, consulting with external entities for evaluation services.
- 1999                Co-researcher with Dr. Nancy Lynne Hogan and Dr. Eric Lambert. A study to assess the impact of non-voluntary participation in the Strategies to improve Thinking Processes program implemented at the Michigan Reformatory in Ionia, MI. Duties include: creation of data collection instruments, conducting interviews and file reviews, and writing evaluation reports.
- 1995-1998        Research Associate with Dr. Paul Knepper, East Carolina University and the Kentucky Administrative Office of the Courts. A grant sponsored by the U.S. Department of Health and Human Resources. Duties include: creating data collection instruments, administering surveys, conducting interviews, court observations, focus groups, and file reviews, and writing evaluation reports.
- 1996                Assessed data on juvenile representation collected by the Kentucky Children's Law Center, Covington, KY. A grant sponsored by the Office of Juvenile Justice and Delinquency Prevention. Duties include: data assessment, and writing findings and methodology sections.
- 1994-1995        Research Assistant to Dr. Edward Latessa University of Cincinnati. A grant sponsored by RECLAIM Ohio Act. Duties include creating data collection instruments collection of data computer training and writing of evaluation reports.
- 1995                Assisted in data collection for Dr. Edward Latessa, Melissa Moon and Brandon Applegate. A grant sponsored by the Ohio Department of Youth Services. Responsibilities include conducting in-person interviews with various court personnel directly involved with the RECLAIM Ohio Act.

Shannon M. Barton

- 1994 Assisted in data collection for Dr. Edward Latessa, Dr. Robert Langworthy and Dr. Lawrence Travis. A grant sponsored by Office of Criminal Justice Services. Responsibilities include data collection from designated probation departments throughout the state of Ohio.
- 1993-1994 Research Assistant to Dr. Edward Latessa, and Dr. Robert Langworthy, University of Cincinnati. A grant sponsored by Youth Opportunities United, Inc. Duties include collection of data, creating and administering interviews, and surveys, and writing of evaluation reports.
- 1991-1992 Research Assistant to Dr. Bruce Wolford, Department of Corrections, Eastern Kentucky University, and Earl Dunlap, President, National Juvenile Detention Association. A grant sponsored by the Kentucky Cabinet for Human Resources and the National Juvenile Detention Association. Duties included all phases of creating and administering a survey of all the secure juvenile detention facilities in the United States. Was also responsible for data entry and analysis.
- 1991 Research Assistant to Dr. Ken Ayers, Criminal Justice Program, Kentucky Wesleyan College, and Terry Edwards, J.D., School of Justice Administration, University of Louisville. A grant from EPSCoR 1991 Regional Universities Visiting Scholars Program. Duties included data entry and graphic design.
- 1989-1991 Research Assistant to the Criminal Justice Research Center, Kentucky Wesleyan College, Owensboro, Kentucky. Duties included data collection, entry and graphic design.

### TEACHING EXPERIENCE

1997-present Ferris State University, Big Rapids, MI, Department of Criminal Justice, Assistant Professor, tenure track

**Courses taught:**

Undergraduate: Introduction to Criminal Justice; Corrections and Society; Delinquency Prevention and Control; Seminar in Juvenile Justice; Criminal Justice Assessment

Graduate: Nature of Crime, Seminar in Corrections; and Criminal Justice Overview; Graduate Topics: Seminar in Juvenile Justice; served on approximately 20 thesis and policy paper committees.

1996-1997 Northern Kentucky University, Highland Heights, KY, Department of Political Science, one year full-time temporary appointment

**Courses taught:** Introduction to Criminal Justice; Conceptual Foundations in Criminal Justice; White Collar/Organized Crime; Politics of Crime; Victims and the Law; and Special Topics: Juvenile

Shannon M. Barton  
Justice Systems; and Correctional Administration.

1993-1996

Northern Kentucky University, Highland Heights, KY, Department of Political Science, adjunct faculty

Courses taught: Introduction to Criminal Justice, three semesters; Conceptual Foundations in Criminal Justice, three semesters; Special Topics: Juvenile Justice Systems.

Summer, 1994

University of Cincinnati, Cincinnati, OH, Division of Criminal Justice, adjunct faculty

Course taught: Philosophy of Punishment, 1994.

COMMITTEES

1998-1999

Ferris State University  
Social Awareness, University Committee  
Annual Donor Dinner, College of Education, Co-Chair  
Looking to the Futures Conference, University Steering Committee  
School of Criminal Justice Program Development Committee  
School of Criminal Justice Graduate Committee  
School of Criminal Justice Development Committee

1998

Southern Criminal Justice Association, Student Awards Committee

1997

Ferris State University, Student Judicial Services, University Committee on Discipline

1995

Academy of Criminal Justice Sciences, Teller's Committee. Responsibilities included counting votes for various electorate positions.

CRIMINAL JUSTICE WORK EXPERIENCE

1990-1991

Resident Monitor  
Dismas House Charities, Inc.

Responsibilities included the custody, security, control and maintenance of the facilities and residents. Also developed and administered a survey pertaining to the educational needs of the residents.

WORK EXPERIENCE

1998- present      Research Analyst  
Michigan Center for the Prevention of Violence in Schools  
Ferris State University

Assisted in the creation of the MCPVS in 1998 at Ferris State University. Responsibilities include coordinating evaluation activities which encompasses developing evaluation instruments, administering surveys, analyzing data, writing reports, consulting with external entities for evaluation services.

1997-1998      Policy Analyst  
School of Social Work  
East Carolina University

Hired to work as a consultant and policy analyst on a grant written jointly with the Kentucky Administrative Office of the Courts. Responsibilities include coordinating site visits for Kentucky Court Improvement Project Cross-Training Initiative, conducting interviews of participants, and drafting written reports.

1995-1997      Research Associate  
Department of Political Science  
Northern Kentucky University

Hired to work as an associate to Dr. Paul Knepper, East Carolina University, on a grant written jointly with the Kentucky Administrative Office of the Courts. Responsibilities include the development and administration of survey and interview instruments, court observations, data analysis, and report writing.

1993-1995      Graduate Assistant  
Department of Criminal Justice  
University of Cincinnati

Responsibilities include the development of survey and interview instruments, data collection, and evaluation analysis.

1991-1992      Graduate Intern  
Training Resource Center  
Eastern Kentucky University

Responsibilities included the development of survey instruments, data collection, and conference facilitator.

1989-1991      Student Assistant  
Criminal Justice Department  
Kentucky Wesleyan College

Responsibilities included Criminal Justice student recruiting, proctoring exams, grading exams, and various other office procedures.

**PROFESSIONAL ASSOCIATIONS**

Academy of Criminal Justice Sciences  
American Society of Criminology  
Correctional Industries Association  
Midwestern Criminal Justice Association  
Southern Criminal Justice Association

**REFERENCES**

Dr. Edward Latessa, Department Head  
College of Education  
Division of Criminal Justice  
PO Box 210389  
University of Cincinnati  
Cincinnati, OH 45221-0389  
(513) 556-5836

Dr. Velmer S. Burton, Jr.  
Ferris State University  
Department of Criminal Justice  
1349 Cramer Circle, 501 BI  
Big Rapids, MI 49307  
(616) 592-2710

Dr. Francis Cullen,  
College of Education  
Division of Criminal Justice  
PO Box 210389  
University of Cincinnati  
Cincinnati, OH 45221-0389  
(513) 556-5827

**ALAN W. CLARKE, J.D., LL.M.**  
**ASSISTANT PROFESSOR OF CRIMINAL JUSTICE**  
**FERRIS STATE UNIVERSITY**  
**1804 NORTH STATE STREET**  
**BIG RAPIDS, MICHIGAN 49307**  
**(231) 796-9275 (HOME)**  
**(231) 591-5865 (OFFICE)**

#### **EDUCATION**

Queen's University, Kingston, Ontario Thesis: <i>Procedural Labyrinths and the Injustice of Death: A Critique of Death Penalty Habeas Corpus</i>	LL.M. 1994 (Human Rights Law)
College of William and Mary	J.D. 1975
College of William and Mary	B.A. 1972 (Philosophy)
Western Michigan University	Ph.D. candidate 1998 - present (Sociology)

#### **ACADEMIC APPOINTMENTS**

Ferris State University Assistant Professor of Criminal Justice	Criminal Justice Department 1997 - present
Michigan Technological University Visiting Scholars Program	Humanities Department Summer 1998 Summer 2000
Gogebic Community College Adjunct Professor of Criminal Justice	Criminal Justice 1995 - 1996
Rappahanock Community College Adjunct Professor of Business	Business Department 1987 - 1988

#### **RESEARCH INTERESTS**

Capital punishment; police misconduct; habeas corpus; human rights law; international human rights law; law of indigenous peoples; critical legal studies; legal history; communications law; comparative law (particularly Canada, Australia, New Zealand and the United Kingdom)



# Criminal Justice Administration

APRC 2001-2002

section 5 of 6

## PUBLICATIONS

Alan W. Clarke and Laurie Anne Whitt, *University Senates and the Law: A Case Study* 15 THOUGHT AND ACTION: THE NEA HIGHER EDUCATION JOURNAL, No. 2, 119 (Fall 1999)

Alan W. Clarke, Book Review, *Queen's Law Journal* reviewing: Jim Hornby, *In the Shadow of the Gallows: Criminal Law and Capital Punishment in Prince Edward Island, 1769-1941*, 24 QUEEN'S L.J. 327 (1998)

Alan W. Clarke, *Habeas Corpus: The Historical Debate*, 14 N.Y.L. SCH. J. OF HUM. RTS. 375 (1998)

Alan W. Clarke, *Procedural Labyrinths and the Injustice of Death: A Critique of Death Penalty Habeas Corpus, (Part Two)*, 30 U. RICH. L. REV. 303 (1996)

Alan W. Clarke, *Procedural Labyrinths and the Injustice of Death: A Critique of Death Penalty Habeas Corpus, (Part One)*, 29 U. RICH. L. REV. 1327 (1995)

Alan W. Clarke & Steven Pershing, *Back to the future: Local redistricting for minority votes in Virginia*, 3 VA. TR. L. ASSOC. L.J. 19 (1991)

Alan W. Clarke, *Virginia's Capital Murder Sentencing Proceeding: A Defense Perspective*, 18 U. RICH. L. REV. 341 (1984)

## IN PRESS

Alan W. Clarke and Eric Lambert, *Executing the Innocent: The Next Step in the Marshall Hypothesis*, N.Y.U. REV. L. & SOC. CHANGE (in press).

Eric Lambert and Alan Clarke, *The Impact of Information on an Individual's Support for the Death Penalty: A Partial Test of the Marshall Hypothesis Among College Students*, CRIMINAL JUSTICE POLICY REVIEW (in press).

## UNDER REVIEW

Eric Lambert, Alan W. Clarke & Janet Lambert, EXECUTIONS AND IGNORANCE: ARE CRIMINAL JUSTICE MAJORS BETTER INFORMED THAN OTHER MAJORS ABOUT CRIME AND PUNISHMENT?

## BOOK CONTRACT

I have signed a book contract with Austin & Winfield, an imprint of University Press of America, for a manuscript entitled: *Liability Issues for Police and Correctional Officers: A Casebook on Officer Misconduct*.

## OTHER WORKS IN PROCESS

Laurie Anne Whitt and Alan W. Clarke, an edited reader in the radical philosophy of law

### PROFESSIONAL ACTIVITIES

Generalist track coordinator for the Criminal Justice Department at Ferris State University. Duties include development of the program, organizing and presenting orientation programs and advising students within this track.

*Comparison of Criminal Justice and Other Student's Attitudes About Capital Punishment*, to the American Society of Criminology's annual conference in San Francisco on November 16, 2000 with Eric Lambert.

*The Impact of Empirical Data on the Shaping of Death Penalty Views of Undergraduate Students at a Michigan University* to the American Society of Criminology's annual conference in Toronto on November 18, 1999 with Eric Lambert

Cambridge University Press: prepublication book review of *Capital Punishment: Strategies for Abolition*, edited by Peter Hodgkinson and William Schabas.

Wadsworth Publishing Company: prepublication book review of Ferdico's *Criminal Procedure for the Criminal Justice Professional 7<sup>th</sup>*

Lectured on "Computer assisted research methods using the Lexis-Nexis database" to faculty and students at Michigan Technological University and Ferris State University on six different occasions from 1998 to present

Lectured on "Finding and presenting mitigating evidence in capital cases" to death penalty lawyers at the University of Richmond School of Law in the Fall of 1986

### PROFESSIONAL ORGANIZATIONS

American Society of Criminology  
Canadian Law and Society Association  
American Civil Liberties Union (volunteer attorney)  
National Association of Criminal Defence Lawyers

Michigan State Bar  
Virginia State Bar  
National Lawyers Guild

### TEACHING

Graduate  
Communications Law

Legal Issues - Liability for Police and Corrections Officer's Misconduct  
Personnel Legal Issues

Supervision of graduate theses:

- death penalty research regarding the Marshall hypothesis
- history of capital punishment
- attitudes towards the death penalty

### **Undergraduate**

Criminal Law

Corrections Law\*

White Collar Crime

Michigan Criminal Law\*

Corrections Report Writing

Supervision and Management  
in Criminal Justice

Criminal Procedure

The Court System

Business Law

Michigan Criminal Procedure\*

Generalist Assessment Course

Organization, Behavior and Administration  
in Criminal Justice Agencies

\* I am certified to teach, and have taught, law enforcement and corrections certification courses under the Michigan COLES and MCOTC requirements.

### **UNIVERSITY SERVICE**

Senator, Academic Senate (2000 - present)

University wide - Library Committee (1998 - present)

University wide - Human Subjects Review Board (1999 - present)

Criminal Justice - Chair of the Committee on Forensics Certification (1999 - present)

Criminal Justice liaison to the library (1998 - present)

### **INVITED ACADEMIC LECTURES**

**2000**

"The Court System: History and Structure" to Justice Learning Community at Ferris State University

**1999**

"Corporate Crime and the Critical Legal Studies Perspective" to Political Philosophy class at Michigan Technological University

"Junk Science and Science and the Law" in a class on Science, Pseudo-science and the Abuse of Science at Michigan Technological University

“Criminal Justice as a Part of a Liberal Education” to criminal justice students and faculty at the University of Tampa, Florida

**1998**

“Corporate Crime and the Critical Legal Studies Perspective” to Political Philosophy class at Michigan Technological University

“Junk Science and Science and the Law” to a class on Science, Pseudo-science and the Abuse of Science at Michigan Technological University

**1997**

“The case against capital punishment” presented to two Ethics classes at Michigan Technological University

“Story-telling, censorship and the media” to a Composition class at Michigan Technological University

“Capital punishment: issues in the American Society” to a Sociology class at Michigan Technological University

“The case against capital punishment” to Conflict Management in Corrections class at Ferris State University

“The Coercive Force of Law” from a Critical Legal Studies Perspective to Political Philosophy class at Michigan Technological University

“Junk Science and Science and the Law” to a class on Science, Pseudo Science and the Abuse of Science at Michigan Technological University

**1996**

“Ethical and Jurisprudential problems presented by *Daubert v. Merrill Dow*” to Science, Pseudo-science and the Abuse of Science class at Michigan Technological University

“Engineering and the law: Employee rights, liability and expert witnesses” to Engineering Ethics class at Michigan Technological University

“Legal aspects of environmental ethics” to Environmental Ethics class at Michigan Technological University

“Issues in academe: scientific misconduct, sexual harassment and employee/employer relationships” to the Michigan Technological University chapter of the American Association of University

## Professors

“Labor Law and University Staff” presented to the MTU Committee On Professional Staff

## 1995

“Scientific Evidence and the Legal System” to a graduate level course in Science as Social Knowledge at Michigan Technological University

## SERVICE

Selected service to the University:

Academic Senate

University Library Committee

University Human Subjects Review Committee (HSRC).

Criminal Justice liaison to the library

Senate elections committee

Committee on WebCT.

## LEGAL EXPERIENCE

### Significant Briefs

Brief Amici Curiae Virginia Trial Lawyers Association and Virginia Affiliate of American Civil Liberties Union, *Badwin v. United States* (speedy trial, constitutional issues on a petition for certiorari in the United States Supreme Court)

Brief Amicus Curiae of Association of Trial Lawyers of America in *DiAntonio v. Northhampton-Accomack Memorial Hospital* (constitutionality of medical malpractice caps on appeal to the United States Court of Appeals for the Fourth Circuit)

### Admitted to Practice Before

United States Supreme Court

Michigan Supreme Court

Virginia Supreme Court

United States Circuit Court of Appeals for the Fourth Circuit

United States Circuit Court of Appeals for the Sixth Circuit

United States District Court for the Eastern District of Virginia

United States Bankruptcy Court for the Eastern District of Virginia

United States District Court for the Western District of Michigan.

## **Work History**

Solo practice in Chassell, Michigan, 1994 - 1997

Partner - Clarke & Clarke, 1981-1993

Associate - Clarke & Johnston, P.C. 1975-1981

## **Trial Experience**

Indian law, capital murder, habeas corpus (including death row representation); civil rights law, including police misconduct, environmental litigation, including toxic tort, land use, water rights and forestry litigation, including Michigan forest policy litigation (*Sierra Club v. DNR*), mine siting, oyster ground litigation and administrative remedies; torts, including accidents, maritime personal injury litigation, malpractice; labor law (union); voting rights and civil rights, representation of lawyers and dissidents, ACLU cooperating attorney

## **Poverty Law**

Board of Directors of Rappahannock Legal Services, Inc. 1980-1993, President 1989-1992, Vice President 1988

Counsel for the SAIF Water Committee, Lancaster/Northumberland Interfaith Service Council 1991 to present

## **Human Rights**

Lead counsel *Jones v. Murray*, post-conviction capital murder case through entire habeas corpus process including all appeals and successor petitions

Voting rights litigation for the Virginia ACLU

Labor organizing - first successful fishermen's union south of Mason-Dixon line in 1988 - Reedville Fishermen's Association, and merger with United Food & Commercial Workers Union Local 400, local counsel to UFCW Local 400 to 1993

Counsel for "Fight For Justice," a group of dissident Anishinabe at Keweenaw Bay Indian Community in a struggle to regain voting rights arbitrarily stripped by the Tribal Council

Assisted lawyers in Mexico in representation of a transportation workers union, SUTAU, which was illegally declared bankrupt and its leaders and lawyers jailed after the union expressed its support for the EZLN uprising in Chiapas; argued on behalf of the union and the Democratic National Convention before the Secretaria De Gobierno, Direccion General Regional Norte, in Mexico City.

