



Legal Studies A.A.S. Academic Program Review August 2007

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Legal Studies Program Review

Section One – Overview of the Program

The Ferris State University Legal Studies Program is an Associate degree program located in the Management Department of the College of Business. The program was established in 1972. 754 students have graduated from the program.

The primary purpose of the program is to educate students to become legal assistants or paralegals. However, many students use it to obtain a more in depth understanding of law and the United States legal system as a background for a Business degree. Others use it as course of study to prepare for law school. The program has been approved by the American Bar Association (ABA) since 1978 and is evaluated by that body every seven years. The curriculum meets or exceeds all ABA requirements. The ABA requirements include criteria for number of credit hours, number of legal specialty courses, and general education requirements. The program was last reviewed by the American Bar Association in October 2006. The Self-Evaluation Report prepared by the Legal Studies Program faculty is in Appendix A.

Section 2 - A of the report summarizes the goals and objectives of the Legal Studies Program. The goals and objectives were developed by the program faculty and advisory board in conjunction with the ABA requirements. They are reviewed regularly. The Legal Studies faculty and the Legal Studies Advisory Committee meet each fall and spring semester to engage in an ongoing discussion about the needs of the legal community and content of the program. The program is consistent with the universities mission of providing career education.

The Site Visit Report (Appendix B) prepared by the ABA site visitation team after reviewing the self-evaluation report and doing a two-day site visit at FSU in October, 2006 concluded, "The Legal Studies Program at Ferris State University is an excellent program under the dedicated leadership of the coordinator and faculty, and the University administration is commended for its continuing support." The House of Delegates of the American Bar Association voted to reapprove the program on February 12, 2007. The University was notified of the reapproval in March, 2007 (Appendix C).

There have been a number of changes in the program since the last program review.

1. The name of the program was changed from Legal Assistant Program to Legal Studies Program. The name change was made to better describe the area of study rather than one of the potential areas of employment.
2. Program graduates can now continue in the new Business Administration – Professional Track program. This allows them to obtain the BS in Business Administration upon completion of 124 credit hours. Previously it required 128 credit hours.
3. Enrollment in the program has doubled.
4. Students have been able to dual enroll in Business Administration and Legal Studies with the designation BALS. Students may also dual enroll in any

Bachelors degree program at Ferris. However, those in any BS or BA program except Business Administration are not counted as being in the Legal Studies program when the university does the headcount of students.

5. Gayle Lopez has been added to the faculty in a tenure track position.
6. As noted above, the program was reapproved by the ABA in 2007.
7. New advisory board members have been added the Legal Studies Advisory Committee
8. WESTLAW has been added as a legal research data base available for students in the program.

The FSU Legal Studies Program is a typical AAS program in some respects and very unique in others. The curriculum content, dictated in part by the American Bar Association, is the typical part. It has the required legal specialty courses needed in any ABA approved program. The uniqueness is the result of the programs setting at a university. Most two-year legal studies programs are at community colleges. Graduates must transfer to a four year institution if they wish to continue their education. Acceptance of transfer credits is often a problem. At Ferris, a majority of the graduates of the Legal Studies Program obtain bachelor's degrees, usually at Ferris. College of Business records for the past 10 years indicate just over 70% of the graduates remained in bachelor degree programs at Ferris. The graduates who continue their education at FSU enjoy a reputation as excellent students among the faculty. Most FSU legal studies graduates are now able to utilize all of the credits used in the AAS Legal Studies Program in their BS or BA program and still graduate with 124 credit hours. While Business Administration is the most popular BS program, graduates have regularly graduated from Public Administration, Criminal Justice, Communication, Psychology, Marketing, Human Resources Management, and even Medical Records. Presently three Legal Studies students are also Music Industry Management majors. Most graduates of two-year programs (even other programs at Ferris) who continue their education must articulate into one particular program. Legal Studies graduates have the opportunity to continue in a variety of BS programs at Ferris.

The main competitors for the program are other programs in western Michigan. Grand Valley has a BS program that is not yet ABA approved. (They are in the process of trying to get approval). Davenport University in Grand Rapids is an ABA approved program with AAS, BS and certificate programs in paralegal studies. Northwest Michigan College has an associate degree program that is ABA approved. None of the other programs offer the graduates the luxury of being at a public university with a wide variety of options for obtaining their BS degrees while obtaining an ABA approved legal studies degree.

The future for graduates continues to be good. The labor market analysis in appendix D indicates the job outlook is projected to grow faster than average. Earning data is on page three of the report. The FSU Legal Studies program also participates in the "Special Counsel Survey of Michigan Legal Assistants" which is conducted every two years.

Each student who graduates from the program completes a survey evaluating the program. Results are evaluated and discussed each semester by faculty and advisory board members.

The faculty members teaching the legal specialty courses in the Legal Studies Program are: Professor John Kane, Professor John Vermeer, Associate Professor Gayle Lopez and Adjunct James White. Professor Kane serves as the unofficial coordinator of the Program. Faculty credentials are in Appendix E. All faculty members are attorneys.

Program faculty members are active in university activities. Both Professors Kane and Vermeer have been active in FFA matters as members of the Executive Board and serving as Grievance Chair and on the Contract Maintenance Committee. In fact, for over a decade one of the attorneys in the Legal Studies Program has participated in contract maintenance and assisted in grievances for FFA members. Both have also served in the Academic Senate. Professors Kane and Lopez have been active in the FSU Pre-law Resource Committee. Committee members act as advisors to FSU students considering going to law school. Professor Vermeer recently served as Management Department chair.

**LEGAL STUDIES PROGRAM REVIEW
SECTION TWO- COLLECTION OF PERCEPTIONS**

A. GRADUATE SURVEY

One hundred and ten graduate surveys were mailed to alumni who graduated from the Legal Studies program over the last 10 years. Nineteen were returned.

The survey responses ranged from superior to average (on a scale of 0 – not used, 1 - poor, 2 - fair, 3 - average, 4 – good, 5 – superior), with most responses being in the Superior category when questioned about the following:

Quality of the legal studies classes
Quality of instructors
Preparation for a paralegal career
Variety of legal courses offered
Quality of on-campus library
Quality of computer training
Quality of academic advising assistance

Most graduates did not have an internship experience nor did they use placement assistance when seeking employment.

Graduate Survey Comments

Seeking a Ph.D. in Counseling at Oakland University. I worked two and a half years as a legal assistant for a family law attorney. General law cases and research were most helpful. A family law course would have been helpful in my line of work but overall my supervisor was extremely impressed with my work preparation. Although I no longer work in the law field, the skills I learned in legal writing and research and the critical thinking are used all the time. My FSU education really shaped me as an employee and my future job skills. It also prepared me well for advanced studies. Many of my employers/coworkers are impressed when I organize a committee – and it usually is because of the skills I learned in this program are used.

Legal research and writing, contracts and law in the U.S. were the most helpful courses. Made law school experience easier because I already knew key concepts and legal vocabulary.

Civil litigation was the most helpful course and library use needs to be improved.

When someone interns at your office, it would be helpful if you remembered them.

BLAW 321, LLAW 160, 161, 251 and 280 were the most helpful courses. I wish there were LLAW courses on constitutional law as well as electives in copyright, intellectual property, malpractice, insurance, education and international law.

Graduate Survey Comments Continued

Civil litigation was the most helpful course. Real estate and probate need to be improved.

Research and writing classes were the most helpful. Real estate law and probate and estate planning need improvement. Filled out court approved forms and they were graded but there was no feedback on what was incorrect or needed changing. Would like to see more feedback on these two classes. Could always use more research/writing and practice/homework.

I don't know about helpful but I found criminal law to be most interesting. Drafting legal documents would have been more helpful if we were actually given the documents and then recreated them for ourselves. When I worked, the law firm already had most the documents I used. I simply needed to specify them and learn which ones went together. I think the legal field is one in which a paralegal can learn more by being shown instead of trying to flounder around trying to find answers themselves.

I appreciated the foundation of hands-on legal research. However, realistically, the web based legal research should have been constantly utilized like real-life. Mr. Kane and Mr. Vermeer's criminal law, family law and also Mr. White's probate studies were most helpful. The core paralegal classes were the most effective in my education. Overall, I would just suggest a larger implementation of technology for filings and research. I am grateful for the paralegal program and still find it to be the most useful aspect of my education – applicable to my career.

Civil litigation was the most helpful course. Probate/real estate needs to be improved.

B. EMPLOYER SURVEY

An employer survey was mailed along with the graduate survey to each alumnus who graduated from the Legal Studies Program over the last 10 years. The alumni were asked to forward the survey along with a cover letter to their employer. Only three were returned with one being incomplete. Additionally over the last year, advisory board members have assisted in obtaining 7 additional employer surveys.

Employer Survey Comments

All but one employer who rated their satisfaction of the FSU graduate employee, rated their satisfaction with the FSU graduate's performance as being a 10 using a scale from 1 to 10 with 10 being the most positive. The other employer rated their satisfaction with their employee as a 9.

Only two of the responding employers have utilized paralegal interns.

I have considered utilizing paralegal interns but have not found it practical to do so given the relationship of my office to students. An experienced, well educated paralegal may be a better economic investment than a new associate unless there is a need to develop a lawyer. Our paralegals have produced much work for the investment.

A common deficiency in paralegals hired is not enough experience in the corporate/real estate area.

No deficiencies in paralegals hired. We have an excellent, dedicated staff of legal assistants.

Common deficiencies in having the skills and tenacity to build solid working relationships with the attorneys in order to get them to delegate more, and more sophisticated work. Lack of understanding of the reality of working in an environment where work is delegated on the free market – it goes to the people most qualified and easiest to work with. We have not utilized paralegal interns but may be interested in the future.

Most common deficiency in paralegals hired is the sense of urgency.

A deficiency in paralegals hired, on occasion, the ability to write well, and to use reason to go beyond a problem to find a solution. You can not stop – you must work with the attorney to learn how to think outside of the box. We have had only one FSU graduate in the past, and she was a 10 (10 being most positive).

C. GRADUATING STUDENT EXIT SURVEY

Each graduate is required to fill out a graduate survey when they clear for graduation with Annette Keyt in the College of Business.

Graduate Survey Summary for Legal Studies Program

The following is a summary of sixty graduating student exit surveys collected and summarized from 2004 - 2007

Were the general education courses appropriate? Yes – 52 No – 6 No answer - 2

General education courses recommended

English 250, English 325, Logic, Literature 286, Political Science 323, Chemistry 207, foreign languages.

Also, the following non-general education courses were named. BLAW 321 & Accounting

Argumentation and Debate, Music, Theater

All of them

Any music class

Communications and Humanities courses
Personal Finance and debate
Philosophy
Communications
English and History
Public speaking
Economics

General education you recommend students avoid.

Math, Economics, High level science courses, music appreciation, and English, Economics, & Accounting with named teachers.
Computer classes;
Medical Anthropology;
None;
Comparative World Governments
Math courses;
Public Speaking and Small Group Communications;

Did the Legal Studies courses seem appropriate for the program? Yes – 59
No-1

Most beneficial:

All – 3

All but LLAW 161 & 280

LLAW 160 - 3

LLAW 161 – 14

LLAW 251 – 5

LLAW 260 – 3

LLAW 261 – 2

LLAW 280 – 9

LLAW 253 – 6

Research, being able to use the WESTLAW program. How to cite and find a case
All the courses (three times)

Hard to choose.. LLAW 160 and 161 were most beneficial because they give an overview of the law and what the whole program is about.

Legal Research and Civil Litigation.

Civil Litigation

BLAW 321, LLAW 160 & 161

LLAW 160, LLAW 161, Civil Litigation

Civil Litigation, BLAW 321 & Research and Writing

Civil Litigation, Legal Research, Probate and Real Estate

LLAW 160, 161, 251, 280

LLAW 160, 161, 251, 253

LLAW 160, 161

Enjoyed all of my LLAW classes.

LLAW 280, 161

LLAW 161, 280 (ps – enjoyed all of my law classes and the professors)

All classes were beneficial

I would hesitate to put any on of the courses above the others. BLAW 321 was the easiest one to relate to, and LLAW 161 was hard to grasp.

Suggestions to improve the Legal Studies Program.

Intro class (LLAW 160) could be more directed to where legal assistants fit in at the beginning.

Teachers need to realize that we are students and that we are learning. We do not know what the teachers know.

Civil litigation. Combine Tuesday class with MWF and make longer sessions.

I feel as though it's a good program and doesn't require any improvements. The instructors are great and always available for help.

More legal research and drafting in other classes that just real estate, civil litigation, and probate.

More instruction in 161.

More emphasis on the advanced legal research class.

Offer one day course about topics not generally covered by the required courses.

Civil Litigation should be two courses and get further in depth. I would like to be more comfortable drafting pleadings. Terminology is not taught after 161; we need to learn all the Latin terms and defenses. I.e. Laches and estoppel.

None (on three different surveys.)

Help obtaining internship/job. More networking opportunities.

Need better feedback. Get papers back with nothing on them and tests (essays) are not on a point scale- also no comments.

No suggestions.

N/A

Employment resources. Entirely on your own looking for internship or job.

Criminal could be improved so that you're learning the terminology, but also the processes of it like obtaining a warrant and such.

My experience was great, so I don't know. I think Mr. White could lighten up a little.

Offer all the professors for each class. Some students learn better the way a certain professor teaches.

Criminal, real estate, and probate.

I would like to see conflict management as part of the program.

Excellent overall, but criminal needs huge improvements. (long explanation on the matter followed)

Identify any other improvements you would like to see in the program.

More positive energy in LSA

Nothing else I can think of – I've had a great experience in the program.

I would like to see the internship as a requirement.

More variety of courses.

More hands on – always. You people are outstanding.

Contracts should replace real estate but cover both just for legal studies students.

N/A

Move away from the mere case outlines and towards more of actually performing what a paralegal would do. James White, and to a bit lesser extent, Lopez, do a great job with this.

Plans to attend law school.

Twenty-nine students indicated a desire to possibly attend law school following graduation from FSU or sometime in the future.

D. STUDENT PROGRAM EVALUATION

First and second year legal studies students were given a student survey during class in LLAW 161 and LLAW 253 respectively during the Spring 07 semester. Twenty-one surveys were completed by first year students and twenty surveys were completed by second year students.

First Year Students Survey Results and Comments

See excel spreadsheet attached as exhibit F.

Second Year Students Survey Results and Comments

See excel spreadsheet attached as exhibit G.

E. FACULTY PERCEPTIONS

Faculty surveys were sent to 83 College of Business (COB) faculty and adjuncts during the Spring 07 semester. Of the 83 sent, 40 were completed and returned. Seventeen out of the 40 returned were from the Management Department faculty, ten were from the Accounting, CIS, Finance Department, nine were returned from the Marketing Department and two from the Sports, Entertainment, Hospitality Management Department with the remaining two undeclared.

Faculty members were asked to rate their level of agreement (Strongly agree, Agree, Neutral, Disagree, Strongly Disagree, N/A or No Experience) with respect to each of the following statements:

1. I am familiar with the Legal Studies program.
2. I have recommended the Legal Studies program to those in the Business Administration major.
3. I have recommended the legal Studies program to students who are undecided or thinking of changing their major/degree.
4. I have encouraged my advisees to get an associate degree in Legal Studies.

5. The COB faculty respect the contributions of the Legal Studies program to the COB.
6. The Legal Studies associate degree is valuable to the COB.
7. The Legal Studies students are successful in bachelor degree programs.

A majority of the responses from the Management Department agree or strongly agree with the above statements. Adjuncts and those who are not advisors have little to no experience with the program.

Over half of the remaining department responses strongly agree or agree with the above statements. It is clear from the responses that many faculty members outside of the Management Department are not familiar with the Legal Studies Program.

Faculty Survey Comments

Some of our best four year students come from the Legal Studies two year program.

The legal studies is a special program. I highly recommend it to students I feel would be successful. Many of my advisees might not be suited for the program.
Rock on!

Wonderful program, knowledgeable professors.

Promote yourselves to prospective students sooner. Survey graduates and legal employers. Ask for our name, so that you might follow up, for clarification, questions, etc.

We need to work more across departments.

As a first semester adjunct, I regret not being familiar with the program. Please accept my apology. However, in my personal experience I have several positive reasons for supporting such a program and have first hand experience within the legal profession. There are numerous career opportunities within the legal profession other than being an attorney or legal secretary. These could be opportunities for FSU career focused education.

I know very little about this program. My students take B-Law only in most cases and would be unlikely to want to transfer to Legal Studies.

Sorry, not familiar with the program.

I think the Legal Studies program is an excellent program and the faculty are doing an excellent job.

Sorry – I know very little about the program.

Best survey.

I think it's a great option for students who are not sure about how far they intend to go with their studies.

Generally the LS students are better than average performers.

The nature of the wording of the first few questions do not fit well with my situation as coordinator of another major so my answers may bias your results.

I must confess profound ignorance re the program. I need to do my homework.

Let's keep the legal Studies program. It is an excellent program. Majority of students in the program move on to continue a bachelor's degree at Ferris. They are usually good students. The COB should continue to support/enhance the program. Good faculty.

F. ADVISORY BOARD PERCEPTIONS

Advisory Board Survey – October 27, 2006 and April 20, 2007
FSU Legal Studies Program

The following topics were discussed with the Legal Studies Advisory Board to address the changing needs/trends in the legal profession that should be addressed in the Legal Studies curriculum.

Technology skills/software:

Not necessary to have a class. Students need to be comfortable with computer technology and be flexible and capable to learn how to use the software that an individual firm/office is utilizing.

Employees do not need to learn a specific software – too practice specific. Need to be comfortable working with and using computers and software.

Silly recommendation – limiting to require one particular program or several different ones.

Possibly bring in software vendors – sales people – for a technology fair.

Every legal assistant uses different software – different software in the same firm.

Understand use of the internet

E-mail – proper grammar and format – no smiley faces or background

Understand what a PDF is and how to create a PDF from word, etc.

Power point

Skills/Characteristics:

Reading and writing skills. Appears that not just a Ferris problem. Looking for people who fit into practice area and those that have experience.

One day a week in the classroom try a professional etiquette day – one time, dress professionally, use proper grammar.

Understand that employees are at will – look at company policies and procedures, dress codes and acceptable behavior.