## **Bar Activities**

President Northern Neck Bar Association 1993; Chairperson, Board of Trustees of Regional Law Library 1978-1993; Liaison to Virginia Public Defender Commission (listing attorney's qualified for appointment in capital cases)

Virginia Bar Association 1975-1993; Boyd Graves Committee 1978-1992 (conference by invitation only with goal of improving system of justice in procedural matters) Virginia Trial Lawyers Association 1976-1993; Amicus Curiae Committee 1977-1979

United States Magistrates Nominating Commission, E.D. Va., Richmond Div. (twice)

Commissioner in Chancery, acting as Special Commissioner at the direction of the Circuit Court Judge; Special Justice, Lancaster County, Virginia

### **Awards & Honors**

Recognized for Pro Bono work in Michigan by the Michigan State Bar in 1997

Certificate of Recognition for Public Service from the College of William and Mary in connection with the Tercentenary Celebration, October 20-24, 1993

Certificate of appreciation from the SAIF Water Committee of Interfaith Service Council, August 27, 1993

Special recognition for excellence in "Legal Redress" from The Lancaster County Branch NAACP, July 9, 1993

Certificate of Appreciation from the Special Committee on Access to Legal Services of the Virginia State Bar for "exceptional pro bono service" May 5, 1993

Award of Gratitude from the Reedville Fishermen's Association for devoted service (the RFA was the first successful fishermen's union south of the Mason-Dixon line which later merged with the United Food & Commercial Workers Union Local 400), 1989

Listed in Marquis, *Who's Who In American Law*

To be listed in Marquis, *Marquis Who's Who in America*, 2001 Ed.

Included in two publications of the International Biographical Centre: *2000 Outstanding Scholars of the 20<sup>th</sup> Century* and the Second Edition of *Outstanding People of the 20<sup>th</sup> Century*



## REFERENCES

Allan Manson,  
Professor, Faculty of Law  
Queen's University,  
Kingston, Ontario K7L 3N6  
(613) 545-2220

Philip Goldman, Professor,  
Faculty of Law and Policy Studies Faculty (joint appointment)  
Queen's University  
Kingston, Ontario K7L 3N6  
(613) 545-2220

Kent Willis, Director  
ACLU of Virginia  
6 N. 6th Street, Suite 400  
Richmond, Virginia 23219  
(804) 644-8080

Gordon Bale, Professor Emeritus  
Faculty of Law  
Queen's University,  
Kingston, Ontario K7L 3N6  
(613) 545-2220

Dr. Jennifer Daryl Slack  
Humanities Department  
Michigan Technological University  
Houghton, MI 49931  
(906) 487-3228

Dr. Eric Lambert  
School of Criminal Justice  
Ferris State University  
Big Rapids, MI 49307  
(231) 591 - 5013



***Rhonda K. DeLong, Ph.D. MCOLES Certified  
Police Officer***

## **CURRICULUM VITA**

### **EDUCATION**

- Ph.D.** Western Michigan University, 1997  
Department of Sociology
- Major area of study: Community Policing
- Dissertation: *An analysis of police perceptions of community  
policing and female officers.*
- Advisor: Dr. Susan Caringella-MacDonald
- 
- M.A.** Western Michigan University, 1994
- Master's Thesis: *The community policing philosophy at work:  
It's influence on police-community complaints  
in Kalamazoo, Michigan.*
- 
- SPADA** Western Michigan University  
Specialty Degree in Alcohol and Drug Abuse
- 
- B.S.** Western Michigan University  
Double major: Criminal Justice and Sociology, 1989
- 
- A.A.S.** Kalamazoo Valley Community College, 1985  
Law Enforcement

## ACADEMIC APPOINTMENTS

**1998**  
To Present      **Assistant Professor**  
Indiana University South Bend  
School of Public and Environmental Affairs  
South Bend, Indiana 46634

**1997-**  
**1998**      **Instructor**  
Indiana University South Bend  
School of Public and Environmental Affairs  
South Bend, IN 46634

**1995-**  
**1996**      **Visiting Lecturer**  
Indiana University South Bend  
School of Public and Environmental Affairs  
South Bend, IN 46634

**1993-**  
**1994**      **Part-Time Instructor**  
Western Michigan University  
Department of Sociology  
Kalamazoo, MI 49008

**08/94-**  
**12/94**      **Part-Time Instructor**  
Kalamazoo Valley Community College  
Sociology  
Kalamazoo, MI 49009

### TEACHING ASSIGNMENTS:

Indiana University South Bend

*Undergraduate:* Criminal Investigation

Introduction to American Law Enforcement

Sex Crimes

Gangs and Youth Violence (class I developed)

Police Administration

Police in the Community

Police Operations

American Criminal Justice System

Introduction to Corrections

*Graduate:* Law and Control in Society

Criminal Justice Systems

**Western Michigan University:**

*Undergraduate:* Sociology of Law Enforcement

**Kalamazoo Valley Community College:**

*Undergraduate:* Contemporary Social Problems

**Work Experience:**

**Substance Abuse Prevention Specialist/Coordinator:** Van Buren County Public Health Department. Developed educational programming for grades K-12, County Jail, and community groups/organizations. Worked in Middle and High schools on conflict resolution skills, preventing gang affiliation, and Substance use/abuse education and prevention. Created, developed, and implemented programs designed to reduce and prevent alcohol and other drug use/abuse. Developed and implemented the first Victim Impact Panel in Van Buren County, served as president of the Tri-County Coalition on Alcohol and Other Drugs. (1991-1995)

**Crime Prevention Organizer:** Vine Neighborhood, Kalamazoo, Michigan. Assisted the Department of Public Safety and Neighborhood Liaison Officers in developing and implementing crime prevention strategies. Worked closely with neighborhood organizations in initiatives to improve the quality of life in the community. Targeted the problem of crack cocaine dealing in the area by developing programs/strategies to reduce the incidence of dealing. Assisted residents in target-hardening activities and conducted neighborhood meetings to inform residents on crime prevention issues. (1990-1991)

**Police Officer:** Village of Lawrence, MI 1991- (part-time)

City of Plainwell, MI. 1989 (part-time)

City of Portage, MI. 1987-1988 (full-time)

City of Marshall, MI. 1985-1987 (full-time)

Duties included: enforcing State laws and city ordinances, traffic control, investigation of crime, intoxicated driver enforcement, domestic violence response, motorized, foot, and bicycle patrol, community interaction, and court appearances. Currently assisting Lawrence Police department in policy development.

**Veterinary Technician:** Portage Animal Hospital 1973-1985. Assisted in surgical procedures, laboratory analysis, animal caretaking, and served as surgical anesthesiologist.

### **Publications:**

Book Chapter: *Issues in Community Policing*: Chapter 14.  
"Police-Community Partnerships: Neighborhood Watch  
and the Neighborhood Liaison Officer Program in  
Kalamazoo, Michigan." March 1995. Anderson Publishing  
Monograph Series.

*Community Policing Exchange*. "Problem-Solvers Wanted:  
How to Tailor Your Agency's Recruiting Approach."  
Publication of the Community Policing Consortium, Washington, D.C.  
March/April 1999

### **Current Projects:**

"*Reserve Officer Typology*" A research project designed to identify the  
types of individuals who are selected to serve as reserve officers and to  
identify their role within the community and police department.

*Blonde with a Badge: Arresting the Myths of Women in Policing*. A  
text which examines the role of women and their impact on policing.

"*An Evaluation of Police Calls for Service in a Small Town Police  
Department*." This project examines the type of call received, how  
the officer handled the call (formally or informally), and how the type of  
call reflects the community.

### **Unpublished Papers:**

"Toward a Better Understanding: Theoretical Integration, Police Use of  
Force, and Rodney King."

"Militarism and the Police."

"Creating an Environment for Corruption: Community Policing?"

"Preventing Police Abuse of Power: A Strategy for Social Change."

"The Victim Impact Panel in Van Buren County."

### **Topics for Future Research: (working papers)**

Hate Groups in the Midwest

The Peacemaking Perspective and Community Policing

The Influence of Military Experience on Police Perceptions of  
Women in Policing and Community Policing.

The Influence of Higher Education on Successful Implementation of  
Community Policing.

Social Control Theory and Community Policing  
Shooting Deaths of Indiana Police Officers

• **Presentations:** (dates on request)

North Central Sociological Association, Dearborn, MI  
Society for the Study of Social Problems, Cincinnati, OH  
Society for the Study of Social Problems, Pittsburgh, PA  
Academy of Criminal Justice Sciences, Chicago, IL  
Michigan Sociological Association, Kalamazoo, MI  
Midwestern Criminal Justice Association, Indianapolis, IN  
American Society of Criminology, Chicago, IL  
Urban Conference, Indiana University South Bend  
Criminal Justice Symposium, Indiana University South Bend  
Organized/Chaired panel on Community Policing: Chicago, IL  
Academy of Criminal Justice Sciences  
Organized/Chaired panel on Community Policing: Toledo, OH  
North Central Sociological Association

**Professional Organizations:**

Midwest Gang Investigator's Association  
Academy of Criminal Justice Sciences

**Honors and Awards:**

Gold Key National Honor Society Western Michigan University  
Alpha Phi Sigma: Western Michigan University  
Alpha Kappa Delta: Western Michigan University  
Dean's List 1989: Western Michigan University  
Recipient of Chair's Graduate Student Excellence Award: Western  
Michigan University.  
Nominated for Educator of the Year: Indiana University South Bend:  
1995-1998.  
Indiana University South Bend "Unsung Hero" Award.  
Gold Medal Winner: Pan American Master's Weightlifting  
Championships.

**Community Service Activities:**

Board member: Tri-County Coalition on Alcohol and Other Drugs.  
President: Tri-County Coalition 1992-1994  
Implemented and coordinated "Project Graduation" rallies in Van  
Buren County.  
Consulted with Kalamazoo Township Police department on Community  
Policing issues.  
Served as "McGruff the Crime Dog" in Lawrence, MI  
WMU Forum Series: Cable Television Series: Community Policing.  
Developed, organized, and implemented Victim Impact Panel in Van  
Buren County, MI.  
Assisted Dr. Katherine Karl with the Community Policing Task Force in

South Bend, Indiana.  
Developed selection and promotion questions for South Bend Police Dept.  
Faculty advisor for Criminal Justice Association, Indiana University  
South Bend.  
Search and screen committee (4 searches) Police/Security positions:  
Indiana University South Bend  
Served on committee to bring Sarah Brady to Indiana University  
South Bend.  
Member of General Studies Faculty committee: Indiana University  
South Bend  
Organized the 1998 Annual Criminal Justice Symposium: Indiana  
University South Bend  
Faculty Search and screen committee: Indiana University South Bend  
Participated in new student orientation night at Indiana University  
South Bend  
Assisted General Studies program in student portfolio review  
Worked (working) with local Girl Scout council on law enforcement  
badge requirements.  
Assisted in development and implementation of career fair: Indiana  
University South Bend  
Panel member: Criminal Justice Symposium 1995. Panel moderator:  
1996, Discussant: 1999.  
Will be working with South Bend Police department's Community  
Policing Task Force and Citizen's Police Academy  
Academic advisor for students: Indiana University South Bend  
Facilitated Juvenile Justice data gathering project: South Bend  
Interviewed by Channel 3 in Kalamazoo, MI regarding Los Angeles  
Riots.  
Interviewed by South Bend Tribune: School Violence  
Interviewed by South Bend Tribune: Police Deaths  
Invited to speak for South Bend's Lifelong Learning Series  
Member of South Bend's Speaker's Bureau  
Guest speaker for American Criminal Justice class: Indiana University  
South Bend  
Guest speaker for Introduction to Criminal Justice class: Western  
Michigan University  
Educator for consent probation program: Van Buren County Juvenile  
Court.

## **REFERENCES**

**Dr. Susan Caringella-MacDonald**  
Western Michigan University  
Department of Sociology  
Sangren Hall  
Kalamazoo, MI 49008  
616-387-5279

**Dr. Lewis Walker, Retired Chair Sociology Department**  
C/O Pat Martin  
Western Michigan University  
Department of Sociology  
Sangren Hall  
Kalamazoo, MI 49008  
616-387-5270

**Chief William Strong**  
Village of Lawrence, MI  
157 North Paw Paw Street  
Lawrence, MI 49064

**Dr. Barry Hancock**  
Southwest State University  
Sociology/Justice Administration  
Marshall, MN 56258  
507-537-7290

**Dr. Ken Mentor**  
New Mexico State University



**Nancy Lynne Hogan, Ph.D.**  
**527 Ridgeview Drive**  
**Big Rapids, Michigan 49307**  
**231-592-3104**

***Educational Background***

**Doctor of Philosophy (1996), Justice Studies, *Arizona State University*, Tempe, AZ 85287**

**Dissertation: "May The Force Be With You": Men and Women Detention Officers Using Force.**

**Honors: Graduate Teaching Assistant, 1992-1995**  
**Adjunct Teaching Associate, 1996**  
**ASU Teaching Assistant Excellence Award, April 1993; May, 1994**  
**Justice Studies Outstanding Teaching Associate, April, 1995**

**Master of Science (1991), Administration of Justice, *Mercyhurst College*, Erie, PA 16546**

**Thesis: "Testing AIDS Educational Methods for Inmates"**

**Honors: James V. Kinnane Outstanding Graduate Award**  
**National Dean's List**  
**Graduate Fellowship**

**Bachelor of Arts (1979), Criminal Justice, *Gannon University*, University Square, Erie, PA 16541**

**Honors: Magna Cum Laude**  
**Who's Who Among American Colleges**  
**Pi Gamma Mu Honor Social Science Fraternity**  
**Dean's List**

***Academic Teaching Experience***

**August, 1997-present Associate Professor, Graduate Program Coordinator**  
**School of Criminal Justice, Ferris State University, Big Rapids, Michigan,**  
**tenure-track.**

**Courses include: Nature of Crime (Graduate); Seminar in Corrections (Graduate); Research Methods (Graduate); Correctional Institutions; Correctional Clients; Introduction to Corrections; Crime Control Policy; Report Writing, Graduate Topics, and Comprehensive Critique/Exam.**

**May, 1996- July, 1997 Assistant Professor**  
**Sociology & Criminology, Morehead State University, Morehead,**  
**Kentucky**

Courses included: Contemporary Social Problems; Criminology; Seminar in Criminal Behavior; History of Corrections; Sex & Gender

1995-1996

**Adjunct Teaching Associate**

School of Justice Studies, Arizona State University, Tempe, Arizona  
Criminal Justice Administration, Arizona State University West, Phoenix, Arizona

Courses included: The Correctional Function; Basic Statistical Analysis

1992-1995

**Graduate Teaching/Research Assistant**

School of Justice Studies, Arizona State University, Tempe, Arizona

Courses included: Discretionary Justice; Women, Law & Social Control; The Correctional Function; Basic Statistical Analysis.

***Research and Teaching Interests***

My interests primarily lie in the field of Corrections, especially health & safety issues for officers and inmates; use-of-force in conflict situations; programming for inmates; gender-specific issues for inmates and officers; correctional & criminal justice policy; ethics; criminological theory, and criminal behavior.

***Scholarly Productivity***

**Published Works**

- May, 2001 "The Antecedents And Turnover Intent Withdrawal Consequences of Job Satisfaction: A Test of A Model Using a National Sample of Workers. co-authored by Eric Lambert and Shannon Barton. Article in *Social Science Journal*.
- Fall, 1999 "The Missing Link Between Job Satisfaction and Correctional Staff Behavior: The Issue of Organizational Commitment". co-authored by Eric Lambert and Shannon Barton. *American Journal of Criminal Justice*.
- June, 1997 "Social Construction of Target Populations and the Transformation of Prison-Based AIDS Policy: A Descriptive Case Study" pp.79-115  
Book Chapter in *Activism and Marginalization in The AIDS Crisis*.  
M. Hallett (ed.) San Francisco, CA: Haworth Press.

- June, 1997 "Social Construction of Target Populations and the Transformation of Prison-Based AIDS Policy: A Descriptive Case Study" Article in *The Journal of Homosexuality*.
- June, 1994 "HIV Education for Inmates: Uncovering Strategies for Program Selection" Article in *The Prison Journal*. June:220-243.

### **Technical Papers/Agency Evaluation Reports**

- 2001 "Semi-Annual Progress Report of the Evaluation of the CHANGE Program." Submitted to the Office of Justice Programs, U.S. Department of Justice in Jan. 2001. (co-author: Eric Lambert).
- 2000 "Evaluation Report of the 2000 Valuing Diversity Workshop at the Kent County Juvenile Detention Facility." Submitted to the Kent County Juvenile Detention Facility, Grand Rapids, Michigan. (co-authors: Eric Lambert and Shannon Barton).
- 2000 "Semi-Annual Progress Report of the Evaluation of the CHANGE Program." Submitted to the Office of Justice Programs, U.S. Department of Justice in June 2000. (co-author: Eric Lambert).
- 2000 "Evaluation of the Mecosta County Sheriff Department's School Resource Officer Program." Submitted to the Mecosta County Sheriff's Department for competition of an evaluation grant. (co-authors: Eric Lambert and Shannon Barton).
- 2000 "Ethical Dilemmas Faced by Undergraduate Students: The Nature, Extent, and Possible Responses to the Problem. The Final Report." Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant. (co-authors: Shannon Barton and Eric Lambert).
- 2000 "A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions. The Final Report." Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant. (co-authors: Shannon Barton and Eric Lambert).
- 1996 "Defensive Driving Program Outline", unpublished policy document for Community Services Associates, Inc. Chandler, AZ, a contracted division of the Arizona Supreme Court. 14 pages.
- 1993 "Confronting Violent Crime in Arizona", unpublished report prepared for Arizona Town Hall by Arizona State University (co-authored with Barbara Lynn)

✓ Bloss; M.A. Bortner; Gray Cavender; Kathleen Ferraro; Nancy Jurik; Aogan Mulcahy; & Anne L. Schneider) 132 pages.

1993 "Mesa Project Evaluation: Summary, Analysis & Interpretation", unpublished Report prepared for the Arizona Prevention Resource Center (co-authored With David Altheide), 21 pages.

1987-1992 "Infectious Disease Policy", unpublished annual policy & procedure document For the Department of Corrections-Erie County, PA 40 pages.

### Work Under Review

"Satisfied Correctional Staff: A Review of the Literature on the Antecedents and Consequences of Correctional Staff Job Satisfaction". Submitted to *Journal of Criminal Justice and Behavior*. Received a revise and resubmit." co-authors Eric Lambert and Shannon Barton.

"The Impact of Work-family Conflict on Correctional Staff Job Satisfaction". Submitted to *Criminal Justice Policy Review*". Co-authors Eric Lambert and Shannon Barton.

"The Nature of Work-Family Conflict among Correctional Staff". Submitted to *Criminal Justice Review*. Co-authors Eric Lambert and Shannon Barton.

"Can the Lady Use Force?" A Look At Male and Female correctional Officers' Definition and Response to Conflict Situations'. Submitted to *Justice Quarterly*. Co-authors: John Hepburn, Velmer Burton, Francis Cullen, & Eric Lambert.

### Work in Progress

"Men and Women Detention Officers Using Force: The Influence of Inmate Physical Stature and Inmate Sex on Officers Assessment of Severity and Risk in Conflict Situations"

"Spray or Stun? Non-lethal Weapons as a Choice in Officer Use of Force".

### Grants and Research

"Impact of the CHANGE Program on Youthful Offenders and Staff at the Michigan youth Correctional Facility." **Office of Juvenile Justice and Delinquency Prevention**. Proposed Award Amount=\$99,907 currently under consideration, co-investigator.

Principal Investigator. "Evaluation of the CHANGE Program and Its Impact on Inmates and Staff at the Michigan Reformatory". Shannon Barton and Eric Lambert (co-authors). **National Institute of Justice** Award Amount = \$49,013

Principal Investigator. "Undergraduate Academic Dishonesty: An Examination of Behaviors and Perceptions at Ferris State University". Eric Lambert & Shannon M. Barton (co-authors). Ferris State University, Faculty Research Grant Award Amount = \$1,743.

Principal Investigator. Creation of "Crisis Intervention and Negotiation" Seminar. Ferris State University, Faculty Development Grant Award Amount: \$700.

"A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions". Co-Author Eric Lambert & Shannon M. Barton (Principal Investigator). Ferris State University, Faculty Research Grant Award Amount = \$5,312.

"Evaluation of the Pilot CHANGE Program". Co-evaluators-Shannon M. Barton and Eric Lambert. Ferris State University, College of Education Award Amount = \$ 700.

Ferris State University Timme Travel Grant 1997, 1998 Award Amount = \$400.  
1999, 2000 Award Amount = \$600.  
*group grant*) 2000 Award Amount = \$10,000.

#### *Presentations*

- 2000 American Society of Criminology, November 17, 2000 San Francisco, CA.  
Paper Presentation: "Impact of a Cognitive Program on Institutional Misconduct of Inmates in a Midwestern Prison." Co-presenters: Shannon Barton and Eric Lambert.
- 2001 Midwestern Criminal Justice Association, October 5, 2000, Chicago, IL  
Paper Presentation: "A Comparison of Faculty and Student Perceptions of Undergraduate Student Academic Dishonesty at a Midwestern University."  
Co-presenters: Shannon Barton and Eric Lambert
- 2000 Academy of Criminal Justice Sciences  
Paper Presentation: "Read Versus Perceived Needs in Forensic Science"  
Co-presenters: Shannon Barton, Phillip Watson, Eric Lambert.
- Paper Presentation: " Undergraduate Academic Dishonesty: Faculty Perceptions". Co-presenters: Shannon Barton, Terry Nerbonne, Eric Lambert.

- 1999 American Society of Criminology, November 12, 1999 Toronto, Canada  
 Paper Presentation: "Undergraduate Academic Dishonesty: Comparing Criminal Justice Majors to Non Criminal Justice Majors". Co-presenters Shannon Barton and Eric Lambert.
- 1999 Midwestern Criminal Justice Association, October 7, 1999, Chicago, IL  
 Paper Presentation: "Undergraduate Student Ethical Dilemmas: The Nature, Extent, and Response to the Problem". Co-presenter: Shannon Barton.
- 1998 American Society of Criminology, Washington, DC  
 Paper Presentation: "Am I Happy? The Salient Determinants of Job Satisfaction and Organizational Commitment Among Correctional Staff".  
 Paper Presentation: "To Withdraw or Not To Withdraw? The Consequences Of Job Satisfaction and Organizational Commitment Among Correctional Staff". co-presenters, Shannon Barton and Eric Lambert.
- 1998 Midwestern Criminal Justice Association, Milwaukee, WI  
 Paper Presentation: "Reexamining Correctional Staff Turnover: A Discussion of the Measurement and Testing of a Causal Model. Co-presenters, Shannon Barton and Eric Lambert.
- 1998 Academy of Criminal Justice Sciences, Albuquerque, NM  
 Paper Presentation: "Detention Officers and the Use of Non-lethal Weapons"
- 1997 American Society of Criminology, San Diego, CA  
 Paper presentation: "Men and Women Detention Officers Using Force: The Influence of Inmate Physical Stature and Inmate Gender on Decision-Making in Conflict Situations"
- 1997 North Central Sociological Association, Indianapolis, IN.  
 Panel presentation: "Coming Together in Cyberspace: Using the Internet to Promote & Facilitate Student Organizations" co-presenter: Paul Becker
- 1997 Academy of Criminal Justice Sciences, Louisville, KY  
 Paper presentation: "Gender Differences in Responding To Conflict Situations"
- 1996 American Society of Criminology, Chicago, IL  
 Paper presentation: " Through the Eyes of Gender: The Assessment of Severity and Risk in Conflict Situations by Men & Women Detention Officers"
- 1996 Academy of Criminal Justice Sciences, Law Vegas, NV  
 Paper Presentation: "Gender Differences and the Use of Force"

### *Seminars/Field Training*

- 2001 S.T.O.R.M. (Sobriety Trained Officers Representing Michigan) Lansing, MI  
Lecturer: Train the Trainer "Adult Learners" & "Teacher Preparation"
- 2000 Ferris State University Summer Institute, Big Rapids, MI  
Guest Lecturer: "Work Place Violence, What you Should Know".
- 2000 S.T.O.R.M. (Sobriety Trained Officers Representing Michigan) Mt. Pleasant, MI  
Lecturer: Train the Trainer "Adult Learners" & "Teacher Preparation"
- 1999 Michigan Legislative Leadership Conference, July 30, 1999, Big Rapids, MI  
Guest Speaker: "Violence in Society". Co-presenter: Shannon M Barton
- 1998 Criminal Justice Women of Michigan, Spring Conference, Roscommon, MI  
Guest Speaker "Women and the World of Criminal Justice: We Can Effectively Use Force!"

### *Certifications*

Michigan Correctional Officers Training Council--certified to teach required Corrections courses.  
Michigan Department of Corrections.

Michigan Coalition on Law Enforcement Standards (MCOLES) Precision Driving Instructor School  
Kalamazoo Valley Community College, December 11, 12, 1998.

### *Administrative Experience*

School of Criminal Justice: Graduate Program Coordinator, 1997-

Responsibilities include: advertising and marketing (posters, pamphlets, printed and TV ads), developing and updating the program's web site, revising program content when necessary, advising all graduate students, supervising all thesis committees, developing and updating the Graduate Program Handbook, recruitment, scheduling of classes, submitting a yearly Unit Action Plan, supervise off-campus expansion, and participate in all graduate committees that affect program.

For the Fall, 1997 the enrollment was 29 students. Fall 1998 the enrollment increased to 39 students. In the third year of the program, fall, 1999 enrollment was 55. Currently, the enrollment is 65 students.

## ***Professional Development/Service***

### **National Affiliations**

Member--American Society of Criminology, 1994-present  
Member--Academy of Criminal Justice Sciences, 1996-present  
Member--Academy of Criminal Justice Sciences Membership Committee, 2000-  
Member--Midwestern Criminal Justice Association, 1998-  
Mentor--American Society of Criminology Mentoring Program, 1996-present

### **Ferris State University**

#### *current committees:*

Member-Vice President's Task Force on Graduate Education  
Member-Associate Dean's Lab Site Committee  
Chair- Faculty Search committee  
Chair--Graduate Program Review Committee  
Member--Undergraduate Program Review Committee  
Chair--Ferris State University's College of Education Graduate Committee, 1997-  
Chair--School of Criminal Justice Graduate Committee 1997-  
Reviewer-- American Journal of Criminal Justice.

#### *past committee work:*

Member-Law Enforcement faculty search committee-2000  
Member--Vice President's Task Force on Curriculum, 1999  
Chair--Criminal Justice Faculty Search Committee, 1999-2000  
Member--Ferris State University's Committee for North Central Accreditation-1999-2000  
Member--Senate Budget Advisory Committee, 1999  
Member--Criminal Justice Director Search Committee, 1998-1999  
Member--Ferris State University's Ad Hoc Graduate Committee 1998-present  
Member--Secretary Search Committee, 1998  
Member--School of Criminal Justice Development Committee, 1999  
Member--School of Criminal Justice Tenure Committee, 1998  
Consultant--The Institute for Correctional Research and Training Morehead State University, 1996-1999

### **Morehead State University**

Co-Developer--Morehead State Criminology Web Page, 1996-1997  
Co-Advisor--Morehead State Student Criminological Association, 1996-1997  
Chair-- Criminology Curriculum Committee, 1996-1997  
Reviewer-- The Journal of Contemporary Criminal Justice, 1996



Consultant--Community Services Associates, Inc. Chandler, AZ--a contracted division of the Arizona Supreme Court, 1992-1996

*Criminal Justice Employment History*

1992-1996- Arizona Supreme Court Defensive Driving Division; Traffic Safety Instructor.  
contract through Community Services Associates, Inc.  
Instructor of the Year Award: 1993, 1996.

1992- Valle Del Sol Family Services; Project Thrive Supervisor.  
Supervised program that was contracted by Child Protective Services to provide intense in-home services to drug exposed newborns and their mothers. Monitored child's health, nutrition, and medical needs; provided drug & alcohol counseling, parenting classes, networking to community resources, and financial help to mothers. Oversaw disbursement of funds and acted as a liaison to other provider agencies.

1984-1992- Department of Corrections, Erie County: Corrections Counselor/AIDS Specialist.  
Duties included classification of inmates, crisis prevention and intervention, mental health and suicide assessments, recommendations to court, initiation of trustee, work release, and parole for inmates, writing, implementing, and training staff and inmates on HIV/AIDS, public relations to community and other agencies, and HIV trainer for police and probation department.

1979-1984 Department of Corrections, Erie County: Correctional Officer.  
Performed security-minded operations inclusive of booking, searches, block supervision & control, response to altercations, and statistical reporting to the state of Pennsylvania.

1979 Adult Probation Department of Erie County: Intern Probation Officer.  
Job duties included presentence investigations, firearms training, arrest techniques, court proceedings, and case management of clients.

1978 Millcreek Diversion Program: Mentor.  
Program designed for first-time juvenile offenders.

**Specialized Training includes:** Workplace Violence, Chemically Inflicted Infants, Mind Set & Deadly Force, Drug-related crime, pregnancy and substance abuse, Satanism and occult crime, National Female Offenders Workshop, assessment of adult sex offenders, Suicide assessment and prevention, Center For Disease Control HIV training, and National Sheriff Association Correctional Officers Training.

### *References*

Dr. Velmer S. Burton, Jr.  
Professor of Sociology  
Dean of Graduate Studies  
North Dakota State University  
Fargo, ND  
701-231-8909

Dr. Nancy C. Jurik  
Member, Dissertation Committee  
School of Justice Studies  
Arizona State University  
Tempe, AZ 85287-0403  
602-965-7043

Dr. John R. Hepburn  
Chair, Dissertation Committee  
School of Justice Studies  
Arizona State University  
Tempe, AZ 85287-0403  
602-965-7085

Dr. Gray Cavender  
Member, Dissertation Committee  
School of Justice Studies  
Arizona State University  
Tempe, AZ 85287-0403  
602-965-7013

Dr. Frank E. Hagan  
Professor, Criminal Justice  
Mercyhurst College  
501 E. 38<sup>th</sup> Street  
Erie, PA 16546

Dr. Shannon Barton,  
Assistant Professor  
Grand Valley State University  
Allendale, MI



## **CRIMINAL JUSTICE WORK EXPERIENCE:**

Bureau of Research and Evaluation    Investigative Aide/Intern    1996-1997  
New York Division of Criminal  
Justice Services

Worked on the Youth Recidivism Project. Primary duties were to sort, read, interpret, and code relevant information from files of juveniles assigned to the custody of New York Division for Youth. Development of questionnaires for staff at facilities concerning programs and social climates. Responsible for maintaining and cleaning system files and data sets. Assisting in statistical analysis and interpretation of results.

Federal Bureau of Prisons    Correctional Treatment    1990-1994  
United States Penitentiary    Specialist (Case Manager)  
Lompoc, California

Managed and supervised a caseload of over 185 long term, sophisticated inmates. Assigned program goals, coordinated with various law enforcement agencies, adjudicated disciplinary infractions, maintained records and central files, composed official correspondences, prepared transfer requests, developed release plans, responded to congressional and judicial inquiries, performed necessary custodial duties, and participated in strategic planning. Utilized my counseling skills and persuasion techniques to motivate inmates. Assigned job tasks for inmates and monitored performance, changing assignments as necessary. Performed the duties of unit manager and case management coordinator as needed.

## **RESEARCH INTERESTS:**

Organizational behavior issues; organizational effects on criminal justice performance outcomes; death penalty attitudes; the effects of treatment interventions on institutional behavior and post-release behavior of convicted individuals; ethical behavior of criminal justice employees and students; measurement and structural equation modeling issues; criminal justice agency evaluation; the testing of criminological theories, particularly in different environments and sub-populations; correctional staff attitudes and behaviors; and correctional management models and the impact of the different models on quality of life issues for inmates and staff.

## **RESEARCH ACTIVITY:**

Eric Lambert (Principal Investigator), Alan Clarke, and Terry Nerbonne (Co-Investigators).  
"Attitudes of Ferris State University Students Towards the Death Penalty: A Test of the Marshall Hypothesis." Ferris State University, Faculty Research Grant. Award Amount = \$1,493.00.  
Grant time frame: April 2000 to February 2001.

Eric Lambert, Shannon Barton (Co-Investigators), and Nancy Hogan (Principal Investigator). "Evaluation of the CHANGE Program and Its Impact on Inmates and Staff at the Michigan Reformatory." National Institute of Justice Grant. Award Amount = \$49,051.00. Grant time frame: January 2000 to June 2001.

Eric Lambert, Tamsey Andrews, Susanne Chalder, Nancy Cooley, Eric Lambert (Co-Investigators), and Michelle Johnston (Principal Investigator). "Status of Academic Service-Learning in Michigan." Learn and Serve Michigan, Michigan Department of Education. Award Amount = \$8400.00. Grant time frame: January 2000 to September 2000.

Eric Lambert, Nancy Hogan, and Shannon Barton. "Evaluation of the Mecosta County Sheriff Department's School Resource Officer Program." Mecosta County Sheriff's Department. Award Amount = \$500.00. Grant time frame: November 1999 to June 2000.

Eric Lambert. "The Need for Forensic Science education Among Criminal Justice Students: The Development and Expansion of a Forensic Science Minor at Ferris State University. Team Timme Grant from the Center for Teaching, Learning, and Faculty Development, Ferris State University. Award Amount = \$9,985.00. Grant time frame: December 1999 to April 2000. The grant allowed for a survey of Michigan law enforcement agencies on the perceived forensic needs of current personnel as well as applicants. The grant also paid for the travel to the Academy of Criminal Justice Sciences 2000 conference to present the results and to attend presentations to aid the faculty involved in a new forensic science minor at Ferris State University.

Eric Lambert, Nancy Hogan (Co-Investigators), and Shannon Barton (Principal Investigator). "A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions." Ferris State University, Faculty Research Grant. Award Amount = \$5,312.00. Grant time frame: April 1999 to December 1999.

Eric Lambert, Shannon Barton (Co-Investigators), and Nancy Hogan (Principal Investigator). "Undergraduate Academic Dishonesty: An Examination of Behaviors and Perceptions at Ferris State University." Ferris State University, Faculty Research Grant. Award Amount = \$1,743.00. Grant time frame: April 1999 to February 1999.

Eric Lambert, Nancy Hogan (Co-Investigators), and Shannon Barton (Principal Investigator). "Evaluation of the CHANGE Program and Its Impact on Inmates and Staff at the Michigan Reformatory." Ferris State University, Dean's Research Grant. Award Amount = \$636.00. Grant time frame: April 1999 to December 2000.

I serve as a Research and Statistician Consultant for Lowery and Associates, Inc., Barryton, Michigan, on several grant projects, including evaluation of a MI/Cup grant for 1998-1999, MI/Cup grant for 1999-2000, and a Eisenhower "Rails to Trails" grant from 1998-2000.

I worked on a research project for the Bureau of Research and Evaluation, New York Division of Criminal Justice Services concerning recidivism of youths discharged from the care and custody of the New York Division for Youth. I worked on the project from February 1996 to August 1997. The project was funded by a \$250,000 plus grant from the State of New York.

#### **Travel Grants:**

Eric Lambert. Timme Travel Grant. Award Amount=\$400. Grant time frame: 1997-1998.

Eric Lambert. Timme Travel Grant. Award Amount=\$400. Grant time frame: 1998-1999.

Eric Lambert. Timme Travel Grant. Award Amount=\$600. Grant time frame: 1999-2000.

Eric Lambert. Timme Travel Grant. Award Amount=\$600. Grant time frame: 2000-2001.

#### **Research Contributions and Acknowledgments:**

Bruce Frederick. (1999). Factors Contributing to Recidivism Among Youth Placed With the New York State Division for Youth. Research Report, Office of Justice Systems Analysis, New York State Division of Criminal Justice Services. I received several acknowledgments for helping with the research project the final report was based upon.

#### **Conference Chair and/or Discussant:**

Chair, Panel 2 (Criminal Justice Issues) at the 2000 annual Midwestern Criminal Justice Association in Chicago, Illinois.