Professionalism

Strong work ethic

Need the ability to learn

Need interviewing skills – try mock interviews

Soft skills

Business

Trusts and Estates

Employee Benefits

Litigation

Intellectual Property

Environmental

Real Estate

“If you can’t speak and can’t write – they’re useless.” Worried about lack of communication skills– presentation skills. Spelling, grammar, starts early in the employment process – problems with cover letters and resume.

Looking for employees with experience – do not have a training system.

Internships:

Not necessary. Costs employers money to have interns. Large law firms not equipped to have paralegal interns.

Better to get a paying part-time position.

Continual discussion of how to develop and promote internships in an outside of Big Rapids.

What are you looking for when you hire an employee in a law office.

1. Can read and write
2. Good manners
3. Work ethic
4. Communication skills
5. Professionalism
6. Dress appropriately
7. Ownership of work
8. Punctual
9. Have initiative
10. Motivation
11. Pride
12. Work under pressure
13. Ability to multi-task
14. Personable
15. Intelligent

16. Willing to start at the bottom and understand that a career job is a process.
17. Willing to learn
18. Excited about learning
19. Good attitude
20. Team player
21. Nice
22. Role model
23. Leadership ability
24. Work with diverse group
25. Willing to do community service
26. Can adapt to change
27. Hard working
28. Not afraid to ask for help.
29. Quick study
30. Can make decisions.
31. Own up to mistakes
32. Honesty and integrity.
33. Good time-management skills
34. Ability to prioritize
35. Organizational skills
36. Confidence without being cocky
37. Attention to details
38. Know your weaknesses
39. Importance of diversity in the workplace – workforce that reflects client population.

Recommendations/Suggestions:

The Legal Studies Advisory Board members continually voice their approval and support of the Legal Studies program. They uniformly believe it is a strong academic program that gives the students a strong foundation to build on when they enter the work force.

Suggestions from members for program:

- Teach students a basic timekeeping system – any system would work.
- Have Julie Doyle do her Etiquette in Dining Seminar for the students.
- Students need to know how to dress, speak and eat like people expect them too. Professionalism needs to be incorporated into the classroom or a workshop.
- Get students a smart card to carry that explains what to do in situations or what expressions shouldn't be used.
- Students need to be taught how to market themselves so they can successfully sell themselves to a business.
- They need to learn how to be resourceful and make themselves indispensable, they can't wait to be told what to do on the job.
- Soft skills and people skills are a main focus. They also need to be willing to adjust.

- Clear writing and grammar skills are very important, they need to write to the point. Put the end first and justify it.
- Students need to know word processing, email, how to create a PDF file. They need to know electronic filing – as most courts are going this way.
- A Case Management program also needs to be taught, what the functionality of it and more is.
- If they can set up a web site and worked with HTML, they would have valuable resources behind them.

LEGAL STUDIES PROGRAM REVIEW
SECTION 3: PROGRAM PROFILE

A. Profile of Students

All courses in the Legal Studies program are offered at the Big Rapids campus during the day. There are no on-line courses. Legal research is taught in FLITE. All other courses utilize the classrooms located in the College of Business.

Since students in the Legal Studies Program may also designate Business Administration with Legal Studies (BALS) as their course of study, data on students in the program must be combined as institutional studies keeps separate data on each. Also, since the Legal Studies Program was called the Legal Assistant Program prior to 2003, separate data is maintained for the same program under the Legal Assistant (and Business Administration with Legal Assistant) designations. In short, data from four different sources were combined to provide the following summaries. Students who are enrolled in the Legal Studies program combined with another Bachelors degree major other than Business Administration are not included in the statistics. Each academic year between 3 and 12 students per year fall into this group.

Student Enrollment Information

Term	Enrolled	Gender		Ethnicity			Enrollment	
		Male	Female	Black	Hisp	White	F/T	P/T
2002F	37	2	35	5		31	29	8
2003F	53	14	39	4		47	51	2
2004F	66	16	50	3	1	57	63	3
2005F	66	12	54	3	1	59	61	5
2006F	66	23	43	4	1	58	53	13

During the past five years all but two students have been Michigan residents.

Quality of Students

Student Age, GPA, and ACT Information for Students in the Program

Term	Age	Average GPA	GPA Range	Average ACT	ACT Range
2002	24.2	3.02	2.13 – 3.97	19.5	13-25
2003	21.1	2.84	1.66 – 4.0	20.8	12-30
2004	20.8	3.0	1.95 – 4.0	20.1	12-30
2005	21.5	2.99	2.04 – 4.0	21.4	11-29
2006	22.4	2.86	0.97 – 4.0	21.5	13-29

GPA and ACT Information for Program Graduates

Year	FSU GPA information		ACT scores	
	Avg. GPA	Min-Max GPA	Avg. ACT	Min-Max GPA
2001-2002	3.23	2.29-3.99	19.9	16-26
2002-2003	3.15	2.33-4.0	21.2	14-28
2003-2004	3.17	2.28-4.0	21	15-30
2004-2005	3.05	2.28-4.0	20.4	15-30
2005-2006	3.21	2.43-3.96	22.4	15-29

54 of the 66 students for the 2005-2006 academic year are also enrolled in Business Administration. 12 are enrolled in just the AAS Legal Studies Program. It is probable that most of them will enroll in a BS program upon completion of their AAS degree. Presently, 4 students are enrolled in the Legal Studies program that are not included in the above statistics.

Many of the Legal Studies students are active in the Legal Studies Association. Besides court trips and speakers, members of the organization are active in campus and community projects.

Students in the program are also well represented on the FSU debate team and in student government. Joe Viviano, a 2006 graduate of the program who is now completing his Business Administration degree, is the student government president.

Employability of Students

The latest data from the university Institutional Research shows the average starting salary for graduates as \$27,947 and a placement rate of 100%.

Since most graduates of the Legal Studies program continue their education, it is difficult to track actual employment data. Because they have bachelor degrees in non-legal areas, many elect not to become paralegals as other options are open to them. Graduate exit surveys show that an increasing number of graduates plan to attend law school.

B. Enrollment

Since the last program review enrollment has increased to the capacity of the program. The goal is to maintain this enrollment.

C. Program Capacity

The second year courses in the Legal Studies program are ideally taught with 18-20 students. Our goal each year is to have enough students start the program to end up with the 18-20 for the second year. It is an art. Attrition varies from year to year. In the fall of 2007 year second year courses have 22 to 25 students. Ideally, enrollment in LLAW

160 for the fall semester, 2007 will total 40 students. It appears it will be less than 40 students at the time this report is being written.

D. Retention and Graduation

The first legal studies course, LLAW 160, Law in the United States I, is open to students who are not enrolled in the program. Students who continue (LLAW 161 is next) must be enrolled in the program or have permission of the instructor – if there is room. Almost every year a few students considering law school will only take LLAW 160 and 161. Of the students who started LLAW 161 for the years 2001-2003, the graduation rate was about 55%. Some of those who did not graduate from Legal Studies did graduate from other programs.

Traditionally most students graduated in two years. However, since most are in BS programs, some students complete the program over three or four years to graduate with their AAS and BS degrees at the same time. Others complete the program but do not apply for graduation until they complete their BS degrees.

E. Access

As stated, all courses are taught at the Big Rapids campus. There are no plans to change.

F. Curriculum

Checksheets for the required program courses and a syllabus for each course are in Appendix H. The following changes have been implemented since the last program review. They are all minor changes.

1. LLAW 161 library sessions were increased from one to two hours.
2. Westlaw has been added as an on-line legal research tool.
3. All course outlines were reviewed and updated to comply with ABA requirements.

No significant changes for the program are planned.

G. Quality of Instruction

Like many programs at Ferris, students in the Legal Studies Program take a sequence of courses together in relatively small groups. They get to know each other and the professors teaching in the program quite well.

The advisory committee meets each semester with all of the professors in the program. Some members of the committee have served for decades. It is also a close knit group.

Feedback from both student surveys, student exit surveys, and the advisory committee is quite positive.

H. Composition and Quality of Faculty

The Legal Studies faculty members are all experienced attorneys and teachers. Resumes are in Appendix E.

Professor John Kane and Professor John Vermeer have received merit raises since the last review.

Associate Professor Gayle Lopez was a temporary instructor when the program was last reviewed. After three years as a temp she was hired as an assistant professor in a tenure track position. She was promoted to associate professor effective fall of 2007.

Instructor James White practices law as a full-time occupation and teaches one course each semester in the program.

Professional activities of the faculty can be viewed in their resumes.

The workload for the law faculty is 24 semester hours of teaching per academic year.

The faculty members teach legal studies courses, business law courses, and coordinate the Legal Studies program. The activities the faculty must perform to effectively teach and administer the Legal Studies program are in appendix I. No release is given for performing these activities.

Recruitment of faculty. The only faculty recruited in the past 20 years is Gayle Lopez. She was hired after a national search as a temporary faculty. Following university policy, she was hired in tenure track position after an internal search.

Non-Tenure track faculty. As stated above, James White teaches one course each semester. One of the past ABA reviews recommended that at least one instructor presently practicing law as a full time occupation should serve as instructor in the program.

I. Service to Non-Majors

Students in Public Administration and Applied Communication have used legal studies courses for their required concentrations. LLAW 160 and LLAW 161 are recommend courses in Pre-Law. Students considering law school sometimes take some of the legal studies courses to prepare for law school.

J. Degree Program Cost and Productivity Data

The Student credit hours per full-time equated faculty for the legal studies courses are 568.87 for the 2005-2006 academic year. This is the highest it has been if the past five years and slightly above average for the College of Business.

The degree program cost manual printed by Institutional Research and Testing for the year 2003-2004 contain the following data on program cost.

- Average program cost at the university: \$191.56 per student credit hour.
- Average program cost for College of Business: \$181.95 per student credit hour.
- Average program cost for the Management Department: \$173.55 per student credit hour.
- Average program cost for the Legal Studies Program: \$158.01 per student credit hour.

K. Assessment and Evaluation

The program is evaluated by the American Bar Association. A site visit is done every seven years. Complete self-study reports are done before the site visit. Between visits two supplementary self-study updates must be submitted. It is an ongoing process.

L. Administrative Effectiveness

Courses are offered once each year. Students understand this entering the program and adjust. Faculty schedules are done by the Management Department Head and have not been a problem. Money for seminars and training for instructors has been available.

The administrative task necessary to coordinate the Legal Studies Program are summarized in Appendix I. They are all performed by faculty members, primarily Professor Kane. There is little support, no release time, and no recognition for performing the program's administrative responsibilities.

Legal Studies Program Review

Section 4: Facilities and Equipment

A. Instructional Environment

The College of Business Building classrooms are used for most legal specialty courses in the program. The rooms are appropriate. Conference rooms are available in the College of Business and FLITE. No changes are anticipated or needed.

B. Computer access and Availability

Most students have their own computers. Students learn legal research using the computers in FLITE. Presently, computer availability is very good unless you need them for a whole term.

C. Other Instructional Technology

Classrooms are being updated with new technology. Ideally, the updated technology would be available in all classrooms used for legal studies courses.

D. Library Resources

The law collection located in FLITE is excellent. ABA site visitation teams are always impressed with the collection as it exceeds ABA standards. The faculty members teaching in the Legal Studies Program are regularly consulted concerning library needs. WESTLAW and LEXIS are available from any computer on campus allowing students to do legal research online. The new library contains some very impressive teaching facilities that were designed with the Legal Studies Program in mind.

In summary, the facilities are very good.

Legal Studies Program Review

Section Five – Conclusions

Relationship to FSU Mission

The program is compatible with the Ferris Mission in that it provides a career-oriented program that:

- a. Prepares graduates to perform a wide range of professional activities in the legal area by including liberal studies for future career flexibility as well as legal specialty courses;
- b. Promotes laddering into the four year programs;
- c. Uses faculty with experience in the teaching area;
- d. Makes available internship educational experiences,
- e. Maintains contact with the professional community through organizational memberships and activities of the faculty;
- f. Has regular meetings of the advisory committee to maintain the currency of the program content;
- g. Integrates computers, writing, and problem solving across the curriculum;
- h. Is approved by the American Bar Association.

Program Visibility and Distinctiveness

Most of the legal studies programs in Michigan are in urban areas. Some are not ABA approved. The FSU program is unique because it is located in a rural setting at a four-year institution that allows students to obtain an AAS degree and matriculate into a variety of four-year programs. It also allows students in BS or BA programs at Ferris to pick up an additional degree while completing their bachelor's degree.

The rural setting and residential nature of the campus attract students who do not wish to attend the larger urban universities.

Program Value

Like most College of Business programs, the Legal Studies program is cost efficient and does not require expensive resources. In two years, the students receive a career oriented education in that is valuable in many future occupations.

Additionally, since most Legal Studies graduates stay at Ferris for a bachelor's degree, the rigors of the program prepare them quite well for future studies.

Finally, a significant number of students in recent years complete the program as preparation for law school. The Legal Studies Program courses allow them an opportunity to see if they enjoy studying law while acquiring skills that will be beneficial in law school. (See email in appendix J)

Enrollment

754 students have graduated from the Legal Studies Program since its inception. In recent years, the program has been at or over capacity. There is a drop in first year students for the fall of 2007.

Characteristics, Quality and Employability of the Students.

Ninety percent of paralegals are female. When the program was named the Legal Assistant program, this was generally true of the student body in the program. Since changing the name of the program, there has been a significant increase in the number of male students enrolled in the program. (2 male students in 2002, 23 in 2006)

The average ACT of students in the program has increased 2 points (19.5 to 21.5) in the past five years. The average ACT of graduates has increased 2.5 points. (19.9 in 2001-2, 22.4 in 2005-6)

Students enrolled in the Honor's College are regularly in the program.

In most small law firms, the associate degree is adequate preparation to obtain employment. In larger firms and most corporate legal department, a bachelor's degree is required. Since a high percentage of graduates also obtain a BS or BA degree, they have the academic qualifications for legal assistant or paralegal jobs in all settings.

Quality of Curriculum and Instruction

The curriculum has been reviewed and updated since the program was started in 1972. It is reviewed regularly by the advisory board, the faculty, and the American Bar Association.

Composition and Quality of the Faculty

James White is an attorney who is active in the Mecosta-Osceola Bar Association and Past-President of the Reed City School Board. He is also active in community affairs in the Reed City area. Mr. White is an experienced adjunct law instructor who has employed program graduates in his law firm.

Professor John Kane is a full-time faculty member with over 25 years of teaching experience. He is a member of the Michigan Bar, the American Bar Association, and the American Association for Paralegal Education. He also consults for the ABA in the Paralegal Program Approval Process. Mr. Kane is an active member of the campus community to include service to the Ferris Faculty Association, the Academic Senate, FSU Legal Studies Advisory Committee Chair, and various University, College of Business and Management Department Committees. Mr. Kane also serves as the unofficial coordinator of the Legal Studies Program

Professor John Vermeer is a full-time faculty member with over 20 years of teaching experience. He is a member of the Michigan Bar and served as the Mecosta County Prosecuting Attorney prior to joining the Ferris faculty. He is an active member of the campus community having served on the Academic Senate, FSU Legal Studies Advisory Committee, and various University, College of Business, and Management Department Committees. He is a past Chair of the Management Department.

Associate Professor Gayle Lopez is in her fourth year as a tenure-track faculty. Gayle is an attorney with an extensive background in civil litigation. She practiced law for eight years in California. Gayle is a member of the California and Michigan Bars, the FSU Legal Studies Advisory Committee, and the College of Business Curriculum Committee. She is a graduate of the FSU Legal Studies and Business Administration Programs. As a successful graduate, she serves as an excellent role model for the students in the program.

Faculty credentials are in Appendix D.

Final Conclusions

With the recent reapproval of the Legal Studies Program by the American Bar Association and a fairly stable enrollment, members of the committee believe the program should be continued. Besides preparing students for employment in two years, it has long been an excellent feeder program to bachelor's degree programs at Ferris.

Concerns and challenges for the future include:

1. Program administration. The unrecognized, unofficial faculty coordinator of the program (Kane) receives no release time. See Appendix I for a list of duties that must be performed. The Legal Studies program, as far as can be determined, is the only program at Ferris with outside accreditation that is coordinated by a faculty member in this manner.
2. Coordination with bachelor's degree programs in the College of Arts and Sciences. Bachelors degree programs in the College of Arts and Sciences require a minor or equivalent (BS programs) or a minor (BA programs). Sometimes the AAS in Legal Studies is accepted as the "minor" - sometimes it is not. We believe graduates of the Legal Studies program should be able to articulate into any Arts and Science's bachelor degree program without having to obtain an additional minor.
3. Confusion with Pre-Law. Regularly, students interested in studying law as undergraduates or in eventually going to law school are put in the AA Liberal Arts program. When they discover the Legal Studies program, some are upset they were not directed to consider the program earlier. While Pre-law Resource Committee has been formed on campus, the advising between members of this committee and the pre-law advisors has not been consistent.

Faculty meetings are held at least twice a year and are usually attended by all four faculty members. The minutes briefly note discussion of a variety of program matters, including enrollment, curriculum, assessment, and the ABA approval process.

G-402

Professor Kane has responsibility for all of the functions mentioned in this Guideline. He is assisted in these responsibilities by the two other full-time faculty members who teach legal specialty courses.

The coordinator does not receive any release time from his 12-s.h. teaching load. Half of his teaching duties are legal specialty courses, and the other half are business law courses in the Management Department. The other faculty members also split their time between the legal specialty courses and Management Department courses; one teaches legal specialties one fourth of her time, and the other one eighth of his time.

G-403

The paralegal faculty may request clerical assistance from the Management Department secretary and student assistants. Technical and other support services are provided by other college personnel as needed.

SECTION V: ADMISSIONS AND STUDENT SERVICES

G-501

Ferris State University has discontinued its open admissions policy and set a requirement that all incoming students have a minimum 2.5 GPA or an ACT composite score of 17 or higher. Students must have a 2.5 GPA in high school and/or previous college work in order to be admitted to the Legal Studies program unless an exception is made by the program coordinator based on individual background and qualifications.

Students may receive credit for general education requirements by receiving an appropriate score on Advanced Placement courses taken in high school or for equivalent general education courses taken at other colleges or universities. As mentioned earlier, there has not been a prior need for formalization of the criteria for the transfer of legal specialty course credits from other institutions.