### **PAPERS AND PUBLICATIONS**

#### **Journal Articles:**

Eric Lambert, Nancy Hogan, and Shannon Barton. (In Press). "The Impact of Job Satisfaction on Turnover Intent: A Test of a Structural Measurement Model Using a National Sample of Workers." Submitted to and accepted for publication in the *Social Science Journal*. Scheduled to be published in the May, 2001 issue (Vol. 38, No. 2).

Eric Lambert, Nancy Hogan, and Shannon Barton. (1999). "The Missing Link Between Job Satisfaction And Correctional Staff Behavior: The Issue of Organizational Commitment." *American Journal of Criminal Justice*, 24 (1), pp. 95-116.

Alan Clarke and Eric Lambert. (2001). "Executing the Innocent: The Next Step in the Marshall

Hypothesis.” The manuscript has been accepted for publication in the *New York University Review of Law and Social Change*.

Eric Lambert. (2001). “An Unexplored Stressor for Correctional Staff: The Issue and Impact of Work-family Conflict.” Accepted for publication in *Correctional Compendium*.

Eric Lambert and Alan Clarke. (2000). “The Impact of Information on an Individual’s Support of The Death Penalty: A Test of the Marshall Hypothesis Among College Students at a Michigan University.” Accepted for publication in *Criminal Justice Policy Review*.

Eric Lambert. (2001). “Absent Correctional Staff: A Discussion of the Issue and Recommendations for Future Research.” Accepted for publication in the *American Journal of Crime Justice*.

#### **Journal Articles Under Development and Review:**

Eric Lambert. (2000). “To Stay or to Quit: A Review of the Literature on Correctional Staff Turnover and a Proposal for a Causal Model of Correctional Staff Turnover.” Under review for the *American Journal of Criminal Justice*.

Eric Lambert, Nancy Hogan, and Shannon Barton. (2000). “Satisfied Correctional Staff: A Review of the Literature On the Antecedents and Consequences of Correctional Staff Job Satisfaction.” Under review for *Criminal Justice and Behavior*.

Eric Lambert, Alan Clarke, and Janet Lambert. (2001). “Executions and Ignorance: Are Criminal Justice Majors Better Informed Than Other Majors About Crime and Capital Punishment?” Under review for the *Social Science Journal*.

Eric Lambert, Nancy Hogan, and Shannon Barton. (2001). “The Impact of Work-family Conflict on Correctional Staff Job Satisfaction.” Under review for *Criminal Justice Policy Review*.

Eric Lambert, Nancy Hogan, and Shannon Barton. (2001). “The Nature of Work-Family Conflict Among Correctional Staff.” Under review for *Criminal Justice Review*.

Eric Lambert. (2001). “Justice in Corrections: The Impact of Organizational Justice on Correctional Staff.” Under review for *Justice Quarterly*.

Eric Lambert. (2001). “The Impact of Job Characteristics on Correctional Staff.” Under review for the *Journal of Crime and Justice*.

Eric Lambert, Shannon Barton, and Nancy Hogan. (2001). “The Impact of Instrumental Communication and Integration on Correctional Staff.” The article is completed and will be submitted shortly to a peer reviewed academic journal.

### **Conference Papers:**

Eric Lambert and Alan Clarke. (2000). "Comparison of Criminal Justice and Other Students' Attitudes About Capital Punishment." Paper Presented at the 2000 annual meeting of the American Society of Criminology in San Francisco, California.

Nancy Hogan, Shannon Barton, and Eric Lambert. (2000). "Impact of a Cognitive Program on Institutional Misconduct of Inmates at a Midwestern Prison." Paper Presented at the 2000 annual meeting of the American Society of Criminology in San Francisco, California.

Nancy Hogan, Shannon Barton, and Eric Lambert. (2000). "A Comparison of Faculty and Student Perceptions of Undergraduate Student Academic Dishonesty at a Midwestern University." Paper presented at the 2000 annual Midwestern Criminal Justice Association in Chicago, Illinois.

Nancy Hogan, Shannon Barton, Eric Lambert, and Terry Nerbonne. (2000). "Undergraduate Academic Dishonesty: The Nature, Extent, and Responses to the Problem - The Perceptions of Faculty." Paper Presented at the 2000 annual meeting of the Academy of Criminal Justice Sciences in New Orleans, Louisiana.

Nancy Hogan, Shannon Barton, Eric Lambert, Terry Nerbonne, Jack Buss, and Phillip Watson. (2000). "The Real Versus Perceived Needs in Forensic Sciences." Paper Presented at the 2000 annual meeting of the Academy of Criminal Justice Sciences in New Orleans, Louisiana.

Eric Lambert and Alan Clarke. (1999). "The Impact of Empirical Data on the Shaping of Death Penalty Views of Undergraduate Students at a Michigan University." Paper presented at the 1999 annual American Society of Criminology in Toronto, Canada.

Nancy Hogan, Eric Lambert, and Shannon Barton. (1999). "Ethical Dilemmas Faced by Undergraduate Students: The Nature, Extent, and Response to the Problem. A Comparison of Criminal Justice Majors to Other Majors." Paper presented at the 1999 annual American Society of Criminology in Toronto, Canada.

Nancy Hogan, Shannon Barton, and Eric Lambert. (1999). "Undergraduate Student Ethical Dilemmas: The Nature, Extent, and Response to the Problem." Paper presented at the 1999 annual Midwestern Criminal Justice Association in Chicago, Illinois.

Eric Lambert, Nancy Hogan, and Shannon Barton. (1998). "Re-examining Correctional Staff Turnover: A Discussion of a Causal Model." Paper presented at the 1998 annual Midwestern Criminal Justice Association in Milwaukee, Wisconsin.

Eric Lambert. (1998). "The Missing Link Between Job Satisfaction and Correctional Staff Behavior: The Issue of Organizational Commitment." Paper presented at the 1998 annual meeting of the American Society of Criminology in Washington, D.C.



Shannon Barton and Eric Lambert. (1998). "Who Am I? What Am I to Do? Issues of Competing Domains of Correctional Officer Roles" Paper presented at the 1998 annual meeting of the American Society of Criminology in Washington, D.C.

Eric Lambert, Nancy Hogan, and Shannon Barton. (1998). "To Withdraw or Not to Withdraw: The Consequences of Job Satisfaction and Organizational Commitment Among Correctional Staff." Paper presented at the 1998 annual meeting of the American Society of Criminology in Washington, D.C.

### **Technical Reports:**

Eric Lambert (Principal Investigator), Alan Clarke, and Terry Nerbonne (Co-Investigators). (2000). *Attitudes of Ferris State University Students Towards the Death Penalty: A Test of the Marshall Hypothesis. Final Report.* Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant.

Gary Lowery and Eric Lambert. (2000). *Summary Report of the Results of the Evaluation of the 2000 Summer Session of the Rails to Trails Project.* Submitted to the Rails to Trails Project Coordinator in December 2000.

Nancy Hogan, Eric Lambert, and Shannon Barton. (2000). *2000 Semi-Annual Progress Report of the Evaluation of the CHANGE Program.* Submitted to the Office of Justice Programs, U.S. Department of Justice in December 2000.

Gary Lowery and Eric Lambert. (2000). *Summary of Evaluation Results of the Rails of Trails Project.* Submitted to the Rails to Trails Project Coordinator in September 2000.

Eric Lambert, Tamsey Andrews, Susanne Chalder, Nancy Cooley, Eric Lambert (Co-Authors), and Michelle Johnston (Principal Author). (2000). "Status of Academic Service-Learning in Michigan: 1999-2000 School District-Level Survey." Submitted to Learn and Serve Michigan, Council of Michigan Foundations, Michigan Department of Education, for completion of grant.

Eric Lambert, Nancy Hogan, and Shannon Barton. (2000). *Evaluation Report of the 2000 Valuing Diversity Workshop at the Kent County Juvenile Detention Facility.* Submitted to the Kent County Juvenile Detention Facility, Grand Rapids, Michigan.

Eric Lambert. (2000). *Evaluation of the Connect With Learner Workshop.* Submitted to University College, Ferris State University and Lowery and Associates in July 2000. The workshop was held at Ferris State University in June 2000.

Nancy Hogan, Eric Lambert, and Shannon Barton. (2000). *2000 Semi-Annual Progress Report of the Evaluation of the CHANGE Program.* Submitted to the Office of Justice Programs, U.S. Department of Justice in June 2000.

Eric Lambert, Nancy Hogan, and Shannon Barton. (2000). *Evaluation of the Mecosta County*

*Sheriff Department's School Resource Officer Program.* Submitted to the Mecosta County Sheriff's Department for competition of an evaluation grant.

Eric Lambert, Nancy Hogan, and Shannon Barton. (2000). *Ethical Dilemmas Faced by Undergraduate Students: The Nature, Extent, and Possible Responses to the Problem. The Final Report.* Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant.

Shannon Barton, Eric Lambert, and Nancy Hogan. (2000). *A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions. The Final Report.* Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant.

Eric Lambert and Shannon Barton. (1999). *Evaluation Report of the Pilot Valuing Diversity Workshop at the Kent County Juvenile Detention Facility.* Submitted to the Kent County Juvenile Detention Facility, Grand Rapids, Michigan.

## **TEACHING**

### **Graduate Courses:**

Criminal Justice Research Methodology  
Criminal Justice Agency Evaluation  
Comprehensive Critique

### **Undergraduate Courses:**

Introduction to the Nature of Crime and Its Control  
Introduction to the Criminal Justice Process  
Introduction to Criminal Justice  
Introduction to Corrections  
Supervision and Management in Criminal Justice  
Delinquency Prevention and Control  
Introduction to Statistics in Criminal Justice  
Conflict Management in Corrections  
Correctional Report Writing  
Criminal Justice Internship  
Organizational Behavior and Administration in Criminal Justice Agencies  
Correctional Clients  
Crime Control Policy  
Child Abuse and the Criminal Justice System

## **COMMITTEES:**

Criminal Justice Undergraduate Program Review Committee, Chair, Ferris State University	2000 to Present
Criminal Justice Graduate Program Review	2000 to Present
Criminal Justice Development Committee, Chair Ferris State University	1999 to Present
General Education, Social Awareness Committee Ferris State University	1999 to Present
Criminal Justice Faculty Search Committee Ferris State University	2000
Criminal Justice Faculty Search Committee Ferris State University	1999 to 2000
Criminal Justice Graduate Committee Ferris State University	1998 to Present
College of Education Curriculum Committee Ferris State University	1998 to Present
University Curriculum Committee Ferris State University	1998 to Present
University College Dean Search Committee Ferris State University	1998-1999

**PROFESSIONAL ASSOCIATIONS:**

Academy of Criminal Justice Sciences  
American Society of Criminology  
Justice Research and Statistics Association  
Midwestern Criminal Justice Association  
Southern Criminal Justice Association  
Western Social Science Association

**OTHER RELEVANT SKILLS:**

Proficient with numerous software program, including WordPerfect, Word, Windows, Paradox, MapInfo, Right Site, Quattro Pro, SPSS, LISREL, EQS, and Minitab programs on IBM compatible personal computers, along with several main-frame systems.

I also have a strong methodological and statistical background.

**HONORS AND AWARDS:**

Listed in Who's Who Among America's Teachers	2000
Teaching Fellowship at Graduate School of Criminal Justice, State University of New York	1994
Quality Salary Award for Outstanding Work Performance U.S. Penitentiary at Lompoc, California	1994
Quality Salary Award for Outstanding Work Performance U.S. Penitentiary at Lompoc, California	1993
Cash Award for Superior Work Performance U.S. Penitentiary at Lompoc, California	1992
Employee of the Month U.S. Penitentiary at Lompoc, California	1991
Academic Honors, Federal Bureau of Prisons	1990
Eliot Lumbard Award for Outstanding Academic Excellence at the Graduate School of Criminal Justice, Albany, NY	1989
Fellowship to Graduate School of Criminal Justice	1987-1988
Graduated <i>Summa Cum Laude</i> from Saginaw Valley State University and named Outstanding Graduating Student in both Criminal Justice and Sociology Departments	1987
Dean's or President's List each semester at Saginaw Valley State University	1985-1987
Graduated from High School with Honors	1983

**References Available Upon Request**

## CURRICULUM VITAE of RUSSELL E. LEWIS

Residence: RR1, Box 59A  
Watton, MI 49970-9726  
(906) 355-2275  
e-mail: ww bait@up.net

Office: 4 W. Broad Street  
L'Anse, MI 49946-0277  
(906) 524-6460 phone  
(906) 525-6460 fax

**Current Position:** Owner of Law Office of Russell E. Lewis, a general practice located in Baraga County, Michigan specializing in real estate, business, family, estate planning and criminal law. I also served as Baraga County Public Defender for the year of 2000. My practice has included significant trial experience and representation in state and federal courts, serving as a Village Attorney for seven years and international trade law and experience in federal agencies dealing with international issues related to GATT. My office was previously located for twelve years in the greater Grand Rapids, Michigan region and served clients in a three county area.

**Immediate Past Position:** Chair, Criminal Justice Department and Full Professor of Criminal Justice and Sociology, Mount Senario College, Ladysmith, Wisconsin

**Previous Positions:** College President, Vice President for Academic Affairs, Dean, Department Head, and tenured Professor. I also served as General Counsel/American President to an international corporation for two years and have owned and operated my own law practice for fifteen years. My teaching experience includes public school through university level teaching duties in many fields of the social sciences combining my skills in anthropology, sociology, political science and law.

### Formal Education

May 1985: J.D. in Law from Valparaiso University School of Law. Bar Admissions: Indiana (1985), Michigan (1985) and Federal Courts {6th and 7th Circuits} (1985). Advanced courses in Art Law, Business Law, Comparative Law, Constitutional Law, Constitutional Theory, Corporate Law, Criminal Law, Intellectual Property Law, Jurisprudence, and Taxation. Numerous course Honors. One year of clerking experience in the Federal Courts for Hon. Benjamin F. Gibson, Western District of Michigan.

August 1974: Ph.D. in Resource Development from Michigan State University. Major: Community Development (a policy science). Minors: Ecology, Economics, Environmental Science and Research Methodology.

March 1972: M.A. in Anthropology from Michigan State University. Course work in all four subfields of Anthropology.

May 1970: A.B. in General Studies (East Asian Anthropology and Sociology) from Calvin College, Grand Rapids, MI. Additional courses in Anthropology and Archaeology (including field schools) at Grand Valley State College, Allendale, MI.

May 1966-September 1966: Advanced Chinese-Mandarin language studies at Goodfellow A.F.B., San Angelo, TX (Translator-Interpreter at NSA following training).

August 1965-May 1966: Chinese-Mandarin language studies at the U.S. Department of Defense Language Institute, Monterey, CA. This consisted of 1080 actual hours of intensive language study; and, it included studies in Chinese culture, history and political systems.

## **Academic Honors and Awards**

May, 1998: Outstanding Professor of the Year for the academic year of 1997-98 at Mount Senario College, Ladysmith, Wisconsin. Teaching was in the fields of law, anthropology, political science and sociology.

August 1982-May 1985: Nationally selected Faculty Fellow, Valparaiso University School of Law. Course Honors in Comparative Tax; Jurisprudence; Constitutional Theory; Law and Development; Patent, Trademark & Copyright Law; and, Law and Language. Graduated number 6 out of 109 (95th percentile).

January-November 1972: Research Fellowship from the National Sanitation Foundation for research on culture change theory regarding political attitudes of citizens toward environmental issues. Research conducted in Grand Rapids, Michigan.

September 1966: Graduated with Highest Honors from an advanced U.S.D.O.D. Chinese-Mandarin language program, San Angelo, TX.

May 1966: Graduated with Honors in Chinese-Mandarin language from the Defense Language Institute, Monterey, CA.

## **College Administrative and Curriculum Development Experience**

September 1, 1997-June 1, 1999: Chair of Criminal Justice, Professor of Sociology and Criminal Justice, Mount Senario College, Ladysmith, Wisconsin. My duties included the standard departmental duties of scheduling, budgetary development, hiring adjunct faculty, recommendations regarding full time faculty, curriculum development and liaison with accrediting bodies for the Criminal Justice program as it was certified by the State of Wisconsin. I also served on the Faculty Senate and many college committees.

September 1, 1989-June 15, 1991: President, Chief Operating Officer and Dean at the Art Institute of Southern California where my responsibilities included: supervision of Continuing Education, Enrollment Services, the Registrar's Office, Student Services, Student Activities, the Library, and the Galleries; complete budgeting for the college; curriculum design and development; faculty recruitment and faculty development; long-range planning; representation of the college to professional associations; liaison with the press; supervision of all development activities; Chairing the Executive Cabinet; and reporting to the Board of Trustees. During my tenure at AISC I was integral in the process of receiving WASC accreditation and in developing a long range liberal arts program for the college.

August 22, 1988-August 31, 1989: While serving as Vice-President of Academic Affairs and Dean at Kendall College of Art & Design, my responsibilities included: complete budgeting for the academic areas, curriculum design and development, faculty recruitment and faculty development, serving as in-house counsel on matters relating to the settlement of a collective bargaining lawsuit between the faculty and the administration, and input on numerous additional committees, including the Executive Cabinet. As a faculty member, I served on issues related to accreditation by the NCAA and assisted in the development of Kendall's liberal arts program.

Fall 1981-1988: Numerous committee assignments at Kendall College of Art & Design,

including: Rank and Promotions, Library, Scholarships, and Curriculum. Chair of Academic Studies.

August 1982-May 1985: Faculty Fellow committee at Valparaiso University School of Law.

July 1983-July 1985: National Liaison to the American Bar Association, Section on Legal Education and Admissions to the Bar for the Law Student Division.

Fall 1978-Summer 1980: Vice-President for Academic Affairs and Academic Dean, Jordan College. I was the chief academic affairs officer for a five campus college system located throughout the State of Michigan and had five Associate Deans reporting to me. Duties included standard items of responsibility for a V.P.A.A., in addition to being responsible for writing the accreditation self-study for the initial presentation to North Central Association.

January 1977-May 1978: Chairman of the Board, Folklife Center of the Ohio Valley (a non-profit research organization).

September 1974-1978: Development of Anthropology Program and Major at the University of Evansville. Department Head in 1978. (Department of Criminal Justice, Social Work & Sociology).

November 1974-November 1976: Steering Committee Member for the Group on Social Impact of Environmental Modification of the American Anthropological Assoc.

September 1974-May 1978: Numerous committee assignments at the University of Evansville, including: NEH Library Grant Advisory Board, University Honors Council, Curriculum Committee, Library Committee, Academic Advising, University Honors Curriculum Development, Chair of International Studies Committee, University Faculty Development Committee, and, the Outstanding Teacher Selection Committee.

September 1971-May 1974: Committee assignments at Aquinas College, including: Committee on the Freshman Experience and the Environmental Studies Curriculum Development Committee.

## **Teaching Experience**

I have the ability to teach in many areas due to degrees in social science, the humanities, science and law. Most of my teaching has been in the fields of anthropology, area studies, business, cultural history, environmental science, folklore, law, philosophy, political science and sociology.

September 1998-May 1999: Professor of Sociology and Criminal Justice, Mount Senario College, with primary duties in law, sociology and anthropology and secondary duties in political science courses dealing with law. Also, served as Department Chair.

September 1997-May 1998: Associate Professor of Sociology and Criminal Justice, Mount Senario College, with primary duties in law, sociology and anthropology and secondary duties in political science courses dealing with law. Also, served as Department Chair.

September 1991-May 1995: Professor of Business, Jordan College, with primary duties in business law, construction law and some accounting courses, especially taxation.

September 1989-June 1991: Professor of Liberal Arts, Art Institute of Southern California. Courses included anthropology, history, art and law, environmental science, and philosophy.

August 1981-July 1989: Professor of Academics and Art History, Kendall College of Art & Design. Courses included: anthropology, archaeology, art history (Asian and Folk), business law, business and accounting, folklore, introductory law, philosophy, and sociology.

July 1987-March 1989: Field Faculty Advisor, Vermont College Graduate Program in the discipline of Social Psychology.

Fall 1984-Spring 1985: Team taught advanced seminars in Comparative Taxation and Law & Development, Valparaiso University School of Law, Valparaiso, IN.

Spring 1984: Adjunct Associate Professor in International Economic and Political Studies, Valparaiso University, Valparaiso, IN.

Fall 1978-Spring 1982: Professor of Anthropology and Environmental Science at Jordan College, Cedar Springs, MI.

Summer 1978: Director, Archaeological Field School for University of Nebraska-Omaha.

September 1974-1978: Assistant and Associate Professor of Anthropology and Sociology, University of Evansville, IN. **Tenure received in 1976.** Appointed Department Head of Criminal Justice, Social Work and Sociology in 1978.

Summer 1976: Field Director of Archaeological Field School, Ball State University, Muncie, IN.

August 1971-August 1974: Instructor of Anthropology and Sociology, Aquinas College, Grand Rapids, MI.

January 1974-August 1974: Adjunct Professor of Sociology (extension education for prison inmates), Montcalm Community College, Sidney, MI.

Summer 1971: Project Anthropologist for National Science Foundation Summer Workshop, Western Michigan University, Kalamazoo, MI. Also, Adjunct Instructor of Anthropology, Calvin College, Grand Rapids, MI.

January 1971-June 1972: Instructor of Anthropology and Sociology, Educational Park High School, Grand Rapids Board of Education, Grand Rapids, MI.

Summer 1970: Art Instructor, Belding Area Schools, Belding, MI.

August 1969-June 1970: Fourth Grade Instructor at Hallpark School, Belding Area Schools, Belding, MI.

## **Academic Research and Grants**

Since completing my formal education, my research interests have centered on ethnographic research among the Old Order Amish of Indiana, American agricultural systems, culture change and environmental adaptations, the interplay between economic and legal systems; and, the role of law in international trade and development issues. Recent research includes a monograph on the relationship between Chinese culture and taxation.



Clearly, my scholarly activity has been inversely related to my administrative and legal duties the past fifteen years. However, I have a keen interest in continuing research and professional writing when I have an opportunity. My research abilities and interests cross the various academic boundaries of my formal training.

As a college administrator, I have successfully written major grants (up to \$250,000.00 for a library addition), including NEA, NEH and private corporate funding. Private grants written and received by me include:

Icarian Colony Archaeological Assessment. State Historical Society of Iowa Grant Number HRDP 91-045(R) for \$18,758.00. Primary investigator for the grant. The research consists of completing a full report and analysis of archaeological data recovered by a field school also directed by me in 1978 on an Icarian colony site in the State of Iowa. The research is ongoing.

Folk Arts at the confluence of the Ohio and Wabash Rivers. National Endowment for the Arts Grant Number R70-54-65 for \$5,000.00. Consultant on theory and field collecting. August 8, 1977-October 28, 1977.

Local Values in Rural Community Planning. Indiana Committee for the Humanities Grant for \$5,000.00 Chief Consultant on social theory and research methodology. April 18, 1977-September 1, 1977.

A Cultural and Historical Study of the Amish and Mennonites in Daviees County, Indiana. University of Evansville Research Grant for \$400.00. Principal Investigator. April 1, 1976-March 30, 1977.

Southwestern Indiana Folklore Research Project. National Endowment for the Humanities Grant Number AY-24466-76-318 for \$4,941.00. Chief Consultant on folklore theory and field collecting. February 29, 1976-October 31, 1976.

Economic Self-sufficiency of the Old Order Amish. University of Evansville Alumni Association Research Grant for \$1,405.00. Principal Investigator. June 1, 1975-August 20, 1976.

Archaeological and Architectural Survey of Allegan County, Michigan. Funded by the Michigan Department of State, Division of Michigan History. Principal Investigator. July-August, 1972.

Director of Archaeological Field Schools during the summers of 1971, 1972, 1973, 1974, 1976, 1977, 1978, 1984 and 1985.

## **Professional Activities**

Lewis, Russell E. Lectures on the Old Order Amish to local service groups, 1978-2000 and on the American Legal System from 1985-2000. I have also attended numerous professional and administrative meetings in my roles as President, Vice-President, corporate counsel and attorney.

\_\_\_\_\_. "Culture, Development and Law: A Search for Justice in Development", a paper presented to the XIth Int'l Congress of Anthropological and Ethnological Sciences, Vancouver, B.C. on August 21, 1983.

\_\_\_\_\_. Discussant for the Organized Session on Anthropology and Appropriate Technology, American Anthropological Association, Houston, TX on December 2, 1977.

\_\_\_\_\_. "Material Culture of the Old Order Amish in Indiana", a paper presented to the Hoosier Folklore Society, Conner Prairie Pioneer Settlement, IN on April 30, 1977.

\_\_\_\_\_. Discussant for the Communitarian Societies Session, Midwest Sociological Society, Minneapolis, MN on April 15, 1977.

\_\_\_\_\_. "Material Acculturation and Culture Change among the Miami Indians", a paper presented to the Central States Anthropological Society, Cincinnati, OH on April 2, 1977.

\_\_\_\_\_. "Amish Culture and Agriculture: An Application of Anthropological Techniques to American Agriculture", a seminar conducted on the Old Order Amish for the Department of Rural Sociology, Cornell University on November 22, 1976.

\_\_\_\_\_. "An Ecological Analysis of a Late Nineteenth Century Lumber Camp: The Clear Lake Site (20-KT-101)", a paper presented to the American Anthropological Association, Washington, D.C. on November 20, 1976.

\_\_\_\_\_. "A Preliminary Analysis of a Late Historic Miami Site in the Mississinewa Valley", a paper presented to the Indiana History Conference, Indianapolis, IN on November 6, 1976.

\_\_\_\_\_. "Excavation of an Historical Miami Indian Site in the Mississinewa Valley", a paper presented to the Indiana Academy of Science, Valparaiso, IN on November 5, 1976.

\_\_\_\_\_. "Continuity and Change among the Old Order Amish; A Case Study of Amish Kinship", a paper presented to the Fourth World Congress of Rural Sociology, Torun, Poland on August 11, 1976. This paper was also presented (by title only) to the American Sociological Association at a Symposium in honor of Charles P. Loomis in New York City on September 2, 1976.

\_\_\_\_\_. Discussant for the Development Theory session, Rural Sociological Society, New York, NY on August 27, 1976.

\_\_\_\_\_. "The Old Order Amish in Indiana", a seminar conducted at Hanover College, Hanover, IN on May 8, 1976.

\_\_\_\_\_. "The Role of Cultural Beliefs in Community Decision-Making: A Case Study", a paper presented to the North Central Sociological Association, Louisville, KY on May 7, 1976.

\_\_\_\_\_. Organized and Chaired the Communitarian Societies session for the Midwest Sociological Society, St. Louis, MO on April 22, 1976.

\_\_\_\_\_. "Acculturation without Assimilation: A Cross-Cultural Test", a paper presented to the Southern Anthropological Society, Atlanta, GA on April 3, 1976.

\_\_\_\_\_. Chaired and served as Discussant for the International Development and Modernization session, Rural Sociological Society, San Francisco, CA on August 24, 1975.

\_\_\_\_\_. "Bridging the Gap: Contributions of Community Theory to Community Action", a paper presented to the Midwest Sociological Society, Chicago, IL on April 10, 1975.

\_\_\_\_\_. "Controlled Acculturation Revisited: An examination of differential acculturation and assimilation between the Hutterian Brethren and the Old Order Amish", a paper presented to the Conference on Communes: Historical and Contemporary, Dekalb, IL on April 8, 1975.

\_\_\_\_\_. "The Utilization of a Community Model in Applied Anthropology and Community Development", a paper presented to the Society for Applied Anthropology, Amsterdam, THE NETHERLANDS on March 22, 1973.

\_\_\_\_\_. "Major Sociocultural and Ecological Problems Associated with the Green Revolution", a paper presented to the American Anthropological Association, New Orleans, LA on November 29, 1973.

Lewis, Russell E. and John Andromedas. "Appropriate Technology, Energetics and Draft Animals", a paper presented to the American Anthropological Association, Houston, TX on December 2, 1977.

Lewis, Russell E. and Kay Dodge. "Dietary Patterns in Twentieth Century America: America the Hungry?", a paper presented to the National Council on Geographic Education, Atlanta, GA on November 27, 1971.

## **Publications**

Lewis, Russell E. "All Work and No Play Makes Jack a Dull Boy: An Essay on the Doctrine of Fair Use", manuscript copyrighted 1985.

\_\_\_\_\_. "Amerindians, Archaeologists, Artifacts & Lawyers: An Essay on the Legal Protection of Our Cultural Heritage", manuscript copyrighted 1985.

\_\_\_\_\_. "Law and Literature in China", manuscript copyrighted 1985.

\_\_\_\_\_. "An Essay on Malinowski, Semantics and Precedent", manuscript copyrighted 1984.

\_\_\_\_\_. "Comparison of the Taxation Systems of the Ch'ing Dynasty, the Revolutionary and the Modern Chinese Periods, manuscript copyrighted 1984.

\_\_\_\_\_. "Culture, Development and Law: A Search for Justice in Development", manuscript copyrighted 1984.

\_\_\_\_\_. "The 1976 Excavation of a Miami House at the Troyer Site". In, *Archaeological Reports: Number 14, 1977*, Ball State University Press.

\_\_\_\_\_. "Post-1812 Miami Village Site". In, *Current Research, The Society for Historical Archaeology Newsletter, Volume 10, Number 1, 1977*.

\_\_\_\_\_. "Continuity and Change among the Old Order Amish: A Case Study of Amish Kinship". In, *the Polish Journal of the Family, 1977*.

\_\_\_\_\_. "Preliminary Analysis of a Late Historic Miami Site". In, *Proceedings of the Indiana Academy of Science, Volume 86, 1976*.

\_\_\_\_\_. "Comment: Canal Irrigation and Local Social Organization". In, *Current Anthropology, Vol. 17, No. 3, September 1976*.

\_\_\_\_\_. "Controlled Acculturation Revisited: An Examination of Differential Acculturation and Assimilation between Hutterian Brethren and the Old Order Amish". In, *International Review of Modern Sociology, Volume 6, Number 1, Spring, 1976*. This volume was revised and published as a book of readings on communal societies in 1977.

Lewis, Russell E. and Phillip C. Nunn. "Modeling Changes in Societal Sentiment." In, *Interim Report: Phase 1, 1972*. National Sanitation Foundation, Ann Arbor, Michigan.

Dodge, Kay and Russell E. Lewis. "Dietary Patterns in Twentieth Century America: America the Hungry?". In, Proceedings of the Annual Convention of the National Council on Geographic Education, 1971.

## **Consulting**

June 1989: Sociological implications of the jury selection process for a trial of an accused felon in Plymouth, Indiana.

December 1983-March 1984: Lecture series to Haworth Corporation on the role of proxemics and non-verbal communication in design. Lectures given in Grand Rapids, Chicago and Minneapolis.

April-May 1979: Historical Archaeological Consultant for Historic Vincennes, IN.

September 1977-June 1978: Historical Archaeological Consultant for Huddleston Farm House Inn Museum, Cambridge City, IN.

Summer-Fall 1976: Historical Archaeological Consultant for Ball State University, Muncie, IN.

September-March 1975: Sociological Consultant to Southwestern Indiana Human Relations Task Force: Critique of Research Methodology.

January 1972-August 1974: Anthropological Consultant for the Center for Environmental Studies, Grand Rapids, MI.

## **Business and Budgetary Experience**

1. I was in charge of a 1.2 million dollar budget as a college President.
2. I developed and administered multi-million dollar budgets for two separate academic institutions as Vice-President and President.
3. I was in charge of all North American operations for a multi-million dollar German/Swiss pharmaceutical corporation, including the preparation of financial statements and tax documentation.
4. I have owned and operated a private law firm for fifteen years and have successfully supervised up to five employees and a case load of nearly five hundred clients annually.
5. I have taught business and accounting classes and have an excellent grasp of accounting principles as applied to management.
6. I have served as a board member for both profit and not for profit corporations.
7. I have served as an officer for both profit and not for profit corporations.

## **Languages and Computer Skills**

Chinese-Mandarin (former Translator-Interpreter), German (limited ability), Spanish (limited ability). Basic, SPSS, SuperCalc, WordPerfect, Microsoft Works, Lotus 1-2-3, dBase, MS/DOS and CP/M operating systems. I currently use Microsoft on a Pentium II chip with full internet abilities. I also maintain a small web site for a business of selling antique fishing lures at [www.wwbait.net](http://www.wwbait.net).

## References for Russell E. Lewis

- Former President:**  
(1991-1993)  
(1978-1982)
- President Emeritus Lexie Coxon**  
(Jordan College)  
12835 Northland Drive  
Cedar Springs, MI 49319  
(616) 696-1180 (Eastern time)  
Fax (616) 696-4405  
e-mail: none
- Former Colleague:**  
(1989-1991)
- Mr. Jim Godek**  
Chief Financial Officer  
Art Institute of Southern California  
2222 Laguna Canyon Road  
Laguna Beach, CA 92651  
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e-mail: unknown
- Former VPAA:**  
(1997-99)
- Dr. Victor Macaruso**  
Vice-President Academic Affairs Emeritus  
Mount Senario College  
Ladysmith, WI 54848  
(715) 532-5511 extension 1130  
e-mail: vicmac@mscfs.edu
- Former Colleague:**  
(1997-1998)
- Dr. Leonard Johnson**  
Department of Education  
Ferris State University  
Big Rapids, MI 49307  
(231) 591-2134  
e-mail: Leonard\_Johnson@ferris.edu
- Former Student,  
Employee and  
Colleague**
- Mr. Chas Schmidt**  
Alexander Marketing  
Grand Rapids, MI  
e-mail at home: chasm90@hotmail.com  
e-mail at work: cschmidt@alexandermarketing.com
- Colleague and  
Former Supervisor**
- Mr. Gerd Dallmann**  
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011-49-4164-1318 fax  
e-mail: none
- Judge:**
- Hon. Steven R. Servaas**  
63rd District Court  
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Stephen G. Poland, Ph.D.  
2634 N. Bellamy Road  
Ionia, Michigan 48846-9555  
Home Phone: (616) 761-3753

## EDUCATION

Purdue University  
Ph.D. June 1971  
Major: Counseling

University of Evansville  
M.A., June 1968  
B.A., June 1962

## EXPERIENCE

1994 – 1999

Riverside Correctional Facility, Ionia, Michigan 48846  
Department of Community Health

Supervise approximately seventy mental health professionals (psychiatrists, psychologists, social workers, registered nurses, recreation therapists, occupational therapists, music therapists, medical records staff and secretarial staff) who provide mental health services in thirteen correctional facilities. Included are three residential treatment programs with 230 beds. The current operating budget exceeds six million dollars.

1988 – 1994

Riverside Correctional Facility, Ionia, Michigan 48846  
Mental Health Administrator

Supervise psychologists, social workers, and a psychiatrist who provides outpatient services to clients in nine correctional facilities. This includes policy development, budgetary input, staff selection and training, discipline, grievances, labor/management issues, problem solving with nine different institutional heads and medical staff. Coordinate admissions to inpatient and residential mental health care for the region. Serve on Psychological Services Advisory Committee to develop statewide policies. Train psychologists and social workers who present a two day training program on recognition and treatment of mental disorders. This program, which I authored, is required training for all new departmental employees

1984 – 1997

Human Development Associates, Ionia, Michigan 48846  
Private Practice

Provide marital, family, group, individual psychotherapy,  
Psychological evaluations

1979 - 1988

Riverside Correctional Facility, Ionia, Michigan 48846  
Associate Director

Supervise professional staff of a 130 bed licensed mental health inpatient unit. Responsible for daily operation of the center, policy development, state wide coordination of admissions and discharges. Coordinate probate procedures, labor-management meetings with three unions, second step grievances, staff selection and training, discipline, budget development, program development. On two separate occasions, for approximately one year each, served as acting director of the center due to extended illness of the director.

Prior to 1979

Developed a county alcohol treatment program. Psychologist/  
project coordinator community mental health. Juvenile probation officer/psychologist. Psychologist for various institutions. Private practice. Consultant to law enforcement and schools. Peace Corp in Kenya, Africa. Instructor for various psychology and criminal justice classes (approximately 40 classes) at three community colleges and three universities.

#### PROFESSIONAL ORGANIZATIONS

American Correctional Association  
Michigan Correctional Association

#### ADDITIONAL INFORMATION

Licensed Psychologist (#003202) – State of Michigan  
Listed in Who's Who in the Midwest

#### REFERENCES

References will be furnished upon request.