Program literature dealing with the Legal Studies program is found on the Internet site for the University. In addition, Ferris State publishes a Career Guide for potential students that contains a description of the Legal Studies program in three different places in the book. In the Guide and on the Internet, the program is clearly described and notes that paralegals work under the supervision of an attorney.

The admissions director is knowledgeable about the program. In addition, there is an admissions counselor assigned to the College of Business who visits high school campuses throughout the region. The program coordinator, John Kane, serves as an advisor and acts as a resource to other advisors to insure that the program is properly represented to students and potential students.

G-502

The Ferris State Student Employment and Career Services personnel offer resume reviews, mock interviews and career counseling. While there are a number of job fairs held by the placement services staff, Legal Studies students noted that the representatives generally are not there for, and are not knowledgeable about, potential legal jobs within their companies. Placement services should make a greater effort to establish contacts with the local legal community as well as to educate job fair participants on how legal studies program graduates can fit into their organizations.

Prior to clearance for graduation from Legal Studies, program attendees are surveyed by the Academic Counselor for the College of Business on their experiences in the program including comments on course and faculty evaluations. The results of these exit surveys are compiled and shared with the program director and faculty. The Academic Counselor, as well as the faculty of the program, is available to assist students in assessing their strengths and weaknesses and in planning their studies.

Orientation to the paralegal profession is handled during LLAW 160. In addition to instruction on paralegal responsibilities available from faculty, practicing paralegals are utilized as guest speakers for this class. Some graduates suggested that the faculty should spend time discussing the presentations with guest speakers to ensure that they give students a wider overview of the profession rather than just a description of that particular person's job.

Placement records lack much information on graduates who do not stay at Ferris State to complete a four-year degree. Better efforts must be made within six months of graduation to locate those students who enter the job market at the conclusion of the Legal Studies program.

The Legal Studies program does not provide continuing legal and paralegal education.

G-503

Students from other programs are permitted to enroll in the introductory course, LLAW 160, and some are permitted to also enroll in LLAW 161. This practice does not appear to adversely affect the progress, content, level and quality of the program. In fact, the program coordinator noted that some students will transfer into Legal Studies after they sample the program by taking one or both of these classes.

SECTION VI: LIBRARY

G-601

Ferris State has a new library building, called the FSU Library for Information, Technology and Education (FLITE). The building has state-of-the-art technology for both individual study and classroom settings. The FLITE legal reference collection contains all of the resources required by the ABA guidelines and is up-to-date with appropriate supplements. Faculty is able to teach the legal research classes in FLITE rooms adjacent to the legal reference collection.

In the general library collection, there are many legal textbooks on the subject areas taught in the legal specialty courses, but few that are written specifically for paralegals. The collection of books on the paralegal profession is also sparse and somewhat dated.

Students in the Legal Studies program have access to Lexis/Nexis Academic Universe and Westlaw Campus and are trained in using these resources for legal research. These programs are available to students using any computer on campus. The site team recommends that the faculty integrate the use of appropriate Internet sites during the general research courses.

Students report that library hours are sufficient and staff support is adequate.

The room in the College of Business that previously housed space for seven computers for the Legal Studies Program has been re-allocated for other purposes for the College. The facilities in FLITE are a more than adequate replacement for the electronic research needs of students in the program.

SECTION VII: PHYSICAL PLANT

G-701 & G-702

The classroom and study facilities available to the Legal Studies Program at Ferris State are well suited for the education of students. The classrooms are located in the College of Business Building except for the research classes being held in FLITE. The classrooms are well lit with a variety of equipment and instructional materials included.

G-703

Each faculty member currently shares office space with one other faculty member. They accommodate each other when private conversations are necessary with students. However, the University is currently constructing additional space for the College of Business building that will contain individual offices for each faculty member.

RESPONSIVENESS TO PREVIOUS SITE TEAM RECOMMENDATIONS

The site visit team in October 2000 made the following recommendations:

1. That a public-sector paralegal be appointed to the Advisory Board and the program continue to revamp the board to utilize it to its full potential. (G-203)

The advisory committee now includes a public-sector paralegal.

2. That the Advisory Board become involved in the marketing and promotion of the program. (G-203.D)

The advisory committee discusses marketing strategies, including the recent program name change, at its meetings.

3. That graduate and employer surveys be reviewed, revised and sent regularly, and that the results be used to evaluate, review and improve the program. (G-301)

The program continues to work on the effectiveness of these surveys and other means of program assessment.

4. That minutes be kept of faculty meetings, and that faculty meetings address the issues set forth in this guideline. (G-401.E)

Faculty minutes have been provided for all faculty meetings, and show discussion of appropriate matters.

5. That the program administration design a method to market and promote the Legal Assistant program. (G-402)

The recent program name change and new ties with other programs at the University have resulted in significantly increased enrollment.

6. That the language in the Career Guide (page 23) be revised to include statements about the unauthorized practice of law. (G-501.C)

The Career Guide now contains the appropriate language.

CONCLUSIONS AND RECOMMENDATIONS

The Legal Studies Program at Ferris State University is an excellent program under the dedicated leadership of the coordinator and faculty, and the University administration is commended for its continuing support.

The site visit team recommends reapproval of the Ferris State University Legal Studies Program.

The site visit team offers the following recommendations:

1. The program should consider reconstituting the advisory committee to include more actual employers of Ferris State students and graduates as well as a paralegal manager or other non-attorney supervising paralegals. The program should also consider instituting membership terms to ensure the inclusion of new viewpoints (G-203.A)
2. The program should make more efforts to track the actual expenses of the program, though it appeared to the site visit team that the University provided fully adequate resources for support of the program. (G-205)
3. The program should improve its assessment plan to ensure that the curriculum is responsive to changing needs. More information should be gathered from graduates' employers and the legal community in general. The University's Academic Program Review, which will be conducted for the Legal Studies Program next year, may provide opportunities for such assessment. (G-301.D, E & F)
4. The program should determine the appropriate technology skills needed by its students in the current legal environment and ensure that the students acquire these skills. A specific course in law office computer applications, or instruction included in appropriate current courses, should be considered. (G-302.G)
5. The program should consider promoting internships, which are now expected to require at least 75 clock hours on the job for 2 semester hours of credit. (G-302.I.1.d)
6. Because the program does not include a course specifically devoted to ethics and professional responsibility for paralegals, the legal specialty course outlines should clearly indicate the classroom time devoted to these topics as well as relevant assignments. (G-302.I.3)
7. The program should consider including instruction in electronic resources beyond Lexis and Westlaw. (G-302.I.4)
8. The program should formalize in writing its policies on the transfer of legal specialty credit. (G-302.I.6)
9. The program should track all the professional development activities of its faculty, including the adjunct member. (G-401.F)
10. The program should make more efforts to include the adjunct faculty member in meetings and other program activities. (G-401.H)

11. The program should review the delegation of duties required for program direction and ensure that the responsibilities are divided equitably and appropriately. It appeared to the site visit team that more attention should be paid to maintaining liaison with the legal, paralegal, and paralegal education communities; identifying and responding to the occupational and educational needs of the community; arranging and monitoring internships; and evaluating the overall program, including regular assessment. (G-402.A.7, 8, 9 and 13)
12. The program should review the orientation to the paralegal profession provided to students to ensure that it is up to date and relevant to their needs. (G-502.A)
13. The University and the program should make further efforts to improve placement assistance, particularly in the development of more contacts with legal employers and additional resources concerning employment opportunities. (G-502.C.2)
14. The program should make more efforts to collect information on the employment or educational status of graduates other than those who continue their education at the University. (G-502.D)
15. The library collection should include additional texts, practice manuals, and form books in the legal specialty areas as well as updated texts on the paralegal profession. (G-601.G.6 &8)

AMERICAN BAR ASSOCIATION

**Standing Committee on
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March 6, 2007

John Kane, JD, Coordinator
Paralegal Studies Program
Ferris State University
119 South Street
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Dear Mr. Kane:

I am pleased to inform you that on February 12, 2007, the House of Delegates of the American Bar Association, acting on the recommendation of the Standing Committee on Paralegals, granted reapproval to the Paralegal Studies Program at Ferris State University.

You will soon receive a letter from Mattie Evans, Approval Process Manager, setting forth the details of the continuing obligations of the program during the period of approval. If Standing Committee staff can be of assistance to you at any time, please do not hesitate to contact them.

Congratulations on your approval, and best wishes for continued success with the program.

Sincerely,



William I. Weston
Chair, ABA Standing Committee on Paralegals



Paralegals and Legal Assistants

(O*NET 23-2011.00)

Significant Points

- About 7 out of 10 work for law firms; others work for corporate legal departments and government agencies.
- Most entrants have an associate's degree in paralegal studies, or a bachelor's degree coupled with a certificate in paralegal studies.
- Employment is projected to grow much faster than average, as employers try to reduce costs by hiring paralegals to perform tasks formerly carried out by lawyers.
- Competition for jobs should continue; experienced, formally trained paralegals should have the best employment opportunities.

Nature of the Work

While lawyers assume ultimate responsibility for legal work, they often delegate many of their tasks to paralegals. In fact, paralegals—also called legal assistants—are continuing 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 that 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 that all relevant information is considered. They also identify appropriate laws, judicial decisions, legal articles, and other materials that are relevant to assigned cases. 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 perform a number of other vital functions. For example, they help draft contracts, mortgages, separation agreements, and instruments of trust. They also may assist in preparing tax returns and planning estates. Some paralegals coordinate the activities of other law office employees and maintain financial office records. 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 government offices. In these organizations, they can work in many different areas of the law, including litigation, personal injury, corporate law, criminal law, employee benefits, intellectual property, labor law, bankruptcy, immigration, family law, and real estate. As the law has become more complex, paralegals have responded by becoming more specialized. Within specialties, functions often are broken down further so that paralegals may deal with a specific area. For example, paralegals specializing in labor law may concentrate exclusively on employee benefits.

The duties of paralegals also differ widely with the type of organization in which they are employed. Paralegals who work for corporations often assist attorneys with employee contracts,



Paralegals prepare written reports that attorneys use in determining how cases should be handled.

shareholder agreements, stock-option plans, and employee benefit plans. They also may help prepare and file annual financial reports, maintain corporate minutes' record resolutions, and prepare forms to secure loans for the corporation. Paralegals often monitor and review government regulations to ensure that the corporation is aware of new requirements and is operating within the law. Increasingly, experienced paralegals are assuming additional supervisory responsibilities such as overseeing team projects and serving as a communications link between the team and the corporation.

The duties of paralegals who work in the public sector usually vary within each agency. In general, paralegals analyze legal material for internal use, maintain reference files, conduct research for attorneys, and collect and analyze evidence for agency hearings. They may prepare informative or explanatory material on laws, agency regulations, and agency policy for general use by the agency and the public. Paralegals employed in community legal-service projects help the poor, the aged, and others who are in need of legal assistance. They file forms, conduct research, prepare documents, and, when authorized by law, may represent clients at administrative hearings.

Paralegals in small and medium-size law firms usually perform a variety of duties that require a general knowledge of the law. For example, they may research judicial decisions on improper police arrests or help prepare a mortgage contract. Paralegals employed by large law firms, government agencies, and corporations, however, are more likely to specialize in one aspect of the law.

Familiarity with computers use and technical knowledge have become essential to paralegal work. Computer software packages and the Internet are used to search legal literature stored in computer databases and on CD-ROM. In litigation involving many supporting documents, paralegals usually use computer databases to retrieve, organize, and index various materials. Imaging software allows paralegals to scan documents directly into a database, while billing programs help them to track hours billed to clients. Computer software packages also are used to perform tax computations and explore the consequences of various tax strategies for clients.

Working Conditions

Paralegals employed by corporations and government usually work a standard 40-hour week. Although most paralegals work year round, some are temporarily employed during busy times of the year and then are released when the workload diminishes. Paralegals who work for law firms sometimes work very long hours when they are under pressure to meet deadlines. Some law firms reward such loyalty with bonuses and additional time off.

These workers handle many routine assignments, particularly when they are inexperienced. As they gain experience, paralegals usually assume more varied tasks with additional responsibility. Paralegals do most of their work at desks in offices and law libraries. Occasionally, they travel to gather information and perform other duties.

Training, Other Qualifications, and Advancement

There are several ways to become a paralegal. The most common is through a community college paralegal program that leads to an associate's degree. The other common method of entry, mainly for those who already have a college degree, is through a program that leads to a certification in paralegal studies. A small number of schools also offer bachelor's and master's degrees in paralegal studies. Some employers train paralegals on the job, hiring college graduates with no legal experience or promoting experienced legal secretaries. Other entrants have experience in a technical field that is useful to law firms, such as a background in tax preparation for tax and estate practice or in criminal justice, nursing, or health administration for personal injury practice.

An estimated 1,000 colleges and universities, law schools, and proprietary schools offer formal paralegal training programs. Approximately 260 paralegal programs are approved by the American Bar Association (ABA). Although many programs do not require such approval, graduation from an ABA-approved program can enhance one's employment opportunities. The requirements for admission to these programs vary. Some require certain college courses or a bachelor's degree, others accept high school graduates or those with legal experience, and a few schools require standardized tests and personal interviews.

Paralegal programs include 2-year associate degree's programs, 4-year bachelor's degree programs, and certificate programs that can take only a few months to complete. Most certificate programs provide intensive and, in some cases, specialized paralegal training for individuals who already hold college degrees, while associate's and bachelor's degree programs usually combine paralegal training with courses in other academic subjects. The quality of paralegal training programs varies; the better programs usually include job placement services. Programs generally offer courses introducing students to the legal applications of computers, including how to perform legal research on the Internet. Many paralegal training programs also offer an internship in which students gain practical experience by working for several months in a private law firm, the office of a public defender or attorney general, a bank, a corporate legal department, a legal aid organization, or a government agency. Experience gained in internships is an asset when one is seeking a job after graduation. Prospective students should examine the experiences of recent graduates before enrolling in a paralegal program.

Although most employers do not require certification, earning a voluntary certificate from a professional society may offer advantages in the labor market. The National Association of Legal Assistants (NALA), for example, has established standards for certification requiring various combinations of education and experience. Paralegals who meet these standards are eligible to

take a 2-day examination, given three times each year at several regional testing centers. Those who pass this examination may use the Certified Legal Assistant (CLA) designation. The NALA also offers an advanced paralegal certification for those who want to specialize in other areas of the law. In addition, the Paralegal Advanced Competency Exam, administered through the National Federation of Paralegal Associations, offers professional recognition to paralegals with a bachelor's degree and at least 2 years of experience. Those who pass this examination may use the Registered Paralegal (RP) designation.

Paralegals must be able to document and present their findings and opinions to their supervising attorney. They need to understand legal terminology and have good research and investigative skills. Familiarity with the operation and applications of computers in legal research and litigation support also is important. Paralegals should stay informed of new developments in the laws that affect their area of practice. Participation in continuing legal education seminars allows paralegals to maintain and expand their knowledge of the law.

Because paralegals frequently deal with the public, they should be courteous and uphold the ethical standards of the legal profession. The National Association of Legal Assistants, the National Federation of Paralegal Associations, and a few States have established ethical guidelines for paralegals to follow.

Paralegals usually are given more responsibilities and require less supervision as they gain work experience. Experienced paralegals who work in large law firms, corporate legal departments, or government agencies may supervise and delegate assignments to other paralegals and clerical staff. Advancement opportunities also include promotion to managerial and other law-related positions within the firm or corporate legal department. However, some paralegals find it easier to move to another law firm when seeking increased responsibility or advancement.

Employment

Paralegals and legal assistants held about 224,000 jobs in 2004. Private law firms employed 7 out of 10 paralegals and legal assistants; most of the remainder worked for corporate legal departments and various levels of government. Within the Federal Government, the U.S. Department of Justice is the largest employer, followed by the Social Security Administration and the U.S. Department of the Treasury. A small number of paralegals own their own businesses and work as freelance legal assistants, contracting their services to attorneys or corporate legal departments.

Job Outlook

Employment for paralegals and legal assistants is projected to grow much faster than the average for all occupations through 2014. Employers are trying to reduce costs and increase the availability and efficiency of legal services by hiring paralegals to perform tasks formerly carried out by lawyers. Besides new jobs created by employment growth, additional job openings will arise as people leave the occupation. Despite projections of rapid employment growth, competition for jobs should continue as many people seek to go into this profession; however, experienced, formally trained paralegals should have the best employment opportunities.

Private law firms will continue to be the largest employers of paralegals, but a growing array of other organizations, such as corporate legal departments, insurance companies, real estate and title insurance firms, and banks hire paralegals. Corporations in particular are boosting their in-house legal departments to cut costs. Demand for paralegals also is expected to grow as an ex-

panding population increasingly requires legal services, especially in areas such as intellectual property, health care, international law, elder issues, criminal law, and environmental law. Paralegals who specialize in areas such as real estate, bankruptcy, medical malpractice, and product liability should have ample employment opportunities. The growth of prepaid legal plans also should contribute to the demand for legal services. Paralegal employment is expected to increase as organizations presently employing paralegals assign them a growing range of tasks and as paralegals are increasingly employed in small and medium-size establishments. A growing number of experienced paralegals are expected to establish their own businesses.

Job opportunities for paralegals will expand in the public sector as well. Community legal-service programs, which provide assistance to the poor, elderly, minorities, and middle-income families, will employ additional paralegals to minimize expenses and serve the most people. Federal, State, and local government agencies, consumer organizations, and the courts also should continue to hire paralegals in increasing numbers.

To a limited extent, paralegal jobs are affected by the business cycle. During recessions, demand declines for some discretionary legal services, such as planning estates, drafting wills, and handling real estate transactions. Corporations are less inclined to initiate certain types of litigation when falling sales and profits lead to fiscal belt tightening. As a result, full-time paralegals employed in offices adversely affected by a recession may be laid off or have their work hours reduced. However, during recessions, corporations and individuals are more likely to face other problems that require legal assistance, such as bankruptcies, foreclosures, and divorces. Paralegals, who provide many of the same legal services as lawyers at a lower cost, tend to fare relatively better in difficult economic conditions.

Earnings

Earnings of paralegals and legal assistants vary greatly. Salaries depend on education, training, experience, the type and size of employer, and the geographic location of the job. In general, paralegals who work for large law firms or in large metropolitan areas earn more than those who work for smaller firms or in less populated regions. In addition to earning a salary, many paralegals receive bonuses. In May 2004, full-time wage and salary paralegals and legal assistants had median annual earnings, including bonuses, of \$39,130. The middle 50 percent earned between \$31,040 and \$49,950. The top 10 percent earned more than \$61,390, while the bottom 10 percent earned less than \$25,360. Median annual earnings in the industries employing the largest numbers of paralegals in May 2004 were as follows:

Federal Government	\$59,370
Local government	38,260
Legal services	37,870
State government	34,910

Related Occupations

Among the other occupations that call for a specialized understanding of the law and the legal system, but do not require the extensive training of a lawyer, are law clerks; title examiners, abstractors, and searchers; claims adjusters, appraisers, examiners, and investigators; and occupational health and safety specialists and technicians.

Sources of Additional Information

General information on a career as a paralegal can be obtained from:

► Standing Committee on Paralegals, American Bar Association, 321 North Clark St., Chicago, IL 60610. Internet: <http://www.abanet.org/legalservices/paralegals>

For information on the Certified Legal Assistant exam, schools that offer training programs in a specific State, and standards and guidelines for paralegals, contact:

► National Association of Legal Assistants, Inc., 1516 South Boston St., Suite 200, Tulsa, OK 74119. Internet: <http://www.nala.org>

Information on a career as a paralegal, schools that offer training programs, job postings for paralegals, the Paralegal Advanced Competency Exam, and local paralegal associations can be obtained from:

► National Federation of Paralegal Associations, 2517 Eastlake Ave. East, Suite 200, Seattle, WA 98102. Internet: <http://www.paralegals.org>

Information on paralegal training programs, including the pamphlet *How to Choose a Paralegal Education Program*, may be obtained from:

► American Association for Paralegal Education, 19 Mantua Rd., Mt. Royal, NJ 08061. Internet: <http://www.aafpe.org>

Information on obtaining positions as paralegals and legal assistants with the Federal Government is available from the Office of Personnel Management through USAJOBS, the Federal Government's official employment information system. This resource for locating and applying for job opportunities can be accessed through the Internet at <http://www.usajobs.opm.gov> or through an interactive voice response telephone system at (703) 724-1850 or TDD (978) 461-8404. These numbers are not tollfree, and charges may result.

VITA

A. Name: Gayle Sowles Lopez

Rank: Associate Professor – Fall 07

Tenure: Non-Tenure

Teaching Experience: Ferris State University full-time faculty since Fall 2001. Tenure track Assistant Professor – Fall 2004. Associate Professor – Fall 2007. Teaching Business Law and Legal Studies courses which include the following: BLaw 321 Contracts and Sales, BLaw 301 Legal Environment of Business, HOMT 403 Hospitality Management Law, LLaw 280 Civil Litigation and LLaw 253 Advanced Legal Research and Writing.

Excellent student and course evaluations from Fall 2001 – Spring 2007.

B. Educational Background: J.D.- Law, University of San Francisco School of Law, top 15%; B.S. - Business Administration, A.A.S. - Legal Assistant, Certificate – Real Estate, Ferris State University.

C. Prior Experience not in Education: Eight years experience practicing law as In-House Counsel for Aetna Casualty & Surety Co. and Travelers Property & Casualty Co., representing defendants in a variety of litigated civil cases. Cases litigated include premises liability, products liability, automobile liability, subrogation, contractual indemnity and construction defect. Jury and Court trial experience as well as participation in all types of ADR including arbitration, mediation and settlement negotiations. Supervised legal assistant assignments and reviewed their work product.

Additional work experience includes working as an insurance representative for Aetna Casualty & Surety Company.

D. Professional Memberships: Michigan Bar Association, California Bar Association, American Bar Association. Also, admitted to practice in the United States District Court, Northern District of California and the Ninth Circuit Court of Appeals.

E. Professional Meetings Attended:

American Association for Paralegal Education Regional Conference – Chicago, IL, March 2007.

American Association for Paralegal Education National Conference – New Orleans, LA, October 2006.

American Association for Paralegal Education National Conference – Tampa, FL, October 2005.

Hospitality Law Conference – Houston, TX, February 2005.

LILLY Conference on Higher Education – Athens, Georgia, February, 2002.

F. Papers Presented:

Wrote numerous pleading and motions filed in State and Federal Courts in California including summary judgment motions and appellant and appellee briefs. 1992 – 2000.

G. Publications:

H. Other Research Activity:

Currently teach two courses, LLAW 253 – Advanced Legal Research and Writing and LLAW 280 – Civil Litigation, which require ongoing legal research.

I. Consulting:

Legal consultant for Butterfield Woods HOA and White Lake Yacht Club.

J. Professional Growth Activities:

Participated at the Faculty Self-Serve Banner In-Service Training – November 2006. Attended the American Association for paralegal Education National Conference – New Orleans, LA, October 2006.

Attended Faculty Development Day: Using a Learner-Centered Approach to Classroom Teaching and Teaching So Your Students Will Remember – August 2006.

Participated in the Faculty Book Review and Discussion of the World Is Flat. Bi-weekly discussions – Winter Semester 2006.

Attended Banner Web Services Training – February 2006.

Attended the Litigation Skills For Legal Staff Seminar – East Lansing, MI – November 2005.

Attended the American Association for Paralegal Education National Conference – Tampa, FL, October 2005.

Attended the Hospitality Law Conference – Houston, TX, February 2004.

Participated in the 5 week Advising Workshop conducted by Dr. William Potter and Rebecca Kowalkoski – Winter Semester 2005.

Attended Faculty Teaching & Learning Day at the beginning of each Fall Semester from Fall 2001 – Fall 2006.

Attended the LILLY Conference on Higher Education – Athens, GA, February 2002.

Participated in the New Faculty Training seminars conducted by Terry Doyle – Fall 2001 – Winter 2002.

K. Seminars, Training Programs, conducted for Business and Industry:

Conducted numerous legal seminars for clients and insurance representatives regarding insurance coverage and litigation issues. 1992- 2000.

L. Professional Presentations, Speeches:

Legal presentation to the Advanced and Accelerated Coordinator and students at Whitehall Ealy Elementary School regarding legal issues and trial preparation for “Fairy Tales on Trial”. Winter 2006.

Legal presentation to Whitehall and Montague District Schools’ students regarding law in the United States which included the difference between criminal and civil cases and legal careers. Career Day - Spring 2004.

Litigated hundreds of civil cases which included both court and jury trials as well as oral arguments on appeal. 1992 - 2000

M. Institutional Service Performed:

Committee member on the Legal Studies Academic Program Review.

Committee member on the Hospitality Academic Program Review.

Member of the Quality Learning Process Team.

Advisor to 37 students in the Legal Studies program.

SLA professor in BLAW 321- Contracts and Sales - Fall 2001 – present.

PBO Faculty Advisor to the Legal Studies Association – Fall 2001 – present.

Member of FSU Legal Studies Advisory Board – Fall 2000 – present.

Member of the College of Business Curriculum Committee – Fall 2005 - present.

Member of the Faculty and Staff Development Committee – Fall 2004 – 2005.

Member of the Law School Resource Committee – Winter 2005 – present.

Assisted at registration during the Annual College of Business Celebration –
Fall 2005 and Fall 2006.

Assisted in PBO Day – Fall 2004.

Participated in Commencement Ceremony for the College of Business –
Fall 2002 - present

N. Recognition and Honors:

2004 Teacher of the Year Award presented by Pi Kappa Alpha.

Selected to be honored at the 1993 annual Student-Athlete Committee (SAAC)
Faculty Appreciation Night to honor Faculty members who have had a positive
impact on athletes academic careers.

O. Professionally Related Community Activities:

Member of the Board of Directors and Parliamentarian - White Lake Yacht Club.

Legal Consultant – Butterfield Woods HOA.

Presentation given to Whitehall District School's Advanced and Accelerated
students regarding trial preparation. Winter 2006.

Participated in Whitehall and Montague District Schools Career Day by
Giving presentations regarding law in the United States – Spring 2004.

P. Submission Date:

May 2007.

VITA

a. Name: John Vermeer

Rank: Professor

Tenure: yes

Teaching experience:

1977 to 1979: Part-time instructor at Lansing Community College.
1979 to 1982: Part-time instructor, Ferris State College
1984 to 1985: Part-time instructor, Ferris State College
1985 to 1989: Assistant Professor, Ferris State University.
1989 to 1992: Associate Professor, Ferris State University
1992 to present: Professor, Ferris State University

b. Educational Background:

Juris Doctor, Cooley Law School, January, 1979

B.S. Business Administration, Ferris State College, 1974

c. Prior Experience not in Education

Practiced law from 1979 to 1985 as a full time occupation.

Private practice of law. A general practice with emphasis in the areas of criminal defense, domestic relation, real property, contracts, corporation law and other business related areas. 1979 to 1982

Mecosta County Prosecutor. During this time I not only managed the prosecutor's office for the county of Mecosta but I also maintained my own prosecution case load. My duties included the supervision and training of an assistant prosecutor a legal assistant and various secretarial staff. Furthermore, as part of my position, I was the legal advisor to the Mecosta County Board of Commissioners, the various elected county officials, the other county department heads and the Sheriffs Department. 1982 through 1984

Private practice of law. The practice was again a general one with emphasis in the areas of Criminal Defense, Domestic Relations, Real Property and Contracts. 1985

d. Professional Memberships

Michigan Bar Association 1979 - current

Member of the Criminal Law Section of the Michigan Bar – to 2004

Member of the Computer Law Section of the Michigan Bar – to 2003

e. Professional Meetings attended

Attended the AAHE conference "Learning to Change" Washington DC – March 2003

Attended the 2002 Lilly North Conference – September 2002

Attended the American Association for Paralegal Education Annual Conference held in Orlando Florida – October 2002

Attended the "Legal Issues and Teaching in Higher Education" forum – 1999
 Attended the "Looking to the Future Conference" on the use of Information
 Technologies in Education – 1999.
 Guest Speaker at the Reed City High School in March of 1999.
 Attended a Lotus Notes training session (1998)
 Attended the "THINKPAD-U" seminar held in Southfield, Michigan – 1998.
 Attended development forum entitled: "Lectures: Interactive vs. Unilateral and Frames
 for taking Notes." 1997
 Attended the training session on "Hyper Studio" – 1997
 Attended a panel discussion on "On-line Education" – 1997.
 Participated in the "Choice of Entity Seminar" –1997.
 Presented a "Tenant's Rights Seminar" held in Pickell Hall – 1997
 Presenter at the American Culinary Federation, All State Meeting, held in Traverse City,
 Nov., 1997
 Topic: Hospitality Law – Potential Liabilities
 Attended the WebCT software workshop – 1997
 Attended the showing of the videoconference, "Teaching With Style" – 1997.
 Forty hour training on "Dispute Resolution" in Grand Rapids at the Dispute Resolution
 Center of West Michigan.
 Microsoft Higher Education Seminar in Detroit. (1995)
 Inservice training on "The administration and interpretation of the Holland Career
 Inventory. (1995)
 ISYS 105 Ferris computer course - 1996. A second follow-up course taken in 1997.
 Keep current through reading of, among others:
 Michigan Lawyers Weekly
 Legal Assisting Today Magazine
 The Chronicle of Higher Education
 Wall Street Journal

- f. Papers presented
- g. Publications
- h. Other Research Activity
- i. Consulting
 - Professional Consultant to Hamtech, Inc. of Big Rapids
 - Risk Manager for one of the largest Churches in the community
- j. Professional Growth Activities
 - Attended one week CTLFD seminar on "Building Community in the Classroom" - July 2002
 - Attended four day CTLFD seminar on "Using Assessment and Grading as Tools to Promote Student Learning" - June 2002
 - Attended seminar on "Control, Conflict and Courseware: Intellectual Property in Online Education" - 2001

Attended "Using Case Studies in Your Instruction" workshop - 2000
 Attended the "Legal Issues and Teaching in Higher Education" forum – 1999
 Attended the "Looking to the Future Conference" on the use of Information Technologies in Education – 1999.
 Participated in the trial run of "The Business Strategy Game – A Global Industry Simulation" - 1999
 Presenter at the panel discussion for new FSU faculty "Understanding Our Student Population: Teaching and Advising at Ferris State." 1998
 Attended a Lotus Notes training session (1998)
 Attended the "THINKPAD-U" seminar held in Southfield, Michigan – 1998.
 Attended development forum entitled: "Lectures: Interactive vs. Unilateral and Frames for taking Notes." 1997
 Attended the training session on "Hyper Studio" – 1997
 Attended a panel discussion on "On-line Education" – 1997.
 Participated in the "Choice of Entity Seminar" –1997.
 Attended the WebCT software workshop – 1997
 Attended the showing of the videoconference, "Teaching With Style" – 1997.
 Forty hour training on "Dispute Resolution" in Grand Rapids at the Dispute Resolution Center of West Michigan.
 ISYS 105 Ferris computer course - 1996. A second follow-up course taken in 1997.
 Keep current through reading of, among others:
 Michigan Lawyers Weekly
 Legal Assisting Today Magazine
 The Michigan Advance Sheets
 Computer Law Journal
 Case and Comment
 The Michigan Bar Journal
 The Hospitality Law Journal
 The Chronicle of Higher Education
 The Paralegal Educator
 Wall Street Journal
 Business Week
 T.H.E. Journal
 Law Office Computing

k. Seminars, Training Programs, conducted for Business and Industry

l. Professional Presentations, Speeches

Panel presenter for new faculty training on Teaching at FSU – Topic "Grade Inflation" August 2003
 Presenter at the FSU "Critical Thinking Workshop" - May 2003
 Panel discussant for CLTFD's new faculty orientation August 2002.
 Presenter at the panel discussion for new FSU faculty, Fall of 2001. Topic: "Classroom management and instructional methods"
 Presenter at the panel discussion for new FSU faculty "Understanding Our Student Population: Teaching and Advising at Ferris State." Yearly from 1998 – 2003

Presenter/facilitator at the 12th International Conference on Creativity in Colleges and Universities held in Midland Michigan 2001. Topic: Creative Collaboration: Building Partnerships for Change, Challenge 7 – “How to create a yearly campus event that will enhance students’ ties to their program and college/university”
Speaker at the “New SLA Faculty Training Program” - 2001
Speaker at the “New SLA Faculty Training Program” – 1999
Guest Speaker at the Reed City High School in March of 1999.
Guest Speaker for the BUSN 122 Career Day 1997.
Presented a “Tenant’s Rights Seminar” held in Pickell Hall – 1997
Presenter at the American Culinary Federation, All State Meeting, held in Traverse City, Nov., 1997 Topic: Hospitality Law – Potential Liabilities

m. Institutional Service Performed

Stock Market Contest – conceived of, developed and implemented a realtime Stock Market contest for COB students and faculty. Fall 2004
Curriculum and Assessment Committee Fall 2004
College Curriculum Committee Fall 2004 -
Senator representing the COB to the Academic Senate 2000 – present
Appointed to the Faculty Athletic Advisory Committee 2003 - present
Summer Session Review Committee - 1998 - present
Spaghetti Bridge Building Contest – conceived, developed, and initiated the contest for high school students as a marketing tool for FSU. I continue to be involved in the planning and implementation as it moves into its’ sixth annual event for March 2005.
Sat as Chair of the Management Department, College of Business from May 2001 to May 2003.
Traveled to France and Lichtenstein with the Academic VP, COB Dean, and the Director of Office of International Affairs – signing of articulation agreements with two sister universities - April 2002
Participant in the Ferris State University annual Summer Planning Summit - 2001
Co-Chair, criteria five, NCA re-accreditation committee 1999-2001. This was part of a team that ultimately led to a 10-year reaccreditation (last time it was only for 7 years).
Web based Instructional Policy –ad hoc committee – 2000-01
Information Technology Council Committee – 1999/00 and 2000/01
College of Business Dean Search Committee – 1999-2001
College Of Business representative to the Teaching, Learning and Technology Roundtable – 1999/00.
Committee to develop the Student Assessment of Instruction – 1998/99. I then sat on the oversight committee 1999-2000.
Distinguished Teacher Award Committee for the academic years 1997/98 and again in 1998/99.
College of Business Promotion/Merit Committee – 1998/99 and again 2000/01.
Core Review Committee – 1998/99.
Dept. Standards for Post-tenure Review Committee – 1998/99.
Recruiting and Retention Committee – 1995 - 2001
College of Business Management Program Review – 1997/98

Pride Day Committee (1995 to present)
Computer Usage Committee (1990-1999)

n. **Recognition and Honors**

Outstanding Teacher of the Year Award, 2001. Presented by the Pi Kappa Alpha Fraternity, Zeta Kappa Chapter of Ferris State University. (Plaque is in my office and a larger one hangs in the Rankin Center.)

PTM Teacher of the Year Award, 2000. A special honor as this was the second time I was chosen by this group. (The award is in my office)

In the 5th, 6th and 7th “Annual Student Satisfaction Survey, Efficiency of Operations,” I have been recognized as a faculty member who has made a positive difference – 1999, 2000 and 2001.

PTM Teacher of the Year Award, 1996. This award was presented by the students in the Professional Tennis Management Association. (The award is in my office)

o. **Professionally Related Community Activities**

Continue to provide Pro Bono legal services to a number of indigent individuals.

Continue to provide Pro Bono legal services to a number of non-profit organizations,

I. **Vita**

A. **Name:** John A. Kane, Jr.

Rank: Professor

Tenure/Non-Tenure: Tenured

Department or Division: College of Business/Management Department

Teaching Experience:

1990 to present: Professor and Legal Studies Program Faculty Coordinator, Ferris State University.

1985 to 1990: Associate Professor and Legal Assistant Program Faculty Coordinator, Ferris State University.

1981 to 1985: Assistant Professor and Assistant Faculty Coordinator of the Legal Assistant Program, Ferris State University.

1980 to 1981: Part-time Instructor, Institute for Paralegal Training

B. Educational Background

1974 J.D., Wayne State University College of Law

1971 B.S., Western Michigan University
Major: Group Social Science major in Economics, Political Science, Sociology, and History.
Minor: Philosophy

C. Prior Experience not in Education

1974 – 1981: Practice law as a full-time occupation.