## Resume of

**EARL M. WAJDYK**  
330 Kent La. # 203  
Madison, WI 53713  
(608)278-0125

## **SKILLS**

### **ADULT EDUCATION**

More than ten years experience as college level instructor. Part time Instructor, MATC, Sociology. Outreach instructor (computer related courses), MATC. Also developed and taught special adult courses, including Law Enforcement Education Program . Trained social workers, police officers, office personnel, and others. Most recently developed and taught college credit courses including Windows NT, Keyboarding, and Office 97 to inmates at a medium security prison.

### **PUBLIC SPEAKING**

Auctioneer for Public Television (2 years). Host and producer of live radio talk show (1 year). Dozens of public lectures. Classroom instruction (10 years). Live TV appearances.

### **COMPUTER USE AND PROGRAMMING**

Experienced in BASIC, DOS, Easytrieve +, SAS, PC-SAS, DBASE III+, Access, Lotus 1,2,3, Word Perfect, Windows and Windows NT applications including all of Office 97 and 98, Internet software, and many others. Have worked on both mainframes and PC's.

### **PSYCHOLOGICAL TESTING**

Developed, field-tested, administered and evaluated psychological tests and coding manuals.

Trained personnel in test administration. Conducted Content Analysis of results.

### **WRITING**

Published article, later anthologized. Wrote numerous press releases and features, radio scripts, business reports, instruction manuals, brochures, and statistical analyses.

### **PR/PUBLICITY**

Secured extensive media publicity, including feature articles and TV appearances.



## **PHOTOGRAPHY**

Published cover photos. Prepared and presented slide shows to numerous adult, college, and high school groups.

## **BUSINESS EXPERIENCE**

Developed and then managed successful gift and art business. Fee Analyst/Statistical Analyst, WPS. Researcher, State of Wisconsin.

## **WORK EXPERIENCE**

July 1997-July 1998

Computer Instructor, Jackson Correctional Institute. Designed and taught computer courses for certificate program certified by Western Wisconsin Technical College.

November 1987-Present (With above exception)

RESEARCH TECHNICIAN III, State of Wisconsin, Parole Commission. (½ time.) Prepare reports and analyses, including annual report to the Governor, and monthly Chairman's Report. Conduct Research.

November 1990-July 1997

Part time Instructor, MATC, Sociology

November 1990-July 1997

Part time Instructor, MATC Outreach, computer courses.

June 1991-July 1997

Data Coordinator (½ time), Wisconsin Department of Natural Resources, Bureau of Property Management. Responsible for training and assisting PC users, evaluating and ordering hardware and software, "trouble shooting" hardware and software.

1984-1987

WPS/CHAMPUS. Hired, Inquiry Services. Promoted to design audit for Inquiry Services. Promoted to Fee Analyst/Statistical Analyst. Determined fees, worked mainframe and PC's, prepared management reports. Supervised Fee Coordinator.

1982-1984

FIELD REPRESENTATIVE, Metropolitan Insurance Company.

1974-1982

MANAGING PARTNER, The Great White Bear. Overall development and management of retail/wholesale, import/export business, specializing in Native American art.

1975-1979

LECTURER, University of Wisconsin Center System, Rock County campus.

1971-1975

ASSISTANT PROFESSOR, Milton College.

1970-1971 RESEARCH ASSISTANT, Institute for Environmental Studies, University of Wisconsin, Madison.

1968-1970

GRADUATE FELLOW, NDEA Title IV, University of Wisconsin, Madison.

1965-1968

RESEARCH ASSISTANTSHIPS, In sociology and psychology, full and part time. Full time undergraduate, Temple University.

## **COURSES AND COMMITTEES**

### **COURSES**

Partial List: Introduction to Sociology (Many times), Social Problems, Criminology, Social Change, Urban and Rural Communities, Cultural Anthropology, Marriage and Family Relations, Abnormal Behavior and Social Deviance, Minorities in America, Organizational Behavior, Social Stratification and Mobility, History of Social Thought, Social Research, Values and Human Behavior (Inter-departmental), and Seminars in Economic Development, American Society, and Sociology of the Bizarre. Also Special Instructor, Law Enforcement Education Program (LEEP).

### **COMMITTEES**

Faculty Representative to College Senate; Chairman, Faculty Workshop Committee; Advisor, Black Students' Union; Student Life Committee; Library Acquisitions Committee; Chairman, Department of Sociology; Lecture and Fine Arts Committee.

## **EDUCATION**

**DOCTOR OF PHILOSOPHY, University of Wisconsin, Madison**

**Thesis Title: Land and Life: Correlations and Multiple Regression Analyses of Land Concentration in Three Colombian Communities and Development of a Speculative Model Including Some Ecological Variables**

**MASTER OF SCIENCE, Sociology, University of Wisconsin, Madison**

**Thesis Title: Patterns of Innovation in a Colombian Community**

**BACHELOR OF ARTS, Temple University, Philadelphia, PA**

## References, Earl M. Wajdyk

1. Loren Calum  
Computerr Information Systems Instructor  
Western Wisconsin Technical College  
304 6<sup>th</sup> St. North  
LaCrosse, WI 54602-0908  
(608) 789-6111

Mr Calum was Program Head and responsible for the Comoputer Office Specialist Certificate Program that I set up and taught at Jackson Correctional Institute.

2. William Otto  
Teacher, Jackson Correctional Institution  
2136 Harold St., # 14  
Green Bay, WI 54302  
(920)469-3238

Mr. Otto was the senior teacher at Jackson Correctional Institute

3. Robert Hable  
Chief, Career Services Division, Bureau of Program Services, Department of Corrections, retired. Professor of English, Milton College, retired.  
  
1754 Rolling Wood Court,  
Oregon, WI 53575  
(608) 873-5585

Note: I have been unable to contact Mr. Hable recently. He may be on vacation.

4. Peter Squire  
Parole Officer, Wisconsin Department of Corrections  
Graduate, Milton College, Milton, WI Ex-student and advisee.  
(414)521-4178

# Criminal Justice Administration

APRC 2001-2002

Section 6 of 6

**APPENDIX J**

**GRADUATE COURSE DESCRIPTION AND CHECKSHEET**

## Program Requirements

### Graduation Requirements:

- a. Complete 30 semester hours with a 3.0 GPA or higher.
- b. Up to 6 credit hours may be transferred from another accredited graduate program in criminal justice.
- c. No grade under a C is permitted. All work below a C must be repeated to fulfill graduation requirements. Upon any second grade below C, the student may be removed from enrollment.
- d. Students must complete all degree requirements within 5 years of starting classes at Ferris State University. An extension may be granted for extenuating circumstances, upon recommendation of the student's major program advisor and written approval of the Director of the School of Criminal Justice.

Additional information on the program is available by calling (231)591-3652 or (231)591-2664.

### Program Course Requirements:

#### Criminal Justice Core (12 hours)

CRIM 605	Legal Issues in Criminal Justice	3
CRIM 615	Nature of Crime	3
CRIM 620	Criminal Justice Agency Evaluation	3
CRIM 630	Seminar in Law Enforcement <b>OR</b>	
CRIM 640	Seminar in Corrections	3

#### Skill/Tool Requirements (3 hours)

CRIM 650	Criminal Justice Research Methods	3
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#### Administration (9 hours)

MGMT 605	Executive Leadership	3
MGMT 673	Personnel/Human Resource Management	3
ACCT 665	Essentials of Governmental Budgeting, Accounting and Reporting	3
		—

Required In-Class Credit Hours = 24

#### Culminating Experience (6 hours)

OPTION 1:		
CRIM 660	Thesis	6
OPTION 2:		
CRIM 670	Graduate Topics	3
CRIM 699	Comprehensive Critique/Exam	3
		—

30 semester hours

## Course Descriptions

### **CRIM 605 Legal Issues in Criminal Justice**

This course is designed to provide the student with a basic understanding of legal issues surrounding the role of an administrator and a line worker. Subjects to be addressed include civil liability under state tort law, civil liability under federal law, criminal liability, and the impact of recent court decisions. Students will acquire a working knowledge of their legal role and responsibility and will learn risk management strategies to reduce the risk of exposure to liability.

### **CRIM 615 Nature of Crime**

This course examines the theory and research on the nature and correlates of crime. The relationship between explanations of and the policies proposed to reduce crime will be covered. The most recent contributions to understanding the nature of crime will be reviewed.

### **CRIM 620 Criminal Justice Agency Evaluation**

This course is designed as a graduate level seminar for students interested in understanding the theory/design of evaluation of criminal justice systems and developing program evaluation skills.

### **CRIM 630 Seminar in Law Enforcement**

This course is designed for graduate students with an interest in contemporary policing. This course will explore the role of police in American society. Attention is given to the origin of policing, the nature of police organizations and police work, and patterns of relations between police and the public. The values of a democratic society as they affect the law enforcement role are also discussed.

### **CRIM 640 Seminar in Corrections**

This course is designed to give an analytical perspective to the history, development, current practices, critical issues and future of corrections. Various theoretical and practical approaches to corrections and the research intended to support or refute these perspectives will be assessed.

### **CRIM 650 Criminal Justice Research Methodology**

This course provides students with an understanding of criminal justice research, the concepts and logic of research designs, and explores experimental research designs. The student will be familiarized with research methods in order to lay the groundwork for designing research projects, as well as to interpret research designs and findings of studies they read. Additionally, students will compile and analyze criminal justice data using statistical computer programming (e.g. SPSS).

### **CRIM 660 Criminal Justice Thesis**

This is a directed studies course, which requires students to apply research methods learned in the curriculum in solving a criminal justice problem or resolving an issue in the criminal justice system. The focus will be on the application of scientific technique to problem solving and the preparation of a formal, written thesis and defense of research.

### **CRIM 670 Graduate Topics in Criminal Justice**

This course offers a concentrated study of selected critical issues in the criminal justice system. Topics that are timely and of concern to both academicians and practitioners will be chosen for study.

### **CRIM 680 Special Studies in Criminal Justice**

The special studies are for students who have completed all the required courses and are working on the completion of their thesis. This continuing credit allows the student to remain active in the program.



**CRIM 699      Comprehensive Critique/Exam**

This course is designed to review key areas of concentration taught in the program including the criminal justice core courses, research and evaluation, and managerial skills. By reviewing the key concepts of these major areas, the student will be prepared for the end of the term comprehensive exam.

**ACCT 665      Essentials of Governmental Budgeting, Accounting and Reporting**

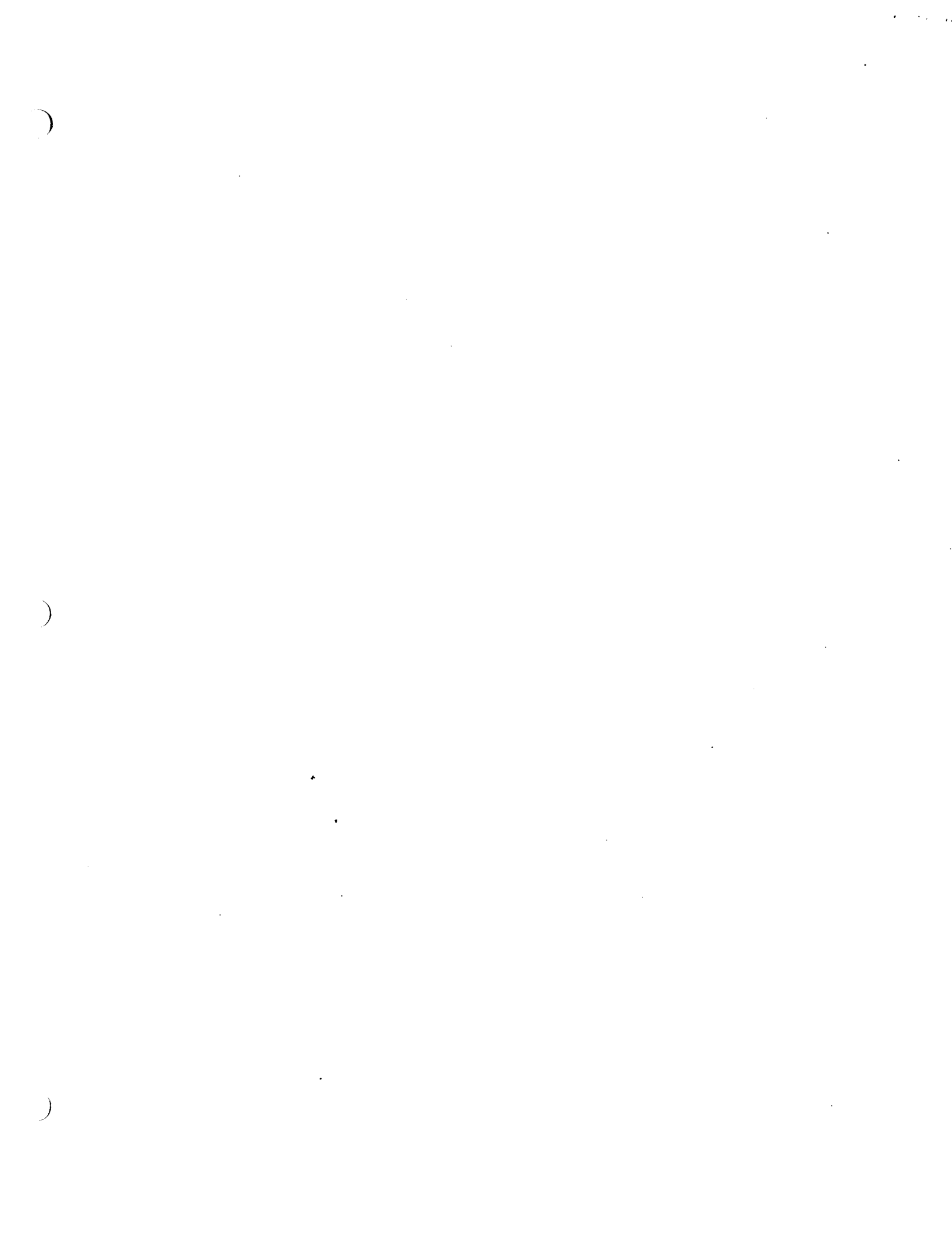
This course examines the structure of governmental accounting systems with particular emphasis on fund accounting, budgeting systems and appropriate reporting both internally and externally. Special attention is devoted to the Michigan accounting and budgeting requirements as they pertain to public safety and related areas.

**MGMT 605      Executive Leadership**

This course is designed for graduate students interested in identifying and enhancing leadership styles and skills in preparation for management careers in the field of criminal justice. Students will examine related theories, concepts and issues. These theories and skills will be applied via selected projects and experiential exercises.

**MGMT 673      Personnel/Human Resource Management**

This program takes a problem diagnostic decision-making approach to personnel/human resource management. The course includes an overview and integration of topics such as legal requirements of personnel management, job analysis, employee selection and performance evaluation, training and development, compensation systems, and labor relations.



**FERRIS STATE UNIVERSITY**  
**MASTER OF SCIENCE – CRIMINAL JUSTICE ADMINISTRATION**

NAME: \_\_\_\_\_ SS#: \_\_\_\_\_

REQUIRED		PROGRAM CORE - 15 Credit Hours Required:	S.H.	GRADE
CRIM	605	Legal Issues in Criminal Justice	3	
CRIM	615	Nature of Crime	3	
CRIM	620	Criminal Justice Agency Evaluation	3	
CRIM	630	Seminar in Law Enforcement OR		
CRIM	640	Seminar in Corrections	3	
CRIM	650	Criminal Justice Research Methodology	3	
<b>ADMINISTRATION - 9 Credit Hours Required:</b>				
ACCT	665	Essentials of Governmental Budgeting, Accounting and Reporting	3	
MGMT	673	Personnel/Human Resources Management	3	
MGMT	605	Executive Leadership	3	
<b>CULMINATING EXPERIENCE (Select one option) - 6 Credit Hours Required:</b>				
<b>OPTION 1</b>				
CRIM	660	Criminal Justice Thesis **	6	
<b>OPTION 2</b>				
CRIM	670	Graduate Topics in Criminal Justice	3	
CRIM	699	Comprehensive Critique/Exam	3	

*This degree requires 30 semester hours for graduation.*

**\*\* CRIM 660 CJ Thesis is offered during the summer session each year. If a student does not complete their work by the end of the summer, an IP (in progress) grade will be given until the work is finished. If the student has completed all coursework prior to the summer session, the student must register for 1 credit of Crim 680 (Special Studies in Criminal Justice) each semester until the final draft of the thesis is approved.**

**APPENDIX K**

**SELECTED GRADUATE COURSE SYLLABI**

**Nature of Crime**  
**Crim 615 Section 001**  
**Monday- 6:00 pm -8:50 pm**  
**Fall, 2001**

***Taught to you by:***

Nancy L. Hogan, Ph.D.  
Graduate Program Coordinator/  
Associate Professor  
528 Bishop Hall  
Big Rapids, MI 49307  
231-591-2664

***Office Hours:*** Monday 5:00-6:00 pm (graduate)  
Tuesday 8:00-9:30 am  
Wednes. 12:00 - 3:00 pm

E-mail: [Hogann@ferris.edu](mailto:Hogann@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)

***Objectives***

This course is designed to give an analytical perspective to the history, development, current practices, critical issues, and future of corrections. Primary focus will be directed towards an exploration of the various theoretical and practical approaches to corrections and the research intended to support or refute these perspectives.

***Textbooks***

Akers, Ronald L. (2000). Criminological Theories: Introduction and Evaluation, 3<sup>rd</sup> edition.  
Los Angeles: Roxbury.

Courtright, D. (1996). Violent Land. Cambridge, MA: Harvard University Press.

Currie, Elliott. (1998). Crime and Punishment in America. New York: Metropolitan Books.

LaFree, G. (2000). Nature of Crime: Continuity and Change. Washington, DC: National Institute of Justice.

Messerschmidt, J. (2000). Nine Lives. Boulder, CO: Westview Press.

Publication Manual of the American Psychological Association, fifth edition (2001). Washington DC: American Psychological Association.

### ***Withdrawal***

The last day to withdraw the class with a W is November 1, 2001. Not showing up for class does not constitute withdrawal. The student must follow proper procedure to withdrawal the course.