D. Professional Memberships:

Member of the Michigan Bar Association
Member of the American Bar Association
Member of the American Association for Paralegal Education
Member, Omicron Delta Kappa, The National Leadership Honor Society

E. Professional Meetings Attended

American Association for Paralegal Education Annual Conference on 15 different occasions. 1986 to present.

FSU Faculty Institute. 1996

Michigan Bar Annual Conference on a regular basis

Institute of Continuing Legal Education. Attended conferences on a regular basis on various legal topics. 1974-present.

F. Papers Presented:

The Litigation Explosion. Ferris Seminar 1995

G. Publications:

H. Other research activity:

Extensive activity, as a teacher of legal research, for over 20 years.

Conduct surveys of students, graduates, and advisory board members of the Legal Studies Program on a regular basis.

Conduct employer surveys for paralegal employers on a regular basis.

I. Consulting

1981- to present. Practice law on a part-time basis while teaching.

Served on two bargaining teams for the Ferris Faculty Association and served as FFA grievance chair for ten years.

Served as the FFA chief negotiator for post-tenure review negotiations.

Served as a program evaluator for the American Bar Association on four different occasions.

Served as a program evaluator for the Ohio Board of Regents.

J. Professional Growth Activities.

Attendance at ICLE conferences on a regular basis

Participated in 1996 Faculty Institute

I read the following Journals on a regular basis.

American Bar Association Journal
Michigan Bar Journal
The Michigan Business Law Journal
Michigan Lawyers Weekly
National Lawyers Weekly
Paralegal Educator
Chronicle of Higher Education

I have participated in the American Association for Paralegal Education Annual conference on 15 different occasions. 1985 to 2005

Visited the Japan Center for Michigan Universities on two different occasions to participate in educational activities. 1997 and 1998

Visited Russia with other representative of the College of Business to establish contacts with business, government, and educational partners in Moscow. 1997

Attended two 3-day training sessions presented by the Michigan Education Association on team building. 1989 & 1993

Attended three-day session on Process performance training as College of Business Representative. 1999

Attended one-day session on post-tenure review at Central Michigan University. 1998

Seminars, Helping your 50+ Clients Prepare for Retirement, 2000 and Representing Clients before the IRS, September 2003

K. Seminars, Training Programs, etc. conducted for Business and Industry.

Series of 12 three-hour training sessions for the support staff of Dow Chemical Company Legal Department in 1985

Michigan Education 2000 Bargaining Conference. Presented paper on Higher Education Bargaining.

M. Institutional Services Performed.

Administration of A Program

Faculty Coordinator of the Legal Studies Program. 1985 - Present

Duties include:

1. Preparing reports to maintain American Bar Association approval of the Legal Studies Program.
2. Preparing self-evaluation report for the American Bar Association approval sight visit.
3. Coordinating the meeting with the Legal Studies Advisory Committee each semester.
4. Developing courses and curriculum for the program.
5. Meeting with potential students who inquire about the program.
6. Counseling students in the program.
7. Advising the Legal Studies Association. I take two or three trips a year to various courts with student groups.
8. Chair of the Academic Program Review panel for the Legal Studies Program on three occasions.

University Committees

1990 -1991: Faculty representative on the FSU ad hoc committee charged with writing the new student code of conduct and university discipline procedures.

1990 -1991: Member, General Counsel Search Committee.

1992 -1993: Faculty representative on the FSU ad hoc Policies Committee. The committee was charged with writing the following University polices.

1. Policy on the use of university property by university employees.
2. Policy on fraud and theft, to include reporting procedures.
3. Conflict of interest policy.

1990 –1992: Member, Library Advisory Committee.

1995-2001: College of Business Representative to the Academic Senate

1996-2001: Secretary and member of the Executive Board of the Academic Senate

1996-2005: Member, Library and Archives Advisory Committee

1996-2001: Member, Academic Senate Governance Committee

2001-2005 Member, Social Awareness Committee

2001-2002 Member, Committee to Review Student Assessment of Instruction Procedures.

2006-2007 Member, Arts and Lectures Committee

College of Business Committees

1989 -1990: Member, Tenure Policy Review committee

1993 -1994: Chair, College of Business Promotions Committee.

1994: Chair, Off-campus Review Committee

1995: Member, Ad Hoc Committee to update College of Business procedures on all committees. (Co-op, Computer Usage, Promotion/Merit, Sabbatical)

1996: Chair, Ad Hoc Committee to update College of Business Tenure Policy.

1997-present: College of Business faculty representative to finalize College of Business Workload Policy.

1999-2001 and 2002-2004. Member, College of Business Curriculum Committee

1996-2000: College of Business Registration specialist.

2001-2003 and 2006-2007 Member, College of Business Promotion/Merit Committee

2004-2006: Member, COB Curriculum and Assessment Committee

Management Department Committees

1990 -1994: Chair, Management Department Workload Committee

1992 -1993: Member, Promotions committee.

1991 -1993: Member and Acting Chair, Tenure Committee.

1991 -2007: Member of various Tenure sub-committees.

1993-1994: Member, ad hoc committee to review summer rotation lists.

1996-1997: Member, Management Department Promotions Committee

2004-present: COB Mentor to Gayle Lopez

Ferris Faculty Association Activities

1991 – 2003 and 2006-present: Member, FFA Executive Board.

1989 -1990: Member, FFA Bargaining Team.

1993 –1998: Member and Co-Chief Negotiator, FFA Bargaining Team.

1991 -1994 and 2004 to present: Member, FFA Grievance Committee

1997-2004: FFA Grievance Chair and member of the FFA Contract Maintenance committee.

1990 -1991: Chair, Ad hoc Committee to draft a new FFA Constitution and By-laws.

1993: Member, Ad hoc Committee to determine validity of requests of Bargaining Unit Member to not pay FFA association fees on religious grounds.

1993: Member, Ad hoc committee to review alleged budget problems at FSU.

1992: Member, Ad hoc committee to determine seniority of returning administrator.

1989 -1995: Faculty representative on 4 different Workload Review Committees. Three for individual faculty reviews and one for Seniority group.

1993-1994: Member, FFA ad hoc bargaining team to negotiate alternatives to the implementation of the Fiscal Restructuring Plan.

2000: Presented at training conference on Collective Bargaining. Michigan Education Association Annual Bargaining Conference.

N. Recognition and Honors.

Finalist, Distinguished Teacher Award, 1989
FFA award for distinguished service, 2004

O. Professionally Related Community Activities.

Member, Good Neighbors of Big Rapids
Member, Recycle Mecosta Board of Directors
Coach and past vice-president, Big Rapids Youth Soccer League
Former Board member, Big Rapids Community Library
Member, Big Rapids Property Maintenance Board of Appeals.

II. Educational Background to document graduate course work in the field of law to support doctoral level preparation.

Transcript for Juris Doctor degree is on file.
Transcript reflects course preparation in areas taught:
Courses include: Contracts and Sales, Real and Personal Property, Torts, Legal Research, Constitutional Law, Criminal Law, Criminal Procedure, Civil Procedure, Commercial Paper, Secured Transactions, Tax, Agency and Partnerships, Corporate law, and Labor Law

Passed Michigan Bar Exam in 1974

III. Teaching Experience sufficient to document doctoral level expertise.

Curriculum development activities include:
Primarily responsible for curriculum of the FSU Legal Studies Program for 20 years. Have guided the program through the last three re-approval visits and written the reapproval reports.
Developed BLAW 301, Legal Environment of Business.
Chaired the Program review panel for the 1996, 2001, and 2006 Program Review of the Legal Studies Program.
Member of the Academic Senate that reviews all program changes. 1994 to 2001.

Member, College of Business Curriculum Committee that reviews all curriculum changes in the College of Business 1999-2001 and 2002-2004.

Courses taught include:

BLAW 221 – Elementary Business Law
BLAW 301 – Legal Environment of Business
BLAW 321 – Contracts and Sales
BLAW 322 – Negotiable Instruments, Secured Transactions, and Bankruptcy
BLAW 323 - Agency, Partnerships, and Corporations.
BLAW 325 - Real and Personal Property

LLAW 160 – Law in the United States I
LLAW 161 – Law in the United States II
LLAW 260 – Real Estate Law
LLAW 261 – Probate and Estate Planning
LLAW 280 – Civil Litigation
LLAW 253 – Advanced Legal Research and Writing
LLAW 291 – Legal Assistant Internship

REAL 210 – Principals of Real Estate

IV. Documented Practical Experience.

I have been a practicing attorney licensed in the State of Michigan for 33 years. For five years my duties included the supervision and training of new attorneys and legal assistants. I have used my legal skills and training on campus in assisting in the development of numerous policies including post-tenure review procedures, workload policies, and tenure policies. I have also served on two faculty bargaining teams for the Ferris Faculty Association and have been the Grievance Chair or on the Grievance Committee for many years. As Grievance chair, besides assisting faculty with grievances, I assist in all other contract maintenance for the members of the Ferris Faculty Association. All of these experiences assist me in my primary duties of teaching law courses.

IV. Consulting Experiences.

I regularly review textbooks for publishers.
I have assisted in bargaining training for the Michigan Education Association.
I have practiced law as a part-time occupation since 1981.

LEGAL STUDIES

STUDENT SURVEY - 2007

1. My current enrollment standing:

Freshman _____ Sophomore _____ Junior _____ Senior _____

2. Which degree(s) will you obtain?

BS Business Administration with Legal Studies _____ AAS Legal Studies _____

Other degree(s)/minors (list) _____

3. Why did you choose Ferris to pursue your degree? _____

4. Why did you select the Legal Studies Program? _____

5. Did you transfer into this program from another program at Ferris or another college or university?

Yes _____ No _____

If yes, what/where was it? _____

6. Are you involved in the Legal Studies Association?

Yes _____ No _____

7. Please identify any other professional/student organizations to which you belong. _____

8. Which of the following Legal Studies courses have you completed or are currently enrolled in?

Course	Yes	No
LLAW 160 – Law in the United States 1		
LLAW 161 – Law in the United States 2		
LLAW 251 - Criminal Law and Procedure		
LLAW 260 – Real Estate Law		
LLAW 261 – Probate and Estate Planning		
LLAW 280 – Civil Litigation		
LLAW 253 – Advanced Legal Research and Writing		
LLAW 291 – Practice Studies (Internship)		

9. Of the courses taken to date, which do you perceive as most relevant/beneficial to the Legal Studies program?

10 Which course(s) do you perceive as the least relevant/beneficial to the Legal Studies program? _____

11. Are there any courses/areas of study that you think should be added or improved? Explain.

12. Are there any courses/areas of study that you think should be eliminated from the program? Explain.

13. Please rate your level of agreement with each of the following statements.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The academic advising is effective.					
The LS professors are knowledgeable in the subject matter.					
The LS professors are available to students.					
The LS professors are helpful to students.					
The classrooms are appropriate for the courses in the program.					
I am generally satisfied with the program.					
I would recommend the program to others.					
The program is preparing me to work in the field.					

14. Please provide any comments/suggestions regarding improvement of the Legal Studies Program.

THANK YOU FOR YOUR TIME AND ASSISTANCE

Ferris State University-College of Business-Legal Studies Program Review-Student Survey (1st yr)

1	2	2	3	4	5a	5b	6	7
(1 - 4)	(1 - 2)	Other			Y=1, N=2		Y=1, N=2	
1	2		Siblings went here	The 2 years seemed convenient	2		2	FSU Outdoor Club
2	2		I heard that the class sizes were small, which I thought would be beneficial to me.	I knew I wanted to study law or medicine, my first semester I tried pre-med, it didn't work out so I went with my second choice.	1	Applied Science, Pre-med	2	n/a
2	1		It had the bst program for what I'm going for.	I enjoy the legal system	1	MCC	1	
3	1		Because of the legal studies program	It is something that I am interested in	1	CIS	2	
1	1		Close to home	I like business & law	2		2	
1	1		not exactly sure...	always had a nitch for learning about the government	2		2	n/a
2	1		Because it had the best program for what I am going in to and it was closer to my hometown	I have always been somewhat interested in it.	1	WestShore Community College	1	
2	2		Close to home	Interested in law	1	Grand Valley	2	
3	1		Liked mascot	Preparation for law school	1	International Business	2	
1	1		My boyfriend was here	I want to be a lawyer	2		2	none
2	1		Close to home	Law has always interested me	1	kucc	2	
3	1		It is close to my parent's house	I am interested in the legal field	1	GRCC	2	
	1		because SMC is a satellite	Interested in law	2		2	

2	1		It was relatively close to where I live. My sister attended Ferris and like it	Was interested in law	2		2	none
2	1		cause it was the only one in the state to have legal studies & honors	because I can get it while getting my BS	2		2	Delta Sigma Pi: Professional Business Fraternity, Bulldog Radio
2	2	MIM	Close to home	took a class for general knowledge and found I enjoyed it.	2		2	Music Industry Mgmt Assoc
1	1,2		Close to home, honors program	Interested in the subject of law	2		1	None
3	1		It was close to home and it had the programs I wanted to pursue	I have always been interested in the law, and I had the opening/opportunity to take it on	1	It was just in Business Administration to begin with	2	n/a
1	1		smaller school that had the exact program I was looking for	Because I would like to work in the legal system one day	2		1	
3	2		Close to my house.	interested in the law	1	mid-michigan community, GRCC, central michigan	2	n/a
2,3	2	HR Mgmt	Faculty tuition waiver, convenient, allows me to complete the necessary degree to later acquire the type of job I prefer	1. to help me better understand how the system works. 2. know my rights. 3. acquire a good job in the future	2		2	

8a	8b	8c	8d	8e	8f	8g	8h	9	10	11
Y=1, N=2	Y=1, N=2	Y=1, N=2	Y=1, N=2	Y=1, N=2	Y=1, N=2	Y=1, N=2	Y=1, N=2			
1	1	1						LLAW 161 and LLAW 251	none	No
1	1	1	2	2	2	2	2	LLAW 160 and LLAW 161	I have only taken 3, so I don't really know	No
1	1							LLAW 160	n/a	No
1	1	1						All	None	? Critical Thinking/philosophy
1	1				1			LLAW 161		No
1	1	1						crim law and procedure	none	not as of now.
1	1	1						Business Administration w/ legal Studies	2 Science courses	No
1	1	1						law 2	Criminal	Criminal - Improved
1	1	1	2	2	2	2	2	Law 160 & 161	Criminal Law & Procedure	Criminal law & procedure: tests need to be relevant to what is taught in class
1	1	1						all of them	160	?
1	1		1		1			LLAW 161	All have been relevant so far	
1	1	1						Criminal	None	If Mr. Kane could teach ALL the classes :)
1	1	1	2	2	2	2	2	Criminal Law and Procedure		

1	1	1	2	2	2	2	2	LLAW 160 & LLAW 161	No comment	nothing should be added - there is already enough to do
1	1	1	2	2	2	2	2	Law in the U.S. 1 & 2	Criminal	no
2	1	2	2	2	2	2	2	LLAW 161	IYS 105	Not sure at this point
1	1	1	2	2	2	2	2	Law in the U.S. 2 because of the legal research aspect	none so far	So far it is good
1	1	1						LLAW 160-161 - these classes gave me the all around concepts, especially the legal **** part of 161	I haven't taken any that have not be beneficial	I think there is a lot more to criminal and I think other classes should be added or at least available to tak. Law 251 was a little rushed because of the material.
1	1	1	2	2	2	2	2	Probably the criminal procedures class	I think they were all beneficial	No, we will be covering every area of law
1	1	1						All	none	more research in classes
1	1	1						They are all relevant, they fit like a puzzle take one away and an important piece will be missing		I think it would be kickin if a class was added that required students to investigate a made up case and "play court" and adressed the different steps, and best ways to obtain a job as a "transaction attorney, tax attorney, defense attorney for large business etc. (just a very lively, active informative class :)

No, not so far	1	1	1	1	1	1	2	1	So far I have been satisfied with the program. I found criminal law to be very difficult
no	1	1	1	1	2	1	1	1	
IYSI 105	2	1	2	1	2	2	1	2	
I have liked all my law classes so far	2	1	1	1	2	2	2	2	
no	1	1	1	1	1	1	1	2	I am not that far in the program but I have really had only good experiences with it.
No all of them are very important	2	2	2	2	2	2	2	2	
no	1	1	1	1	1	1	1	1	
No	1	1	1	1	1	1	1	2	Pizza - pizza ---- AND ---- #6 - I attended the CSA meeting three times and I was not impressed with the leadership going on.