### ***Academic Honesty***

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. Those caught cheating or plagiarizing will at a minimum receive a failing grade for the course and will be sent to judicial services for review. Students will also be reviewed by the School of Criminal Justice to ascertain whether the student should remain in the program. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized the instruction in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisitions, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

### ***Class Attendance***

Class attendance is a basic requirement of the course and will be taken at the start of each class; unexcused absences are not permitted and may result in loss of a letter grade or, if repeated, in a failing grade for the course. If you are compelled to miss a class, you are expected to contact me as soon as is feasible to explain your absence from class. Excused absences include illness (verifiable by a doctor's excuse), hospitalization, or death in the family.

### ***Class Participation***

Since this is a seminar class, you are strongly encouraged to participate in class discussions. Students who contribute meaningful comments regularly may have their course grade raised.

### ***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 is disrespectful to both classmates and the professor.

A few other rules also apply to the classroom. Do Not have a cellular phone that rings. If it does, you will be asked to leave for the day and an assessment will be made as to whether you will be allowed to re-enter the course. If you have a pager, set it on buzz. Same rules apply to the pager as the phone. Also, the classroom is not an eating center. You may have a drink in class, but it is unacceptable to bring food into the classroom while I am instructing. In particular, do not order a pizza and have it delivered to the classroom! I also expect you to dress appropriately for the classroom setting. No revealing clothing (such as see through or bathing suits) should be worn that may cause other students to not pay attention.

### ***Requirements***

1. Students are expected to read all assignments prior to this weeklong seminar. This will promote class discussion and active class participation.
2. Completion of Weekly Writing Assignments (100 points each)

Each week, you will have readings taken from the books/articles assigned for the course. From those readings, a question will be given. This two-page writing assignment must follow the format instructions below. Failure to do so will result in loss of points. You must not exceed the page limit and when using sources other than required for class, you must include a reference page. **Place your name on the back of the last page only.** *Do not place the paper in a folder or use a cover sheet with any graphics on them. The whole purpose of the name on the back is so I don't know whose paper I am grading.*

In general, the paper is expected to focus on the core issues contained in the readings assigned for that week. The specific topic to be addressed will be handed out in class one week before the due date. Unless approval is given, no late assignments will be accepted.

3. Final Paper (200 points)      **Due Date: December 3, 2001**

The final paper for the course is required for all students. You should use the following criteria to complete the assignment. The length of the paper is 6-8 double-spaced pages. Your name should be placed on the back of the last page and there should be a reference page. Follow the APA format (5th edition) for citations and references. You are to answer the following scenario:

Concerned about crime, the U.S. Attorney General commissions a task force on lawlessness in America, to which he appoints Elliott Currie, James Messerschmidt, a theorist of your choice, and a representative from NIJ. In the first meeting, the Attorney General asks them why there is so much crime in America and, especially, in the inner cities. What would the authors say?

(Note: Be certain to answer this question in detail and to use salient quotes where appropriate. It is important to show where the authors **agree** and, in particular, to show the points where they **disagree**.)

4. Final Exam- (100 points)

**December 3, 2001**

**I DO NOT ACCEPT LATE PAPERS!** Schedule your time prior to the assignment due date. 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.

The writing assignments, test, and final paper will be graded on the following grade scale:

93-100	A	77-79	C+
90-93	A-	74-76	C
87-89	B+	70-73	C-
84-86	B	Below this, consider it an F	
80-83	B-	(incomplete assignment/test = 0)	

#### ***Formatting Instructions***

All writing assignments for this course are to be typed. The format is double-spaced, 1 inch margins (all sides), 12 point font, Times New Roman print, and page numbers in the top right hand corner. Use APA style and cite correctly! Also, use a printer that is legible.

**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 \$1.99. ALL PAPERS ARE TO BE STAPLED!!!**



**Schedule of Events  
Crim 615  
Fall, 2001**

**August 27, 2001: Introduction**

**September 10, 2001: Crime in America**

**Readings:**

*Courtright-Violent Land*, entire book

*Serious & Violent Juvenile Offenders* (on reserve)

*Psychology of Criminal Conduct* (on reserve)

**September 18, 2000: Crime in America**

**Readings:**

Wilson, *Thinking About Crime*, Chapter 3, 8, 13  
(on reserve)

Currie, *Crime and Punishment in America*, entire book

**September 24, 2001: Changing Nature of Crime in America**

**Readings:**

NIJ- *The Changing Nature of Crime in America*

*The Politics of Crime and Punishment*

*Explaining Regional and Urban Variation in Crime:  
A review of the research.*

**October 1, 2001: Theories of Crime/Deterrence/Rational  
Choice**

**Readings:**

NIJ- *Theoretical Developments in Criminology*

Akers, *Criminological Theories Chapter 1, 2,*

**October 8, 2001**

**Theories of Crime/Biological-Psychological**

**Readings:**

*Akers-Criminological Theories, Chapter 3*

**October 15, 2001:**

**Social Disorganization, Anomie, Strain**

**Readings:**

*Akers, Chapter 7*

*NIJ-On Immigration and Crime*

**October 22, 2001:**

**Social Learning Theories**

**Readings:**

*Akers, Criminological Theories, Chapter 4*

*NIJ-Dynamics of the Drug-Crime Relationship*

**October 29, 2001:**

**Social Bonding/Control Theories**

**Readings:**

*Akers, Criminological Theories, Chapter 5*

**November 5, 2001:**

**Labeling/Conflict/Marxist/Critical**

**Readings:**

*Akers, Criminological Theories, Chapter 6, 8, 9*

**November 12, 2001: Feminist Theories/Structured Action**

**Readings:**

Akers, *Criminological Theories*, Chapter 10

NIJ- *Changes in the Gender Gap in Crime and Women's Economic Marginalization*

**November 19, 2001: Structured Action Theory**

**Readings:**

Messerschmidt- "*Nine Lives*" entire book

**November 26, 2001: Juvenile Justice**

**Readings:**

NIJ: *A Century of Juvenile Justice*

On reserve: "*Suburban School Shooters*"

"*Generation Why? Crisis at the Millennium*"

**December 3, 2001: Final Exam**

**Legal Issues in Criminal Justice**  
**CRIM 605**  
**Fall Semester 2001**  
**Dr. Russell E. Lewis**

Office: Bishop Hall 515  
Phone: (213) 591-3581  
Email: [lewiser@ferris.edu](mailto:lewiser@ferris.edu)  
Office Hours: Monday 10:00-10:45 and 1:00-2:00  
Tuesday 10:00-12:00  
Wednesday 10:00-10:45 and 3:00-5:00  
By Appointment at other times

Text: Course-Pak by Alan W. Clarke, J.D., LL.M., Liability Issues for Police and Correctional Officers: A Casebook on Officer Misconduct. Copyright protected by Alan W. Clarke.

**Course Description:** The focus of this course will be what is generally referred to as "tort liability" issues for agents of the state, with special emphasis on the police and correctional officers. This is an area of civil law that has been greatly expanded within the past thirty-five years with the widening of constitutional, statutory and case law decisions related to civil rights. The Course-Pak was developed by my predecessor and it therefore better fits his needs than mine; however, it will be a frame of reference for our course and it is hoped that it can be broadened by looking at tort liability issues in a more general frame of reference than that provided by looking at only police and correctional officer misconduct.

**Class Structure:** This is primarily a discussion course with the textbook providing a frame of reference for class discussions. There may also be outside readings and class assignments related to some of the major issues of tort law.

Students are expected to read each and every assignment prior to the class period during which the material will be discussed. Also, student attendance and class participation is an integral part of the educational process and is expected of everyone. All absences must be reported to the instructor as to the reason for said absence, prior to the absence if possible. More than five absences will often result in a lowering of one's grade due to lack of performance on examinations.

There will be a minimum of two major examinations: one mid-term and one final. Also, there will be additional writing and examination opportunities throughout the course of the semester. Students will be expected to "brief" a minimum of five major cases for grading purposes. All students must be present for the mid-term and final examinations, without exception. There will also be one major research paper dealing with the legal issue of the student's selection as it pertains to this course.

**Grading:** Students will be graded 10% on participation/attendance; 15% on the "briefed" cases; 20% on the mid-term examination; 25% on the research paper; and, 30% on the final examination. All examinations will be of the "subjective" type, e.g. essay and/or case analysis. The paper must include a minimum of a dozen citations to other research documents in the field and appropriate case citations. It should consist of approximately 20 double spaced typewritten pages, in addition to any footnotes, endnotes, or appendices. I prefer to read papers in 12-point type Arial type.

**Course Objectives:** The general objective is to enable the student to demonstrate an understanding of some of the more important legal issues currently having in impact upon our criminal justice system.

Specific objectives include:

- (1) a thorough understanding of tort liability issues in the criminal justice system
- (2) an understanding of the role of immunity as a governmental employee
- (3) an understanding of certain employee/employer issues
- (4) a review of remedies available for wrongful behavior
- (5) specific review of strip searches; hot pursuit; drug screening; deadly force; illegal searches and seizures; excessive force; supervisory liability; failure to adequately train and supervise employees
- (6) to cover other issues as developed by the class and the instructor

### Course Calendar

**Readings are assigned one week in advance of the discussion period and are mandatory reading prior to the class session.**

Week 1: Introductory concepts regarding the sources of law. No reading.

Week 2: Tort Law and issues as applied to the Criminal Justice System. No reading.

Week 3: Case analysis as a form of legal education: An Introduction. Pp. 1-50

The remaining weeks will be assigned as we go along and will always be assigned at least one, if not two, weeks in advance. We shall cover as much of the book as time allows but some selections will be deleted to allow for ample time to cover selected topics in detail.

**NOTE: THE INSTRUCTOR RESERVES THE RIGHT TO MAKE ANY CHANGES NEEDED TO THIS CLASS OUTLINE DURING THE SEMESTER TO IMPROVE THE LEARNING ENVIRONMENT FOR THE PARTICIPANTS.**

## **CRIMINAL JUSTICE 620: CRIMINAL JUSTICE AGENCY EVALUATION**

Catalog Number: CRIM 620

Call Number: 05445

Days Class Meets: Monday

Time: 6:00 PM to 9:00 PM

Room: Bishop 215

Instructor: Eric Lambert, Ph.D.

Office: Bishop 520

Office Phone Number: 231-591-5013

Office Hours: Monday 12:30 to 2:00 PM  
Monday 5:00 to 6:00 PM  
Wednesday 12:00 to 2:00 PM  
Wednesday 5:00 to 6:00 PM  
or by appointment

Semester: Winter 2001

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This course will examine techniques and procedures utilized in evaluation of Criminal Justice programs and agencies. The course is designed to allow the student to become a "user" of various statistical and methodological tools used in evaluation research.

### **Course Requirements:**

**(1) Two take-home examinations:** The examinations are scheduled to be distributed on February 12, 2001 and March 26, 2001. The due dates for each examination will be announced in class when the examinations are distributed. Each examination may consist of short answer, problem, and/or essay questions, derived from assigned readings, lectures and classroom discussions. Each examination will consist of 15 percent of your final grade. The two examinations will, therefore, account for a total of 30 percent of your final grade for the course.

**(2) Course assignments:** You will be assigned course 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. Course assignments will not be accepted after the announced due date, except for extenuating circumstances. The course assignment section will comprise 20 percent of your total grade for this course.

**(3) Research Paper:** The paper will be a research evaluation proposal paper for an evaluation study in the field of Criminal Justice. 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 me with a brief description of your proposed topic and obtain written approval by the instructor no later than 6:00 PM on February 12, 2001. The final version of the paper is due by the start of class (6:00 PM) on Monday, April 9, 2001. Final papers turned in later than this date will lose a full letter grade each day the paper is late. 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 11 percent of your final grade for this course. The specific requirements for the paper are contained at the end of this handout.

**(4) Final Examination:** The final examination may be comprehensive in nature. The time and room will to be announced later. The examination will consist of problem, short answer, and essay questions, derived from assigned readings, lectures, and class discussions. The final examination will comprise 20 percent of your final grade for this class.

**(5) 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 19% of your final grade for this course. Included in this section may be possible class presentations. Anyone having in excess of two absences from the class will receive a failing grade for the course.

#### **REQUIRED TEXTBOOKS:**

Peter Rossi, Howard Freeman, and Mark Lipsey. (1999). **Evaluation: A Systematic Approach, Fifth Edition**. Thousand Oaks, California: Sage Publications.

Daniel Krause. (1996). **Effective Program Evaluation: An Introduction**. Nelson Hall Publishers.

#### **RESERVE READINGS**

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.**

## **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, inappropriately, 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.

## **WITHDRAWAL**

The last day to withdrawal from the class with a "W" is on March 23, 2001 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.

<b>GRADING:</b>	A	92% or higher
	A-	90% to 91%
	B plus	88% to 89%
	B	82% to 87%
	B-	80% to 81%
	C plus	77% to 79%
	C	72% to 76%
	C -	70% to 71%
	D plus	67% to 69%
	D	60% to 66%
	F	Anything 59 and below

\*\*\*\*\*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.



## **PAPER REQUIREMENTS FOR CRIM 620 - EVALUATION IN CRIMINAL JUSTICE**

A requirement for this class is a paper. This paper will comprise 11 percent of the final grade for this course.

**Subject Matter:** You will select the topic. However, the topic must be related to Criminal Justice Evaluation, 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 6:00 PM on February 12, 2001.

**Length Of Paper:** Minimum is 12 full pages, double spaced, excluding title and reference pages. There is no maximum length for the paper.

The paper should have an introduction section, a problem and/or program section, a literature review section, and a proposed evaluation section (including conceptualization, operationalization, and proposed research design).

The introduction section generally introduces the subject, why it is important, and what you will offer in studying the subject.

The problem and/or program section explains the problem, its extent, and programs, if any, in place to address this social problem. You may elect to describe briefly the program's strengths and weaknesses.

The literature review is where you review the literature on the subject. The review of the literature should accomplish the following three objectives (or at least one of them):

- 1) Provides the reader with results of other similar research studies;
- 2) Ties the current study to a larger, ongoing dialogue in the literature about the topic;
- 3) Provides a framework for establishing the importance of the current research project.

The literature review is a synthesis of the relevant literature. It is not a discussion of one source after another. You need to organize the literature review via the core theme/concept rather than by the source.

The evaluation section outlines how you propose to conduct the study on a given social problem (i.e., needs assessment), the implementation of a program (i.e., accountability), or program effectiveness (i.e., social impact). It contains a discussion on concepts and variables, measurement instrument, validity, reliability, and other related concerns (i.e., operationalization). You may want to include why your methods are “better” than past research on the subject. You also need to address shortcomings in your methodology.

**References:** A minimum of 8 or more written and published sources are required. You may not use any of the course textbooks as one of the 8 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 start of class (6:00 PM) on April 9, 2001. 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.***

**Seminar in Corrections  
Crim 640 Section AGA  
Monday- 6:00 pm -8:50 pm  
Winter, 2001  
Room 240 ATC**

***Taught to you by:***

Nancy L. Hogan, Ph.D.  
Graduate Program Coordinator/  
Associate Professor  
528 Bishop Hall  
Big Rapids, MI 49307  
231-591-2664

**Office Hours:** Monday 5:00-6:00 pm -ATC  
T/R 8:30-9:30 am , 1:30-2:45 pm  
Other times by appointment only.

E-mail: [nancy\\_hogan@ferris.edu](mailto: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)

***Objectives***

This course is designed to give an analytical perspective to the history, development, current practices, critical issues, and future of corrections. Primary focus will be directed towards an exploration of the various theoretical and practical approaches to corrections and the research intended to support or refute these perspectives.

***Textbooks***

Courtright, D. (1996). *Violent Land..* Cambridge, MA: Harvard University Press.

Cullen, F. & Gilbert, K. (1982). *Reaffirming Rehabilitation.* Cincinnati, OH: Anderson Publishing.

Austin, J. & Irwin, J. (2001). *It's About Time, America's Imprisonment Binge*, 3<sup>rd</sup> edition. Belmont, CA: Wadsworth Publishing.

Rolland, Mike (1998) *Descent into Madness: An Inmate's Experience of the New Mexico State Prison Riot*, Cincinnati, OH: Anderson Publishing.

Tonry, M. (1996). *Sentencing Matters.* New York, NY: Oxford Press.

Tonry, M. (2000). *Crime and Justice: A Review of Research. Volume 27.* Chicago, IL: University of Chicago Press.

Welch, M. (1999). *Punishment in America*. Thousand Oaks, CA: Sage Publications.

Zimring, F. & Hawkins, G. (1995). *Incapacitation, Penal Confinement and the Restraint of Crime*. New York, NY: Oxford Press.

### ***Withdrawal***

The last day to withdraw the class with a W is March 23, 2001. Not showing up for class does not constitute withdrawal. The student must follow proper procedure to withdraw the course.

### ***Academic Honesty***

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. Those caught cheating or plagiarizing will at a minimum receive a failing grade for the course and will be sent to judicial services for review. Students will also be reviewed by the School of Criminal Justice to ascertain whether the student should remain in the program. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized the instruction in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisitions, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

### ***Class Attendance***

Class attendance is a basic requirement of the course and will be taken at the start of each class; unexcused absences are not permitted and may result in loss of a letter grade or, if repeated, in a failing grade for the course. If you are compelled to miss a class, you are expected to contact me as soon as is feasible to

explain your absence from class. Excused absences include illness (verifiable by a doctor's excuse), hospitalization, or death in the family.

### ***Class Participation***

Since this is a seminar class, you are strongly encouraged to participate in class discussions. Students who contribute meaningful comments regularly may have their course grade raised.

### ***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.

### ***Requirements***

1. Students are expected to read all assignments prior to this weeklong seminar. This will promote class discussion and active class participation.
2. Completion of Writing Assignments (100 points each)

Each week, you will have readings taken from the books/articles assigned for the course. From those readings, a question will be given. This two-page writing assignment must follow the format instructions below. Failure to do so will result in loss of points. You must not exceed the page limit and when using sources other than required for class, you must include a reference page. **Place your name on the back of the last page only.** *Do not place the paper in a folder or use a cover sheet with any graphics on them. The whole purpose of the name on the back is so I don't know whose paper I am grading.*

In general, the paper is expected to focus on the core issues contained in the readings assigned for that week. The specific topic to be addressed will be handed out in class one week before the due date. Unless approval is given, no late assignments will be accepted.