Ferris State University-College of Business-Legal Studies P

1 (1 - 4)	2 (1 - 2)	2 Other	3
4	1		Ferris offered me the most scholarship money
4	1		Because I thought Ferris would provide a good atmosphere and had the program I wanted.
2	1		Because I felt like it would prepare me to be a qualified paralegal and a possible stepping stone to becoming an attorney.
2	2	English (BA) / Communications (athletic)	I got the most from Ferris in Scholarship money
2	2	BS Early Childhood Devel.	Because I originally wanted to go into corporate law and I felt Ferris would help me.
3	1		I chose Ferris because of its location and the degrees offered here
4	1		they offered my program along with accepting a majority of my credits
2	1		When I learned that they combined business and legal studies together, that appealed to me. Being able to take classes that are required for both and get done faster was a big plus.
4	1		Originally enrolled in a different program that was only offered at Ferris.
3	1		I felt Ferris had an excellent Business school

4	1		It was a good school for criminal justice, and that was what I came for
4	1		They were the closest school w/ my degree of choice
2	1		Close to home, good programs
4	2	Bachelors in Communication	It was convenient distance, had a lot to offer as far as social & academics
3	1	Human Resource Minor	I wanted to be in the honors program to get a private room and because Ferris is close to my home city
3	1		Felt it was an opportunity to engage and enhance my knowledge by coming two degrees
2	2		Personally, I respect Mr. Ferris as a person. I think FSU is truly an institution that tries to prepare its students for a lifelong and well-rounded career.
3	2	Criminal Justice BS, Forensics Minor	I chose Ferris because I could run track here and it is close to home
3	1		Came to play football & coach recommended
2	1		Ferris is an outstanding University, and it's close to home

rogram Review-Student Survey (1st yr)

4	5a Y=1, N=2	5b	6 Y=1, N=2	7
I wanted to get a minor to enhance my Bachelor's in Business Administration and I decided to get the associates in Legal Studies after I took BLAW and really enjoyed it	1	Ferris - Computer Networks & Systems, Computer Information Systems, Business Administration	2	Golden Key International Honour Society, Newman Center
To prepare for law school, if I still choose to go	1	I was a nursing student at another school	2	
It was of interest to me, and I enjoy learning about the law and our rights/duties as citizens	2		2	none
I am currently considering Law school after undergrad and thought the Legal Studies program would give me some insight whether I liked legal workings or not.	2		2	Ferris State Varsity Cross Country & Track
Because I wanted to have experience before law school	2		1	Student Government
I selected the Legal Studies Program because I was interested in the legal field and thought this was a good introduction. Plus is is always good to have a little legal background in any job	2		1	none
I have always been interested in the legal profession and it continued on my original course of study	1	Southwestern Michigan College, Dowagiac MI; Oklahoma State University, Stillwater, OK	1	
I have always been intereste in law and this seemed like an interesting program, which I am very happy with	2		2	NA
Law classes that I took made me want to pursue a degree in Law.	1	Music Industry Management	2	N/A
I selected this program because I was very interested in the law	2		1	Zeta Tau Alpha, Student Government

I enjoy learning about the law, and it will help me in the future in many ways.	1	Criminal Justice at Ferris State	2	
I've always been interested in law	1	Western Michigan University	2	
Sounded good at the time.	2		2	TTKA Myski, NAACP, Peer mentor program, Hall caveil, RHA
I want to be a lawyer and I thought this would be a good prep	2		2	
I chose this Program to help me understand the law for when I go to law school	2		2	College Republicans
Would be a great start to kick off my legal education	2		2	N/A
I just love exploring the many areas of law. It's so interesting to me.	1	Admin. Asst.	2	N/A
I was interested in becoming a paralegal or going to law school	2		1	Association of Ferris Forensic Students student government, pi kappa delta, omercron Delta Kappa Debate team
wanted to go to law school	2		2	None at this time, but do plan on in the near future
I enjoy law and it will help to benefit the job that I am employed at	2		2	

8a Y=1, N=2	8b Y=1, N=2	8c Y=1, N=2	8d Y=1, N=2	8e Y=1, N=2	8f Y=1, N=2	8g Y=1, N=2	8h Y=1, N=2
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LLAW 160, 161, 280, 253, 261	LLAW 251 & 260	LLAW 251-I don't remember anything I learned in that class, other than the fact that the vocab tests were pointless. Same with 260. Both need serious improvement. Perhaps make them more interesting or better prof. I believe criminal law and procedure should each be a semester so both subjects can be further discussed. I would offer optional classes of law to take if you don't want to learn an area. I believe probate & Real Estate law would be better if combined and taught by a professor who likes ferris and the job.	No, just improved as mentioned above
Criminal law and procedure was the class I feel I maintained more information from	Real Estate Law		I think probate and real estate should be optional and allow for different courses to come in such as corporate law. Probate/Real Estate should NOT be eliminated. We need a professor that cares and doesn't waste our time and money
Civil litigation. Gayle Lopez has given very beneficial information and I will be keeping a system folder for future reference.	Probate Estate and Real Estate. The professor doesn't care about the class and does not engage students in learning.	We need a different professor for Real Estate and Probate. He's rude, shows no interest in the class or students, is very unclear, does not hold class for the full period because he has a more "important" job to be at. Doesn't take Ferris seriously and says Ferris doesn't pay him enough Yes, Probate & Estate Planning, as well as Real Estate Law need a professor that actually wants his students to learn rather than just funding his trips/condos in Los Cabos.	
Civil Litigation and Advance Legal Research & Writing	None		No. Real Estate, I didn't get anything out of the class that I remember so I don't think it helped me.
Civil litigation LLAW 160 & 161 and Advanced legal Research	Real Estate Law	I think probate could be improved because it is relevant but not well taught	
Civil litigation, Real Estate, Probate & Estate Planning	Law in the United States	Real Estate and Probate and Estate Planning because there is a lot of information and the classes seem rushed	none
Probate and Estate Planning, Civil litigation, the advanced legal research	Criminal, real estate	criminal go into a little more depth, explain topics better. Also, make the internship mandatory to give us experience.	
I thought that the first 2 classes 160,161 were the most beneficial because that was the bases for the other classes.	I really didn't think any were the least because they are all important to understand the law	NA Real Estate & Probate - new teacher who actually enjoys the subjects & doesn't discourage student questions	NA
Civil Litigation, Advanced Research & Writing	N/A		No
Civil litigation, law in the United States 1 & 2	I believe all of the classes are relevant	Real Estate Law & Criminal Law could be improved in the way in which they are taught.	No

LLAW 160 & 161	I thought they were all very beneficial	I would like a couple of business law classes added. I want to learn more about law as it applies to a business aspect.	No
Advanced legal research/writing	Real Estate & Probate	Real Estate & Probate need to be changed. The classes are unclear & what is expected of the students on assignments are not defined!	
LLAW 160, 161, 253, 251	None	I think the real estate and probate classes should be taught by a full time teacher	No
Law 1160-161 & Civil litigation	Real Estate & Probate	Labor law & Employment	No
All of them			
LLAW 253, because it is the most interactive. You're out on your own - engaging in research	N/A - all relevant	Corporate law	N/A - all relevant
Civil Lit - LLAW 280. But all of them are very important 160 & 161 were very informative in general. CRIM 425 & 430 were great for criminal law. 161 was very helpful for legal research	I'm stumped. I think they're all relevant and necessary.	TRULY - you need to replace Mr. White. He doesn't care about the students - and he doesn't teach well.	No
	260 was my least favorite, but I think it was still beneficial to the legal studies program	No	No
LLAW 260/261, 161, 280	LLAW 251	no idea not an attorney	LLAW 160
All of the courses that I have taken at this time.	None	That some of the courses were offered in both fall & spring	None

13a **13b** **13c** **13d** **13e** **13f** **13g** **13h**
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If I was just rating the classes taught by Lopez & Kane, "Strongly Agree" would have been checked for each statement. They both make this program great; the other 2 profs seem like the only reason they are still here is because no one else has been found to teach those classes.

I think more law class should be provided allowing those who plan to go onto law school could get a feel of all different subjects or something to that matter. I would also take into more consideration the complaints on Real Estate law that are made.

I love the program!!! All of my professors with the exception of James White are friendly, teach us important information in a clear and understandable ways, are interesting in the students, fully qualified for the job, and are available for extra help. Find a new professor for Real Estate and probate, and I will have zero complaints about the program. Every student in Professor White's class is dissatisfied with him.

GENERALLY, I am very satisfied with the program, aside from the comment made on #11. I think Legal Studies should be acceptable as a minor. I changed my major from business to English and am now forced to have a minor that is worthless to me.

I think that it would improve the program to replace Prof. White. He's rude and he does not take the time to explain things in a way students will understand. He does not make it easy to ask questions. We are never in class the full time and he took a week off both times I've had him to go on vacation which is detrimental to my learning.

I think maybe adding more classes with different areas of law such as corporate law

I really think that all the classes and professor are helpful and knowledgeable in what they do. All the classes have helped me to understand the law better. The professors are always able and willing to help whenever possible. I would recommend this program to everyone.

I found the program to be extremely helpful in preparing me for a job in the legal field.

) I enjoyed being in the legal studies program and believe that what I have learned will benefit me in the future.

Great program. Effective pre-law program for law school

Thanks! I love this field!

) LLAW 251 was horrible. No direction.

that more of the program be offered throughout the year.

)

**Ferris State University-College of Business
Associate in Applied Science Degree in Business**

LEGAL STUDIES – 64-65 Credits

Name: _____ ID #: _____

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE	GR
COMMUNICATION COMPETENCE – 9 Credits Required					
COMM	121	Fundamentals of Public Speaking (None)	3		
ENGL	150	English I (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3		
ENGL	250	English II (ENGL 150 with a grade of C- or better)	3		
SCIENTIFIC UNDERSTANDING – 3/4 Credits					
Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html Select one course from the scientific understanding subject area .					
		Lab Science Elective	3/4		
QUANTITATIVE SKILLS – 3 Credits Required					
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT is 24 or higher, substitute a general education elective.	3		
CULTURAL ENRICHMENT - 3 Credits Required *					
Cultural Enrichment elective, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html					
		Cultural Enrichment Elective	3		
SOCIAL AWARENESS – 3 Credits Required *					
Social Awareness elective, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/soccourses.html					
		Social Awareness Elective	3		
LEGAL STUDIES COURSES – 22 Credits Required					
LLAW	160	Law in the United States 1 (None)	3		
LLAW	161	Law in the United States 2 (LLAW 160)	4		
LLAW	251	Criminal Law and Procedures (LLAW 160)	3		
LLAW	260	Real Estate Law (LLAW 161)	3		
LLAW	261	Probate and Estate Planning (LLAW 260)	3		
LLAW	280	Civil Litigation (LLAW 161)	4		
LLAW		LLAW 253 Advanced Legal Research/Writing or LLAW 291 Practice Studies (Both require LLAW 280)	2		
RELATED COURSES – 21 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 w/ grade of C- or better, or 19 on ACT or 460 on SAT)	3		
BLAW	321	Contracts and Sales (None)	3		
ISYS	105	Microcomputer Applications (None) Turns into a free elective with proficiency.	3		
		Elective – If pursuing a BS degree in bus, you should take gen. ed or core requirements	3		
		Elective – If pursuing a BS degree in bus, you should take gen. ed or core requirements	3		
		Elective – If pursuing a BS degree in bus, you should take gen. ed or core requirements	3		
		Elective – If pursuing a BS degree in bus, you should take gen. ed or core requirements	3		
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES					
Students who return to the university after interrupted enrollment (not including Summer Semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.					

NOTE: A 2.00 cumulative GPA is required for the major, and a 2.00 cumulative GPA is required for the completion of the Legal Studies Degree.

Advising Notes:

FSUS 100 requirement satisfied by: _____

**Ferris State University-College of Business
Bachelor of Science Degree in Business**

BUSINESS ADMINISTRATION with an AAS in LEGAL STUDIES – 128-129 Cr.

Name: _____ ID #: _____

REQUIRED		COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()	S.H.	GRADE
COMMUNICATION COMPETENCE – 15 Credits Required* ADDITIONAL COMMUNICATION CLASS LISTED WITH RELATED COURSE REQUIREMENTS.				
COMM	121	Fundamentals of Public Speaking (None)	3	
ENGL	150	English I (ENGL 074 or a minimum score of 14 on ACT or a minimum score of 370 on SAT)	3	
ENGL	250	English II (ENGL 150 with a grade of C- or better)	3	
ENGL	325	Advanced Business Writing (ENGL 250 or 211)	3	
SCIENTIFIC UNDERSTANDING – 7/8 Credits Consult the Ferris website: www.ferris.edu/htmls/academics/gened/scicourses.html Select two courses from the scientific understanding subject area (one must be a lab course).				
		Lab Science Elective	4	
		Science Elective	3/4	
QUANTITATIVE SKILLS – 3 Credits Required				
MATH	115	Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) If MATH ACT is 24 or higher, substitute a general education elective.	3	
CULTURAL ENRICHMENT - 9 Credits Required * Cultural Enrichment electives, consult the General Education category of the Ferris website: www.ferris.edu/htmls/academics/gened/cultcourses.html				
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective	3	
		Cultural Enrichment Elective – (200 Level or above)	3	
SOCIAL AWARENESS – 9 Credits Required * www.ferris.edu/htmls/academics/gened/soccourses.html SOCIAL AWARENESS CATEGORY SATISFIED WITH RELATED COURSE REQUIREMENTS.				
GENERAL EDUCATION ELECTIVES – 6 Credits Required* General Education electives, consult the Ferris website: www.ferris.edu/htmls/academics/gened/gened.html				
			3	
			3	
NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES				
Students who return to the university after interrupted enrollment (not including Summer Semester) must normally meet the requirements of the curriculum which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.				

*Global Consciousness and Race/Ethnicity or Gender requirements must be met either through Cultural Enrichment, Social Awareness or General Education courses.

Advising Notes:

FSUS 100 requirement satisfied by _____
 Global Consciousness requirement satisfied by _____
 Race, Ethnicity, Gender requirement satisfied by _____

**Ferris State University
Business Administration Major**

REQUIRED	COURSE TITLE-PREREQUISITES SHOWN IN BRACKETS ()		S.H.	GRADE	GR PT
MAJORS					
BUSINESS ADMINISTRATION (BS) – 24 Credits Required					
ACCT		Select one of the following: ACCT 205, 305, or 321 (ACCT 202 w/ a C- or better)	3		
FINC		FINC Elective or INTB 440 – International Finance – Prior approval of advisor required	3		
INTB	310	International Business Systems (None)	3		
ISYS	200	Database Design & Implementation (ISYS 105 or demonstrated proficiency)	3		
MGMT	302	Organizational Behavior (MGMT 301 or instructor approval)	3		
MGMT	373	Human Resource Management (Junior status or instructor approval)	3		
MGMT	447	Business Ethics and Social Responsibility (Senior Standing)	3		
MGMT	488	Advanced Management Cases & Problems (FINC 322, MGMT 370, & MKTG 321)	3		
LEGAL STUDIES COURSES (AAS) – 22 Credits Required					
LLAW	160	Law in the United States 1 (None)	3		
LLAW	161	Law in the United States 2 (LLAW 160)	4		
LLAW	251	Criminal Law & Procedures (LLAW 160)	3		
LLAW	260	Real Estate Law (LLAW 161)	3		
LLAW	261	Probate & Estate Planning (LLAW 260)	3		
LLAW	280	Civil Litigation (LLAW 161)	3		
LLAW		Choose one: LLAW 253 Advanced Legal Research/Writing (LLAW 161) or LLAW 291 Practice Studies (LLAW 280)	3		
BUSINESS CORE – 30 Credits Required					
ACCT	201	Principles of Accounting 1 (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT)	3		
ACCT	202	Principles of Accounting 2 (ACCT 201 with a grade of C- or better)	3		
BLAW	321	Contracts and Sales (None)	3		
FINC	322	Financial Management 1 (ACCT 202, Math 115 or MATH 116 or MATH117 or MATH ACT 24)	3		
ISYS	321	Business Information Systems (ACCT 202 & MKTG 321 & MGMT 301)	3		
MGMT	301	Applied Management (Sophomore Standing)	3		
MGMT	370	Quality/Operations Management (Sophomore Standing or instructor permit)	3		
BUSN	499	Interdisciplinary Integrating Experience (FINC 322, MGMT370, MKTG 321 & Senior Standing)	3		
MKTG	321	Principles of Marketing (Sophomore status or higher)	3		
STQM	260	Introduction to Statistics (MATH 115 or MATH 116 or MATH 117 or 24 on ACT or 560 on SAT)	3		
*RELATED COURSES					
COMM		Select one of the following: COMM 221, 251, 332 or 336 (COMM 121 or equivalent)	3		
ECON	221	Principles of Macroeconomics (MATH 110 with a grade of C- or better or ACT of 19 or SAT of 460)	3		
ECON	222	Principles of Microeconomics (ECON 221)	3		
PLSC	**	Select one of the following: PLSC 323, 331 or 341 (None)	3		
ADDITIONAL – 3 Credits Required					
ISYS	105	Microcomputer Applications (None – with proficiency, credits are waived)	3		

**Satisfies Global Consciousness and Race/Ethnicity or Gender Requirements.

NOTE: A 2.00 cumulative GPA is required for both majors, business core and a 2.00 cumulative GPA is required for the completion of the Business Administration with Legal Studies degree.

1. **Title and Course Description:** LLAW 160: Law in the United States I

This course introduces students to the Legal Studies Program at Ferris, the paralegal profession, the roles of various professionals within the American legal system, and begins a survey of both substantive and procedural law that will enable the student to continue their studies within the Legal Studies Program. Topics covered include the court systems in Michigan and the United States, sources of law in the United States, an overview of civil litigation and the role of paralegals, legal ethics, constitutional law, administrative law, and torts.

2. **Number of Semester Hours:** 3

3. **Required Textbook and other Material:**

Understanding the Law, fourth edition, by Carper and West.

Michigan Freedom of Information Act and Open Meetings Act

Crime and Criminals, Address to the Prisoners in the Cook County Jail, by

Clarence Darrow

National Association of Legal Assistants, Inc. Model Standards and Guidelines for Utilization of Legal Assistants,

Michigan Court System handout

4. **Course objectives including paralegal skills to be developed:**

The primary objectives of the course are:

- a. To introduce students to the study of law and the United States legal system so they will develop skills and knowledge that will enable them to continue in the other legal specialty courses.
- b. Students will understand the role of attorneys, paralegals, and other legal professions, to include the educational and licensing requirements for various occupations.
- c. Students will understand the various opportunities at Ferris for studying law at the undergraduate level and articulation into BS programs at Ferris.
- d. Students will have a basic understanding of the sources of law in the United States that will enable them to continue in legal research in the following course.
- e. Students will have a basic understanding of the Federal and Michigan court systems, including the jurisdiction of the courts and an overview of the civil litigation system that will prepare them for LLAW 280, Civil Litigation.
- f. Students will be able to brief a case and be introduced to the concept of legal citations.
- g. Students will understand the NALA guidelines for utilization of legal assistants, and have a basic understanding of the unauthorized practice of law, conflict of interest, and other ethical issues in the legal profession.
- h. Students will understand the US and Michigan Constitutions.

- i. Students will understand the basics of administrative law that will allow them to understand the functions of various federal and state agencies and give them the background to do research in the administrative law area.
- j. Students will have a basic understanding of the law of torts.

5. Instructional Methods:

Three hours per week are spent in the classroom using discussion and lecture methods. Guest speakers are utilized and students are introduced to the law collection and reading materials in the library. Students will be required to working independently outside of the classroom to develop their writing and problems solving skills.

6. Methods of evaluation of student performance:

Exams and homework assignments. 90% of above is an A; 80-89%B etc.

7. A list of specific practical assignments in each course that develop paralegal skills.

- a. Clarence Darrow assignment. Paper on the student's reaction to the speech given by Clarence Darrow to the inmates of the Cook County jail in 1903. The assignment forces them to think through their feelings about the legal system and promotes class discussion about the decision to want to work within the US Legal system in any capacity.
- b. First research assignments. Answer eighty questions about the US and Michigan constitution. Must state legal citation for each answer. Develops an understanding of the constitutions and of the concept of legal citations.
- c. Research assignment on current constitutional issues.
- d. Review statutes and cases that are handouts to understand the content and citations – both codified and uncoded.
- e. Students will brief a case and be introduced to the head note and indexing processes of digests.
- f. Homework assignment on NALA Model Standards and Guidelines for Utilization of Legal Assistants to develop understanding of legal ethics.
- g. Outline each chapter assigned during the semester to include the definition of all new terms in the chapter.
- h. Exams on content of areas studied to demonstrate knowledge in the area.

8. **Outline of subject area with breakdown of time devoted to each major topic:**

Hours	Topics
1	Explanation of the paralegal profession and Legal Studies Program at Ferris. Review of both the graduation requirements in the Legal Studies Program and the articulation into Bachelor degree programs at Ferris. Overview of the various types of paralegal programs at other universities.
1	Overview of the people who work in the legal system, to include educational requirements and professional licensure. Students offer their view on the status of various professions and are assigned first paper – respond to Darrow’ speech to the prisoners in the Cook County Jail in 1903.
3	Overview of the U.S. Legal System. Sources of law, classifications of law, and review of how civil cases develop prior to litigation. Review role of legal assistants and attorneys in case development. Review actual statutes and cases that apply to example being used to illustrate how civil litigation develops.
3	Review of state and federal court systems to include subject matter jurisdiction, roles of trial and appellate courts, and jurisdiction over the defendant.
3	Overview of civil litigation from filing the complaint to appeals. Discussion of legal assistant’s role in litigation.
1	Exam one.
3	Review Federal Constitution including the concepts of constitutionalism, natural law, judicial review, separation of powers, supremacy clause and extensive discussion of the Bill of Rights and 14 th Amendment.
3	Watch three videos on US constitution. <u>Inside the Supreme Court</u> ; <u>The Supreme Court Holy Wars</u> ; and <u>History of the Supreme Court</u> .
2	Collect homework on Michigan and US constitutions and discuss. Review for exam.
1	Exam two on federal and Michigan constitutions.

- 3 Review the attorney-client relationship, practice of law, various types of law practices, professional ethics, NALA standards, confidentiality, attorney-client privilege, conflicts of interests, attorney fee arrangements, legal malpractice, unauthorized practice of law, and role of paralegals.
- 1 Alternate dispute resolution
- 3 Administrative Law. Review of role and history of administrative agencies in both state and federal government. Review Administrative Procedures Act, Freedom of Information Act, Open Meetings Act, and enabling statutes creating agencies.
- 3 Review of rule making and investigating powers of agencies. Review of checks on agency actions by courts, legislative and executive branch. Role of legal assistant in administrative law.
- 1 Exam 3.
- 1 Guest speaker from legal community.
- 3 Intentional torts to include assault and battery, conversion, false imprisonment, defamation, fraud, invasion of privacy, and interference with business relationships.
- 3 Review elements of negligence to include statutory changes in negligence law, i.e. workers compensation and no-fault automobile insurance. Professional negligence, i.e. malpractice. Duties of landowners.
- 3 Review of strict liability and products liability. Discussion of types of law firms involved in tort litigation and role of legal assistants.
- 1 Exam 4.
- 2 Review of course for final exam.
- 1 Final exam

1. **Title and Course Description:** LLAW 161: Law in the United States II

This course continues the survey of the law started in LLAW 160 and is the introductory legal research and writing course for students in the Legal Studies Program. Topics covered in the survey portion of the course include agency, partnerships, corporations, labor and employment, family law, and motor vehicle law. Students will spend at least two hours each week learning how to do legal research in the library.

2. **Number of semester credit hours:** 4

3. **Required textbook(s) and other material:**

Understanding the Law, fourth edition, by Carper and West
Michigan Uniform System of Citations
Legal Research handouts.

4. **Course objectives including paralegal skills to be developed:**

The course objectives are:

- a. Continue the survey of the law started in LLAW 160 by developing a basic understanding of the substantive areas of the law in agency, business organizations, labor and employment, family law, and motor vehicle law.
- b. Develop legal research skills using the FSU law collection and the databases on WESTLAW and LEXIS.

5. **Instructional methods:**

- a. Three hours per week are spent in the classroom on discussion and lecture.
- b. Two hours per week are spent in small group instruction in legal research in the law library.
- c. Each week one of the three hours of classroom discussion is on research and writing. Where possible, research assignments will be on the substantive law topic being covered in class or on one of the areas covered in LLAW 160.

6. **Methods of evaluation of student performance:**

Exams and research/writing assignments. 90% or above is an A; 80-89% a B. etc. Exams are 60% of the final grade. Research assignments are 40% of the final grade.

7. A list of specific practical assignments in each course that develops paralegal skills.

The students do 15 legal research projects over the course of the semester. The assignments will require the students to use the following resources.

Michigan statutes and constitution
Michigan case law
Michigan Digest
Shepard's and Key Cite
Michigan Administrative law
Michigan encyclopedias and other secondary sources
Federal statutes and constitution
Federal case Law
Federal Digests
National encyclopedias
Code of Federal Regulations
American Law Reports

Assignments require use of the law collection, WESTLAW, and LEXIS

8. Outline of subject area with breakdown of time devoted to each major topic.

Hours	Topics
3	Family Law. Review the status and requirements of marriage. Discuss legal consequences of marriage and parenthood to include parental rights.
3	Divorce; review Michigan no-fault divorce law, child support, Visitations, alimony, and property settlements.
1	Role of the Friend of the Court in Michigan
1	Speaker from the Friend of the Court.
1	Prenuptial and surrogate parent agreements.
1	Current issues in family law.
1	Exam

Motor Vehicle Law:

- 1 Licenses for automobiles and drivers, and registration.
- 1 Contracts to purchases or lease.
- 2 Responsibility of vehicle owners. Review types of automobile insurance and the no-fault statute in Michigan.
- 1 Guest speaker from an insurance agency
- 1 Traffic laws, points and license suspensions.
- 1 Exam 2

Business Organizations:

- 2 Law of Agency and the doctrine of respondent superior.
- 3 Business organizations to include sole proprietorships, partnerships, limited partnerships, limited liability companies, and corporations.
- 2 Labor and employment law. Rights and duties of unions to include the NLRA, right to work laws, strikes and lockouts, and union elections.
- 3 Subjects of union bargaining. Review of employment discrimination statutes and recent case law. Review of affirmative action programs. Review of Michigan's Elliott-Larsen Civil Rights Act.
- 1 American with Disabilities Act
- 1 Pensions to include developing an understanding of defined benefit and contribution plans.
- 1 Exam 4

One-half of the time in LLAW 161 is utilized for legal research and writing, including proper methods of citation and writing legal memorandum. Use of WESTLAW to do the research is integrated into the assignments utilizing the books. Assignments include weekly research projects due during each library session. Topics covered include:

Hours	Topics
3	Researching the Michigan Constitution and Michigan Statutes using MCLA and MCLS
2	Organization of Michigan Case law in Reporters and researching Michigan Case Law using annotations in the Statutes
1	Researching Michigan Case Law using the Michigan Digest
1	Shepardizing a case and using Key cite on WESTLAW
2	Researching Michigan Administrative Law in the Michigan Administrative Code and Michigan Register.
3	Using secondary authorities to research Michigan law. Encyclopedias and treatises.
3	Researching the US Constitution and Federal statutes in USCA and on WESTLAW and LEXIS
2	Researching the Statutes at Large and Legislative History in the US Code Congressional and Administrative News
3	Researching Federal case law using annotations in USCA.
2	Researching Federal administrative law in the Code of Federal Regulations and Federal Register.
3	Using secondary authority to do legal research, encyclopedias, ALR and treatises.
2	Review for exam
1	Research Exam

1. Title and Course Description: LLAW 251: Criminal Law and Procedure

The course is divided into three sections. The first is a short introductory section that introduces the student to the legal system, the powers of the Judicial Branch and explains the difference between criminal law and criminal procedure.

The second section covers substantive criminal law. Topics covered include sources of criminal law, intent and acts necessary, types of crimes and finally defenses to criminal accusations.

The third section of the course covers criminal procedure. This section begins with a discussion of how the Bill of Rights has been imposed on the States, the power of the courts to impose compliance through the Exclusionary Rule and the standing necessary to bring the issues before the court. Specific areas of constitutionally guaranteed defendant rights and thus government limitations are covered. These include the areas of searches, seizures, arrests, interrogations, confessions, electronic and other types of surveillance and pretrial identifications. Finally, mechanics of the pretrial, trial, sentencing and appeal process is then covered from the investigation and arrest through filing the appeal and the filing of a writ of habeas corpus.

2. Number of Semester Hours: 3

3. Required Textbook and other Material:

Criminal Law and Procedure, 4th edition, by Daniel Hall, J.D., Ed.D, published by Delmar Learning

Reference is also made to:

Michigan Rules of Court

Michigan Rules of Professional Conduct

Sample pleadings, discovery, motions and pre-trial materials

4. Course objectives including paralegal skills to be developed:

The primary objectives of the course are to:

- a. Introduce the student to the both the practice and the theory of the specialty area of criminal law and the role of the paralegal within that field.
- b. Expose the student to basic analysis skills necessary to find, read and interpret statutes, case law and court rules relating to criminal laws and procedure.
- c. Provide and overview of substantive criminal law, including: sources of criminal law, basic classifications of crimes, required elements for various types of crimes, states of mind and finally defenses to criminal accusations.
- d. Provide and overview of both the constitutional parameters of criminal procedure and the practical aspects of the criminal justice process.
- e. Providing the student with an understanding of the Michigan Rules of Court so he/she can research the court rules with regard to its' impact on the criminal justice process
- f. Exposing the student to various court documents filed in state criminal actions so that they might be able to assist an attorney in case management and preparation of appropriate documents.

- g. Giving the student an introduction to the legal assistant's possible roles she/he might play in the criminal justice process.
- h. In addition to the above, continued development of problem solving skills.

5. Instructional Methods:

Three hours per week are spent in the classroom using discussion, lecture and small group discussion. Sample documents are presented and reviewed. Appropriate introduction to research, analysis and drafting of documents are discussed with various assignments given to familiarize the student with their role in drafting such documents. Students are, at different times, asked to work out problems together and at other times they are asked to work independently – both in and outside of the classroom. If available, and time permitting, an optional field excursion to observe an appropriate court proceeding may also be scheduled.

6. Methods of evaluation of student performance:

The primary evaluation is through four examinations that are spaced through the semester. Each covers the material presented in class, assigned text material, various handouts and other assigned activities that may have been included since that last examination. The first two exams cover the area of criminal law while the third and fourth cover the area of criminal procedure. The final examination is inclusive of all areas of criminal procedure. Various research and writing assignments are given throughout the semester which are also graded or that are required to be acceptably prepared in order to receive credit. Any written assignment prepared outside of class is generally graded on the basis of both form and content. Final grades are calculated on a straight percentage scale with the total of the tests generally valued at about 3/4 and the various other activities accounting for the other 1/4th of the final grade.

7. A list of specific practical assignments that develop paralegal competencies:

All assignments are designed to help develop the student's critical thinking skills, problem solving skills and of course, their written and oral communication skills.

- a. Students are asked to independently find and report on a unique example of defendant who was wrongly convicted of a major felony and who then spent a substantial period of incarceration prior to the discovery of their actual innocence.
- b. Analysis of a criminal statute to determine the elements of a crime
- c. Review of a set of facts followed by research to determine the appropriate statute(s) that apply.
- d. Case analysis to determine the courts interpretation of statutory wording.
- e. Research of case law to determine the elements of various common law offenses.
- f. Review and/or draft:
 - i. Complaint
 - ii. Arrest Warrant
 - iii. Appearance.
 - iv. Subpoena
 - v. Victim Rights form
 - vi. Pretrial Conference form
 - vii. Motion

- g. Factual situations requiring an understanding of ethical standards and rules of professional responsibility will be discussed. This will include a discussion of what a paralegal may do and what limitations the paralegal work under.

8. Outline of subject area with breakdown of time devoted to each major topic:

Hours Topics (Note that a class hour is really 50 min. Thus, 1.5 would be 1 hour and 15 min.)

- 3 Introduction to Criminal Law and Procedure generally starting with a discussion of the legal system, separation of powers, and the structure of the Court System, both Federal and Michigan. There will also be a discussion about the distinction between criminal law and criminal procedure. Students are given the “wrongful conviction” assignment.
- 1.5 Criminal Law will begin with a discussion of the sources of criminal law including a discussion of the power of government to regulate and the purposes behind societies punishing criminal behavior.
- 1.5 What constitutes the essential elements of a crime including both:
Mens Rea (General, Specific, and Constructive Intent, Strict liability, Vicarious Liability and Current trends found in the Model Penal Code) and
Actus Reus (Voluntariness of the Act, What constitutes an Act, What does not, and Causation Two statutes will be comparatively analyzed.
- 3 Various specific types of crimes against the person will be introduced including: Homicides, Assault and Battery. Assignments will include finding and analysis of an appropriate statute.
- 3 Crimes against the person continued: Sex offenses, Kidnapping and False imprisonment. A factual setting will be provided with a requirement that the students determine the appropriate statute(s).
- 1.5 Test on Crimes to date
- 3 Various specific types of crimes against property will be introduced including: Theft Crimes, Burglary. Statutory interpretation assignment involving Larceny and how one set of facts may satisfy elements for numerous offenses.
- 1.5 Arson, and Crimes Against the Public Morality and order will be introduced.
- 1.5 Parties to crimes and attempted crimes as offenses will be covered.
- 1.5 Defenses to criminal accusations including: Affirmative defenses, Insanity, Duress and Necessity, Self defense and defense of others, Various others such as infancy, mistake, etc., with a final discussion of Constitutional defenses.
- 1.5 Test on Crimes
- 3 An introduction to Criminal Procedure, the parties involved in the process and the paralegal’s role within the system. This will include a discussion of typical paralegal tasks, what they may do and what they may not do. Ethical responsibilities including confidentiality, honesty, and conflict of interest as well as other considerations (such as continuing professional development) will be covered. Students will prepare a list of resources and organizations for future professional reference.

- 1.5 Students will be introduced to the Bill of Rights, the development of the Exclusionary Rule and the concept of “Fruit of the Poisonous Tree” coupled with the concept of “Standing” to assert the Exclusionary Rule.
- 1.5 Intro to Searches and Seizures covering: the Fourth Amendment Right to privacy, a discussion of the difference between the concept of “Protected Places” and “Expectation of Privacy,”
- 1.5 A discussion of the requirement of Probable cause and the Warrant requirement - who, how and what. Students will review example of and then draft a search warrant.
- 1.5 Exceptions to the warrant requirement: (warrantless searches), including: Consent searches, Search incident to arrest, the “Plain View” Doctrine,
- 1.5 “Stop-and-Frisk” and other brief detentions, exigent circumstances, automobile searches
- 1.5 Arrest - what it is, the preference for an arrest warrant, limitations, execution of the arrest
- 1.5 Test on Criminal Procedure to date
- 1.5 Interrogations, Confessions, and Admissions with an introduction to Pre - Miranda, Miranda requirements, waiver of rights, and exceptions to Miranda.
- 1.5 A discussion of electronic surveillance and pretrial identification issues.
- 3 An introduction to the pretrial process (the mechanics) including: discovery and investigation of criminal activity, the arrest, the formal complaint, the initial appearance and pretrial release issues, the preliminary exam, formal arraignment, pretrial discovery, motion practice (to dismiss, suppress, change of venue, etc.) and the pretrial conference. Students will review Victims Rights forms and a Pretrial Conference form.
- 3 The trial process through appeal: Constitutional rights to a speedy public jury trial with the right to call and confront witnesses with the assistance of counsel. This will include a discussion of the trial process itself from jury selection, the physical procedure of the trial itself (Opening statements through closing arguments), sentencing - types, guidelines and the pre-sentence investigation, and the filing of an appeal and other post trial remedies. Students will prepare subpoenas.
- 2 Final Exam

1. **Title and Course Description:** LLAW 253: Advanced Legal Research and Writing

2. **Number of Semester Hours:** 2

3. **Required Textbook and other Material:**

Gilbert Law Summaries – *Legal Research Writing & Analysis*, Peter Jan Honigsberg
Michigan Uniform System of Citation
Checklist for Shepardizing
Various materials regarding the use of Westlaw and Lexis

4. **Course objectives including paralegal skills to be developed:**

The purpose of this course is to continue the development of the students' legal research and writing skills.

5. **Instructional Methods:**

The first seven weeks of the course are a review of research and writing techniques. Various research tools and writing styles and outcomes are discussed. Both book and computer research is reviewed. The Michigan Uniform System of Citation is discussed in detail. In class research projects and weekly assignments are given which correspond to the material discussed in class. The students also work independently during this time on larger research projects. For the remainder of the semester, the students work independently in the law library on research and writing assignments. They meet on a weekly basis with the instructor to discuss the progress, obtain assistance, and turn in assignments.

6. **Methods of evaluation of student performance:**

The students are graded on the papers they write, a final exam on legal research, and homework assignments given during the semester. Attendance is mandatory. The homework assignments constitute 20% of their grade and the writing assignments 60% and final research exam 20%.

7. **A list of specific practical assignments that develop paralegal skills:**

- a. Students are required to research various issues and locate the correct Constitution, State or Federal statutory authority, write answers to the issues and include proper citation form.
- b. Students are given various incorrect citations and are required to put them in proper citation form pursuant to the Michigan Uniform System of Citation.
- c. Students are required to draft a demand letter from a given factual dispute.

- d. Students are required to research a topic with various issues in response to a client's request for information. They are then required to draft correspondence to the client outlining their findings.
- e. Students are required to research various legal issues and prepare a memorandum of law answering the issues.
- f. Students research a legal issue and write an argumentative motion and brief in support of the motion along with the supporting documents.
- g. Additional assignments are given depending on the complexity of the above assignments and if time permits.