3. Final Paper (200 points) **Due Date: April 9, 2001.**

The length of the paper is 8-10 pages following the format listed below. Again, do not have a cover sheet with graphics or place your work in a folder. Remember, name on the back of the last page only!

Each student will select a correctional system-related paper topic. The topic should focus on some important issue facing the system today. **Each student is required to submit a paper abstract on January 29, 2001 for approval.** This abstract should range from 1-3 pages and provide evidence that the student has researched the topic. The abstract is a summary of your paper. You must include a working bibliography

with at least 10 academic references related to your subject matter. Non-academic may also be included and are encouraged.

The paper will be graded on the coherence of the argument and on the degree to which positions put forth are explained in detail and substantiated by appropriate citations. Be certain to use the American Psychological Association's 4<sup>th</sup> edition in citing materials. Copies of the book are available at the bookstore and on-line.

**4. Final Exam: Due Date: May 7, 2001.**

This will be a position paper. The topic will be handed out at the beginning of February. In writing this essay, you should endeavor to include reference to the majority of required readings assigned in the course. That is, the course readings must be used as resources in crafting your essay. Where relevant, unassigned writings may also be employed **and are encouraged** to bolster your position.

The exam will be graded on the coherence of the argument and on the degree to which positions put forth are explained in detail and substantiated by appropriate citations to the course readings.

### **Final Exam Question**

The governor of Michigan has formed a Task Force for Corrections in the 21<sup>st</sup> Century. The charge of this task force is to advise her on what should be the organizing theory or philosophy of corrections for the state's correctional system. Different members of the task force are arguing in favor of 1) just deserts/retribution, 2) incapacitation, 3) deterrence, and 4) rehabilitation. There is a consensus that just deserts/retribution must set the outer boundaries of acceptable levels of punishment, but there is disagreement over whether utilitarian goals should be pursued at all and, if so, which one should take precedence in guiding the correctional system's structure and decision-making.

As a staff member on this task force, you are asked to develop a position paper outlining what you believe should be the guiding philosophy of Michigan's correctional system. You must use the existing correctional literature to substantiate your selection of one over another philosophy. In addition, you are asked to provide an example of a present day policy that is in place that will incorporate your chosen philosophy in the correctional system.

**I DO NOT ACCEPT LATE PAPERS!** Schedule your time prior to the assignment due date. 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.

The writing assignments, test, and final paper will be graded on the following grade scale:

90-100 A		74-76	C
87-89	B+	70-73	C-
84-86	B	Below this, consider it an F	
80-83	B-	(incomplete assignment/test = 0)	
77-79	C+		

### *Formatting Instructions*

All writing assignments for this course are to be typed. The format is double-spaced, 1 inch margins (all sides), 12 point font, Times New Roman print, and page numbers in the top right hand corner. Use APA style and cite correctly! Also, use a printer that is legible.

**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 \$1.99. ALL PAPERS ARE TO BE STAPLED!!!**

### *Course Outline*

#### **Topic 1: The Rise of American Criminal Justice System: A Case of Conscience and Convenience (January 22)**

- A. Philosophical Fundamentals
- B. Conscience and Convenience as an Organizing Framework
- C. The Rise of Rehabilitation
- D. The Progressive Design
- E. The Legacy of the Progressive Era

#### Readings:

1. Rothman *Conscience and Convenience*, Chapters 1 to 5 (on reserve)
2. Cullen & Gilbert, *Reaffirming Rehabilitation*, Chapters 2 and 3
3. Welch, *Punishment in America*, Chapter 1

#### Question:

What was the Progressive's design for "individualized treatment"? How did it relate to the indeterminate sentence and "state enforced" therapy?

#### **Topic 2: Crisis in Criminal Justice Policy: Attacking Rehabilitation (January 29)**

- A. Social Context and Correctional Paradigms
- B. The Liberal Paradigm
- C. The Decline of Liberal Optimism: fearing the state
- D. The Decline of Authority: Reestablishing Law and Order
- E. Choosing the Future?

#### Readings:

1. Cullen & Gilbert, *Reaffirming Rehabilitation*, Chapters 1, 4



2. Rothman, *Conscience and Convenience*, Chapter 11 (on reserve)
3. Martinson "What Works?: Questions and Answers About Prison Reform?" (on reserve).

Question:

Why did both conservatives and liberals attack rehabilitation by the early 1970's? How did this relate to America's changing social context? Why did Rothman end *Conscience and Convenience* by focusing on Norfolk State Prison?

**Topic 3: The Justice Model for Corrections (February 5)**

- A. Attacking State Enforced Therapy: Doing Less Harm
- B. Martinson and the "Nothing Works" Phenomenon
- C. Elements of the Justice Model
- D. Determinate Sentencing

Readings:

1. Cullen & Gilbert, *Reaffirming Rehabilitation*, Chapters 5,6
2. Cullen & Gendreau, "The Effectiveness of Correctional Treatment: Reconsidering the Nothing Works Debate".

Question:

What is the "Justice Model"? How might it be corrupted by convenience?

**Topic 4: Conservative Corrections I: Deterrence (February 12)**

- A. The Bias Against Punishment
- B. The Neo-Classical (econometric) Punishment Model
- C. Does Deterrence Work?

Readings:

1. Walker, *Sense and Nonsense About Crime*, Chapters 6,
2. D'Alessio & Stolzenberg, "Crime, Arrests, and Pretrial Jail Incarceration: An Examination of the Deterrence Thesis" (on reserve)
3. DeJong, "Survival Analysis and Specific Deterrence: Integrating Theoretical and Empirical Models of Recidivism" (on reserve)
4. Zimring & Hawkins "The New Mathematics of Imprisonment" (on reserve)
5. Ludwig, "Gun Self-Defense and Deterrence" in Tonry *Crime & Justice*, pp. 363-418.

Question:

Does deterrence reduce crime? To what extent?

### **Topic 5: Conservative Corrections II: Incapacitation (February 19)**

- A. Collective v. Selective Incapacitation
- B. The Discovery of the Chronic Offender/Career Criminal
- C. Wilson and the New Realists: Incapacitation the Wicked
- D. Does Incapacitation Work?

#### Readings:

1. Zimring & Hawkins, *Incapacitation*, entire book
2. Visher, "Incapacitation and Crime Control: Does a 'Lock 'Em Up' Strategy Reduce Crime? (on reserve)
3. Walker, *Sense and Nonsense About Crime*, Chapter 7

#### Question:

Does incapacitation reduce crime? To what extent?

### **Topic 6: Reaffirming Rehabilitation (February 26)**

- A. Conscience and Convenience Revisited
- B. The Limits of Rehabilitation
- C. The Prospects for Rehabilitation

#### Readings:

1. Cullen & Gilbert, *Reaffirming Rehabilitation*, Chapter 7
2. Andrews & Bonta, "Prevention and Rehabilitation" (on reserve)
3. Cullen & Gendreau, "Assessing Correctional Rehabilitation: Policy, Practice, and Prospects"  
[http://www.ncjrs.org/criminal\\_justice2000/vol\\_3/03d.pdf](http://www.ncjrs.org/criminal_justice2000/vol_3/03d.pdf)
4. Welsh & Farrington, "Monetary Costs and Benefits of Crime Prevention Programs in *Tonry Crime & Justice* pp. 305-362.
5. Walker, *Sense and Nonsense About Crime*, Chapter 11

#### Question:

Does rehabilitation reduce crime? To what extent?

### **Topic 7: Imprisonment Binge ( March 12)**

#### Readings:

1. Austin & Irwin, *It's About Time*, Chapters 1-6, 10
2. Spelman "What Recent Studies Do (and Don't) Tell Us about Imprisonment and Crime" in *Tonry Crime & Justice* pp. 419-494.

Question:

The adoption of a conservative justice platform (with the support of the liberal justice model reformers) has had some unanticipated consequences. Discuss two or three of these outcomes.

**Topic 8: Sentencing Reform and Mandatory Sentences (March 19)**

- A. The Purpose of Sentencing Reform
- B. Establishment and Goals of Sentencing Commissions
- C. The Impact of Mandatory Sentences
- D. Judicial Participation

Readings:

1. Tonry, *Sentencing Matters*, Chapters 1,2,3,5,6, 8,
2. Austin & Irwin, *It's About Time*, Chapter 9

Question:

During the 1970's, Congress repealed legislation outlining mandatory penalties for all crimes except murder and drunk driving. Why was there a move towards repealing mandatory penalties? Why was there a move during the 1990's to reenact mandatory sentences/penalties? Are these mandatory penalties effective at reducing recidivism?

**Topic 8: Community-Based/Intermediate Sanctions (April 2)**

- A. Alternatives to Incarceration
- B. Impediments to Effective Sanctions
- C. The Future Trend

Readings:

1. Tonry, *Sentencing Matters*, Chapter 4
2. Austin & Irwin, *It's About Time*, Chapters 7 and 8
3. Kurki, "Restorative and Community Justice in the United States, in Tonry, *Crime and Justice*, pp. 235-304.
4. Walker, *Sense and Nonsense About Crime*, Chapters 9

Question:

What are intermediate sanctions? Are they effective at reducing recidivism?

**Topic 9: Corrections: Reflecting and Contributing to a Violent Society (April 9)**

- A. Historical Review of Prison history
- B. A World of Violence created

Readings:

Courtwright, *Violent Land*

Question: none

**Topic 10: Corrections: Reflecting and Contributing to a Violent Society (April 16)**

1. Rolland, *Descent into Madness* (entire book)
2. Lynch & Sabol, "Prison Use and Social Control at [http://ojp.udsoj.gov/nij/criminal\\_justice2000/vol\\_3/03i.pdf](http://ojp.udsoj.gov/nij/criminal_justice2000/vol_3/03i.pdf)
3. Bishop "Juvenile Offenders in the Adult Criminal Justice System" in Tonry, *Crime and Justice*, pp. 419-494.

Question:

Based on your readings and your own educated opinion, do you believe that prisons reflect and contribute to overall societal violence? How or how not? (Explain fully and use examples to support your argument) How will our current policies effect the future of correctional institutions and the issue of violence?

**Topic 11: Corrections: The Critical Perspective (April 23)**

Readings:

1. Welch, *Punishment in America* (entire book)

Question: none!

# **CRIM 650 - CRIMINAL JUSTICE RESEARCH METHODOLOGY**

**Taught by Eric Lambert, Ph.D.**

**Assistant Professor**

**School of Criminal Justice**

**520 Bishop Hall**

**591-5013**

**Lamberte@ferris.edu**

Fall 2000 Semester

CRIM 650, Section 001

Day Class Meets: Wednesday from 6:00 to 8:50 PM

Classroom: Bishop Hall 215

Office Hours: Monday 5:00 to 6:00 PM (Grand Rapids)

Tuesday and Thursday 3:00 to 4:00 PM

Friday 2:00 to 3:00 PM

or by Appointment



This course will examine numerous aspects of statistics and research methodology. The course is designed to allow the student to become a "user" of various statistical and methodological tools.



### **Course Requirements:**

**(1) Two Take-Home Examinations:** Both examinations will consist of short answer, problem and/or essay questions, derived from assigned readings, lectures, and classroom discussions. Make-up examinations will only be given for extenuating circumstances. The first examination will be distributed in class on October 11, 2000. The second examination will be distributed in class on November 1, 2000. The due date for each test will be announced in class when the examination is distributed.

**(2) Homework Assignments:** You will be assigned homework assignments during the course of the semester. Each homework assignment is due at the next class meeting from the time it is assigned. The number and type of homework assignments will vary at the instructor's discretion. Homework assignments will not be accepted after the announced due date, except for extenuating circumstances.

**(3) Research Paper:** Only those students pursuing a grade of A- or A in the course must write a paper.

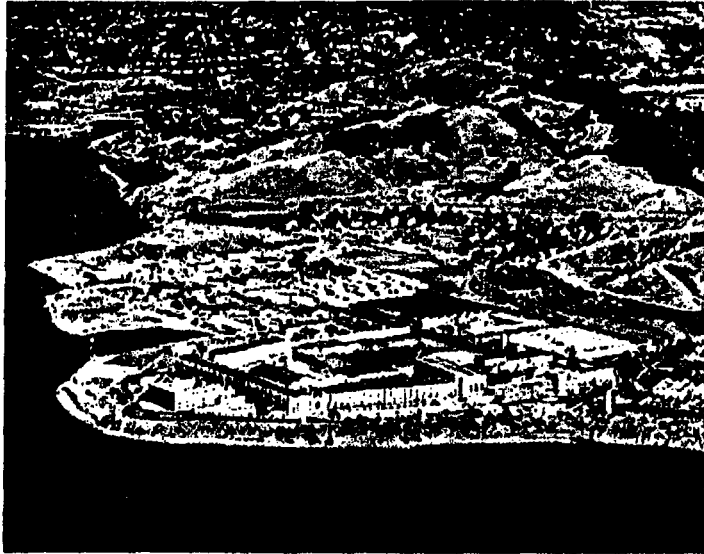
The paper will be a research proposal paper for a causal study in the field of criminal justice. You will pick the topic. However, the topic must be related to the course subject and have written approval by me. You must supply me with a brief description of your proposed topic and obtain written approval no later than 6:00 PM on October 11, 2000. The final version of the paper is due by 8:50 PM on November 22, 2000. Papers turned in late will lose a full letter grade for each day the paper is late. Deliver the final paper directly to me.

The paper requirements are contained in a hand-out included in this packet.

**(4) Final Examination:** the final examination may be comprehensive in nature. The examination will consist of problem, short answer and/or essay questions, derived from assigned readings, lectures, and class discussions. The date and time of the final examination will be announced later in class.

**(5) 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.

Anyone having in excess of three absences from the class will receive a failing grade for the course.



### **Required Textbooks**

Michael Maxfield and Earl Babbie. (2000). **Research Methods for Criminal Justice and Criminology**. West/Wadsworth.

Jerome McKean and Brian Byers. **Data Analysis for Criminal Justice and Criminology: Practice and Applications**. Allyn and Bacon.

In addition, several articles may be placed on reserve status in the main library

How and when to obtain these articles will be discussed later in class.

Assigned readings for future class meetings will be provided at the beginning of class.



### **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.

### **Withdrawal**

The last day to withdrawal from the class with a "W" is published in the class schedule book. 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. For the Fall 2000 Semester, the last day to withdraw is November 1, 2000.





**GRADING:**

In order to earn a grade of A, a student must complete and earn an A or A- grade on both take-home examinations, all homework assignments, the final examination, research paper, and meet attendance and participation requirements. The final grade must average out to a 93 percent or higher for all areas.

In order to earn a grade of A-, a student must complete and earn an A, A-, or B grade on both take-home examinations, all homework assignments, the final examination, research paper, and meet attendance and participation requirements. The final grade must average out to a 90 to 92 percent for all areas.

In order to earn a grade of B+, a student must complete and earn an B or higher grade on both take-home examinations, all homework assignments, the final examination, and meet attendance and participation requirements. The final grade must average out to a 87 to 89 percent for all areas.

In order to earn a grade of B, a student must complete and earn an B- or higher grade on both take-home examinations, all homework assignments, the final examination, and meet attendance and participation requirements. The final grade must average out to a 82 to 86 percent for all areas.

In order to earn a grade of B-, a student must complete and earn an C or higher grade on both take-home examinations, all homework assignments, the final examination, and meet attendance and participation requirements. The final grade must average out to a 80 to 81 percent for all areas.

In order to earn a grade of C+, a student must complete and earn an C- or higher grade on both take-home examinations, all homework assignments, the final examination, and meet attendance and participation requirements. The final grade must average out to a 77 to 79 percent for all areas.

In order to earn a grade of C, a student must complete and earn an C- or higher grade on both take-home examinations, all homework assignments, the final examination, and meet attendance and participation requirements. The final grade must average out to a 72 to 76 percent for all areas.

In order to earn a grade of C-, a student must complete and earn an D+ or higher grade on both take-home examinations, all homework assignments, the final examination, and meet attendance and participation requirements. The final grade must average out to a 69 to 71 percent for all areas.

Any final grade of 65 to 68 percent will earn a grade of D+.

Any final grade of 62 to 64 percent will earn a grade of D.

Any final grade of 60 to 61 percent will earn a grade of D-.

Any final grade of 59 percent or lower will earn a grade of F.

\*\*\*\*\* 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.

**RESEARCH PAPER REQUIREMENTS FOR CRIM 650 - RESEARCH METHODS**  
**FALL 2000 SEMESTER**

A requirement for a grade of A- or A in this class is a research proposal on a causal based theory.

**Subject Matter:** You will select the topic. However, the topic must be related to Criminal Justice Statistics and Research Methods and must be approved in writing by me. You must supply me with a brief, written description of your proposed topic no later than 6:00 PM on October 11, 2000.

**Length Of Paper:** Minimum is 12 pages typed, double spaced, excluding title and reference pages. There is no maximum length for the paper.

The paper should have an introduction section, a theory and conceptualization section, a literature review section, a methodology section, and a conclusion section.

The introduction section generally introduces the subject, why it is important, and what new you will offer in studying the subject.

The theory and conceptualization section is where the theory is described, including its strengths and weaknesses, and any improvements you offer. It also contains the definitions of the key concepts in the study (i.e., conceptualization).

The literature review is where you review the literature on the subject. The review of the literature should accomplish the following three objectives (or at least one of them):

- 1) Provides the reader with results of other similar research studies;
- 2) Ties the current study to a larger, ongoing dialogue in the literature about the topic;
- 3) Provides a framework for establishing the importance of the current research project.

The methods section outlines how you propose to conduct the study. It contains a discussion on variables, measurement instrument, validity, reliability, and other related concerns (i.e., operationalization). You may want to include why your methods are "better" than past research on the subject. You also need to address shortcomings in your methodology.

**References:** A minimum of 8 or more academic, peer-reviewed, written, and published sources are required. You may not use any of the course textbooks as part of the 8 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) the articles.

**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 14 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 (8:50 PM) on November 22, 2000. Papers turned in later than this date will lose a full letter grade (i.e., 10 points) each calender day they are late.

Remember to proofread your paper several times. Also, have another person proofread your paper. Remember to check and verify both your citations and references.

**IF YOU HAVE ANY QUESTIONS OR NEED FURTHER  
INFORMATION, PLEASE ASK ME.**