8. Outline of subject area with breakdown of time devoted to each major topic:

Hours	Topics
2	An overview of the course and general legal research and writing techniques are discussed. Discuss the use of primary and secondary sources.
2	Review State and Federal constitutions, statutes, reporters and digests. Students submit and discuss first paper proposal.
2	Review the West Key number system, Shepards and Michigan Uniform System of Citations.
2	Review secondary sources of law including encyclopedias, law reviews, ALR and treatises.
2	Review Lexis and West law searches. Review State and Federal Administrative Law.
2	Review for research and citation exam.
2	Research and citation exam.
2	Discuss writing opinion letters, client letters and briefs.
2 x 7	During the remaining seven weeks of the semester, each week the students meet with the professor to obtain assistance with research assignments and papers and/or give additional research and writing assignments. The students work independently on their projects.

9. Title and Course Description: LLAW 280: Civil Litigation

This course acquaints the students with the process, procedure and documents used to litigate a civil case in the Michigan court system. Reference is made to the federal courts and Federal Rules of Civil Procedure. The focus is on continued development of their research and writing skills which is accomplished through the drafting of documents necessary to litigate a civil case. Students are also required to have a working knowledge of the Michigan Rules of Court, Code of Professional Responsibility, and the Michigan Rules of Evidence.

10. Number of Semester Hours: 4

11. Required Textbook and other Material:

The Litigation Paralegal, A Systems Approach, 4th edition, by James W.H. McCord
Michigan Rules of Court
Michigan S.C.A.O. Approved Forms
Michigan Rules of Professional Conduct
Sample pleadings, discovery, motions and pre-trial materials

12. Course objectives including paralegal skills to be developed:

The primary objectives of the course are:

- a. Introducing the student to various law office procedures, some of the many professional duties and to the ethical responsibilities of the legal assistant.
- b. Providing students with an understanding of the purpose of an initial client interview and to develop a systematic way of preparing for, conducting and summarizing the interview.
- c. Exposing the students to some of the techniques for conducting and summarizing a sound investigation. Reference will be made to the rules of evidence.
- d. Helping the student to develop the knowledge, skills and techniques needed to understand legal issues, research the applicable law and then draft a complaint for a civil lawsuit.
- e. Providing the student with an understanding of the Michigan Rules of Court so he/she can research the court rules with regard to the filing of a complaint, effective service of process and the drafting of the documents required to obtain a default judgment.
- f. Imparting a familiarization of the pleadings and procedures that the defense will undertake after the service of the complaint. Drafting the answer, counterclaims, various motions, amendments, and other procedures, along with the accompanying documents.

- g. Giving the student an introduction to the legal assistant's role in discovery. Interrogatories and depositions along with requests for production of document, admissions, request for medical examinations and motions to compel are covered in detail.
- h. Imparting in students the techniques and practice producing, reviewing, digesting and organizing information obtained in the lawsuit.
- i. Introducing the student to the settlement process, calculation of damages and costs and the preparation of forms common to settlement. Alternative Dispute Resolution methods are reviewed.
- j. Providing the student with knowledge of their role in trial preparation, assisting the attorney at trial and post trial procedures.
- k. The continued development of problem solving skills.

13. Instructional Methods:

Four hours per week are spent in the classroom using discussion, lecture and small group methods. Sample documents are discussed and reviewed in detail. Research and drafting assignments are thoroughly discussed and the students work independently in and outside of the classroom to conduct research and draft civil procedure documents. Mock interviews are conducted in the classroom along with a review of the movie, A Civil Action which facilitates ongoing discussion of the litigation process in the United States.

14. Methods of evaluation of student performance:

Four examinations are given throughout the semester which covers the general lecture, text material, handouts and court rules. The final examination is comprehensive. Numerous research and writing assignments are given throughout the semester. The students are required to draft various documents and pleadings needed to litigate a civil case in Michigan. The homework assignments are graded on the basis of form and content. Students are also required to prepare and keep a litigation systems notebook which includes all class materials, handouts and assignments. The systems notebook is graded on the basis of the student's organizational skills and thoroughness. Final grades are calculated on a straight percentage scale.

15. A list of specific practical assignments that develop paralegal skills:

- a. Students are required to prepare a confirmation letter to the client confirming the interview. The students work on their written communication skills.
- b. Preparation of questions for an in class interview. They are required to use critical thinking skills to develop questions to illicit information from a particular case and fact pattern.

- c. Participation in an in class interview. Students are interviewed and they also interview a fellow student. The students work on their oral communication skills.
- d. Preparation of an interview summary which the students are required to digest the information and summarize the interview responses. Organizational skills and written communication skills are further developed.
- e. Research and writing project which requires the students to research various issues from a given fact pattern and prepare a legal memorandum summarizing their research and findings. The students are required to use proper legal citations and to confirm that the law they are citing has not been overturned.
- f. Draft the summons and complaint to initiate a lawsuit. The students are given examples to review and then draft the necessary pleadings and documents to enhance their written communication skills.
- g. Problems are given to the students to determine who can serve process and what is required to serve process. They also need to calculate the response time for an answer or motion after the summons and complaint have been served.
- h. Draft the documents necessary to obtain a default judgment.
- i. Draft an answer to the complaint and proof of service.
- j. Prepare various discovery requests to obtain information and evidence for trial and settlement purposes. Students are required to prepare a deposition notice, interrogatories, request for production of documents and inspection of property.
- k. Draft a motion to compel including all the supporting documents such as the Notice of Hearing, Affidavit, Proposed Order and Proof of Service.
- l. Systems Folder/Notebook which requires the students to organize the materials discussed in class including their completed assignments.
- m. Students are given questions and problems that require the students to apply ethical standards and rules of professional responsibility. This facilitates the paralegals understanding of what duties they can legally and ethically perform.
- n. Exams on content of the class to demonstrate knowledge of civil litigation and procedures.
- o. Review the movie, A Civil Action which is used to enhance the students understanding of the settlement and trial process.

16. Outline of subject area with breakdown of time devoted to each major topic:

Hours	Topics
2	Law office structure. Discussion of roles of law office personnel, types of law firms, timekeeping procedures, docket control, and an introduction to litigation systems.

- 2 Review of the state and federal court systems. Review Michigan statutes on jurisdiction, venue and statutes of limitations.
- 2 Overview of a civil case from commencement through trial. Discussion regarding the differences between civil and criminal cases. Discussion regarding various types of civil cases.
- 3 Interviewing. Developing interview plans and check sheets, drafting correspondence to clients, discussions of ethical problems and review of fee agreements.
- 2 Conducting mock interviews.
- 3 Evidence. Review Michigan Rules of Evidence to include the rules relating to hearsay, relevant evidence, character evidence, authentication of evidence, privilege, impeachment of witnesses and experts.
- 3 Discussion of planning and organizing investigations and techniques for interviewing witnesses and preparing witness statements. Discussion of attorney work product rule and ethical considerations in gathering and preserving evidence.
- 1 In class assignment to review Michigan Rules of Professional Conduct and discuss ethical considerations in various fact patterns and written problems.
- 1 Review for Exam.
- 1 Exam one.
- 3 Drafting complaints. Review of Michigan court rule requirements for drafting complaints, caption requirements, jurisdiction and venue, allegations stating a cause of action, request for relief, and review of sample pleadings.
- 3 Filing the lawsuit and service of process. Review of procedures for filing documents, proof of service, review of court rules on service of process including service by personal service, posting and publication. Review of procedures for locating defendants. Calculation of time to respond after proper service of process.
- 3 Motions and answers. Review of the various motions to dismiss lawsuits based on lack of jurisdiction over the subject matter or the defendant, insufficiency of service of process, improper venue, or

failure to state a cause of action. Also review of motions attacking the complaint; i.e. motions to strike and for a more definite statement.

3 Review of court rules relating to motions and answers, a review of the structure of an answer to include affirmative defenses, cross claims, and third party practice. Discuss joinder of claims and parties and intervention. Review and discuss requirements to obtain a default judgment.

1 Review for Exam

1 Exam two.

3 Discovery. Overview of the purpose of discovery and review of the discovery court rules. Review process and procedures for compelling discovery responses, including the obligation to meet and confer to resolve the discovery disputes outside of court and obtaining protective orders. Review checklists and drafting techniques for preparing interrogatories.

3 Review check list for preparing discovery responses. Discuss ethical responsibilities when handling discovery matters. Discuss privileges, attorney work product and confidential client information. Review proper objections to discovery responses.

3 Review types of depositions and procedures for arranging a deposition. Review notice of deposition which can also include a list of documents to bring to the deposition. Discussion of paralegal's role in preparing attorneys and witnesses for depositions. Review procedures for drafting a request for production of documents and entry on land, requests for medical records and examinations and request for admissions. Review deposition digesting techniques.

1 Review for Exam

1 Exam three.

3 Settlement and ADR. Discuss why cases settle and how cases are evaluated for settlement purposes. Review settlement demands and releases. Discuss various ADR processes including arbitration, mediation, summary jury trials, settlement conferences and early neutral evaluations. Review Michigan court rules regarding ADR.

- 2 Movie – A Civil Action and discussion regarding settlement issues and trial.
- 3 Trial. Review relevant court rules, subpoenas, jury information and selection. Review various motions in limine. Preparation of evidence and trial notebooks. Discuss preparation of clients and witnesses for trial and the paralegal's assistance during trial.
- 3 Trial and post-trial motion. Review court rules and documents relating to motions for Judgment NOV, Motions to Dismiss and Motion for New Trial and Additur and Remittitur. Preparation of verdict forms. Discussion regarding collecting the judgment and various procedures including garnishment.
- 3 Appellate practice. Review of Michigan court rules relating to appeals and the various documents including the notice of appeal. Review the appellate procedures and the preparation of briefs.
- 1 Review for final comprehensive exam.
- 2 Comprehensive final exam.

1. **Title and Course Description.** LLAW 291: Practice Studies

The purpose of this course is to provide experience for the legal studies student in a law office or other relevant legal environment.

2. **Number of semester hours:** 2

3. **Required Textbook and other Material:**

None

4. **Course objectives including paralegal skills to be developed.**

The students are required to spend a minimum of 60 hours at a law office or with another suitable employer approved by the instructor. The primary objective of the experience is for the student to gain a realistic understanding of how a law office functions and for the student to apply skills learned in an actual law office.

5. **Instructional Methods:**

Students receive instruction, supervision and assessment of performance by their supervisor in the law office.

6. **Evaluation of student performance:**

This course is offered on a credit/no credit basis. If the student completes the required hours and submits a proper report they receive credit.

7. **A list of specific practical assignments in each course that develop paralegal skills:**

At the end of the term, the students must write a report on their experience. The report must summarize the tasks performed by the intern and include a summary of the computer hardware and software used in the law office as well as the student's assessment of his/her ability to utilize the technology in the office.

Employers must verify the interns report and complete an evaluation of the intern.

8. **Outline of subject area with breakdown of time devoted to each major topic:**

Not applicable.

Legal Studies Program
Requirements to administer the program in a manner that will maintain
American Bar Association approval.

The following Legal Studies (LLAW) courses must be offered each academic year.

LLAW 160 two sections - Fall

LLAW 161 one section and three sections of library sessions, two hours each. - Winter

LLAW 251, one section - Winter

LLAW 253, one section - Winter

LLAW 260, one section - Fall

LLAW 261, one section - Winter

LLAW 280, one section – Fall

LLAW 291, one section F & W semesters. Few students have been doing internships in recent years and no credit has been given to the faculty member supervising the internships.

Each course must be taught by someone with knowledge of paralegal programs and use of paralegals. All legal studies courses are legal specialty courses as defined by the ABA. This means the course must combine legal theory with application tasks found in the practice of law. Legal ethics should be taught across the curriculum and this must be evident from course outlines. Course objectives, a course outline, and a list of assignments for each course must be developed and maintained. Copies of assignments for the course, including completed assignments by the students, must be maintained by the faculty teaching the courses.

Faculty teaching the legal studies courses also participate in the following activities.

1. Serve as faculty advisor to students in the program.
2. Participate in curriculum development for the program.
3. Serve on the legal studies advisory board
4. Serve as advisors to the Legal Studies Association. Duties include attending meetings, trips, meeting with speakers, attending spring banquet, giving advice on fund raisers, and verifying student information on volunteer activities.
5. Participate in the Academic Program Review assessment of the program.
6. Participate in appropriate professional activities. i.e. American Association for Paralegal Education conferences.

Program administration activities.

1. Have faculty meetings each semester that comply with ABA requirements. Write and maintain minutes.
2. Maintain the legal studies advisory board. Requires appointment of proper membership and chairing meetings every semester that show advisory board is functioning in a manner consistent with ABA requirements. Write and maintain minutes.

3. Maintain the curriculum as described above and make improvements from data collected in the assessment plan. Be able to state the specific goals and explicit objectives of the program and show how the program is meeting those goals and objectives. Verify and describe the total curriculum in ABA self-study reports and show how each course supports the program goals. Maintain records on each legal specialty course taught.
4. Find competent instructors to teach each legal specialty course.
5. Maintain records on internship course and be able to describe how it is supervised.
6. Develop an assessment plan and maintain assessment activities that comply with ABA. Surveys of employers, graduates, and students on a regular basis with evidence that we use results to update and change curriculum. Specifically, maintain assessment of paralegal utilization in the community, graduate satisfaction and preparation, employer satisfaction and utilization, student evaluations.
7. Develop and maintain organization chart for the administration of the program to include duties of those doing the program administration.
8. Develop, maintain, and be able to describe to the ABA the planning process for the program and the university.
9. Develop and implement marketing plan for the program and show that all advertisements, handouts, and information on the university web site is in compliance with ABA requirements.
10. Be able to demonstrate to the ABA that legal studies program is administered on an equal basis with others in the institution.
11. Maintain records on enrollment in the program, enrollment in each course, number of graduates each semester.
12. Be able to describe admissions procedures, policies for admitting persons not in the legal studies program into the LLAW classes, and the support services given to students.
13. Maintain records on the completion rate for the program.
14. Maintain records of the students and faculty in the program by race and gender.
15. Maintain resume of each person teaching courses in the program or responsible for administrative functions in the program.
16. Verify faculty participation in professional development and maintain records.
17. Be able to describe how AAS graduates can complete BS programs and maintain records on continuing students.
18. Maintain inventory of library holdings for the law collection.
19. Maintain placement records for every graduate and show they will have appropriate services to help them obtain employment.
20. Maintain financial records required by appendix 12 of ABA report.
21. Write and submit reapproval report every seven years in format required by ABA.
22. Schedule and run a site visit for site visit team from ABA every seven years.
23. Write and submit interim reports 24 & 48 months after ABA approval.
24. Communicate with ABA when major changes are made to the program.
24. Develop and maintain calendar system for required program activities.



Melissa Randall
<melissa_randall06@hotmail.com>

01/04/2007 04:24 PM

To <john_kane@ferris.edu>, <gayle_lopez@ferris.edu>

cc

bcc

Subject law school update

Professors Kane and Lopez,

I wanted to send you an email to update you on how law school is going. I finished my first semester at the University of Kentucky College of Law a few weeks ago and I think it went pretty well. I am just now starting to get some of my grades and so far I am pleased with how I did. I enjoyed the semester for the most part and actually look forward to going back. I never found myself too stressed out or struggling, and I attribute most of that to what I learned from you and the other professors at Ferris. While my fellow students were spending hours and hours on their legal memos and research assignments, I repeatedly finished in half the time because of the training I received in the Legal Studies program. Other students were amazed at how quickly I could look up a statute or case simply because I had been exposed to it before. I earned an A on every research and writing assignment in the first semester.

My main purpose of this email is to thank you both for teaching us in a way that allowed me to be one step ahead of others in law school. I also want to thank you both again for writing my recommendations. I am very happy in law school and without your recommendations, I may not have been able to achieve all that I have so far.

If you have any legal studies students who would like to speak to someone regarding law school, please feel free to contact me or give them my email address. I am more than willing to help other students get their questions answered and help them make a decision about their future education. If any student would like to visit the University of Kentucky and sit in on a class, let me know and I can work something out to escort them to a class or two. Also, I would strongly recommend to any student considering law school to take the legal studies courses because they have proved to be invaluable to me. Please feel free to share any of my comments above with your students to encourage them to learn as much as possible from you.

I am currently compiling my cover letters and resumes to send out for summer jobs in the Lexington, KY area. One question I do have as I am doing this is if I would be considered to be a certified paralegal with my Legal Studies A.A.S. I know that the program is ABA certified, but I did not know how to word this on my resume since all that I physically have is an A.A.S. degree. It would be a great advantage to me if I were able to put that I am certified as a paralegal or something along those lines, but obviously I do not want to put that on my resume until I am sure. Please let me know how I could word this and if this degree means I am certified.

Again, thank you very much for everything in the past and I hope you had a Happy Holiday Season!

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Purpose of Administrative Program Review

1. to facilitate a process led by the deans and department heads/chairs to assess and evaluate programs under their supervision
2. to facilitate long term planning and recommendations to the VPAA
3. to collect and analyze information that will be useful in the University's accreditation efforts; Academic Program Review deliberation; and assessment.

I. Summary of modifications since last report:

Please provide a brief summary of the changes that have taken place in the program since the last report.

The Legal Studies Program was approved by the American Bar Association Standing Committee on Paralegals on Nov. 4, 2006 for re-accreditation. The Standing Committee found the program to be in compliance with the Guidelines for the Approval of Paralegal Education Programs.

II. Program Assessment/Assessment of Student Learning**a) What are the program's learning outcomes?**

The mission of the Legal Studies Program at Ferris State University is to equip students with both the technical and people skills necessary to function as paralegals or in similar law related occupations. This mission is accomplished by providing students with a strong general education background, a series of required legal specialty courses, and options which enable students to specialize and/or to integrate into Bachelor degree programs. More specifically, the Mission Statement for the graduates of the **Legal Studies Program** are expected to demonstrate the following program-level outcomes:

Demonstrate knowledge of substantive and procedural areas of the law, both the letter of the law and the process by which a remedy may be sought.

Demonstrate competence in legal research.

Demonstrate competence in the creation of pleadings and legal documents.

Demonstrate the ability to solve problems thru issue analysis, appropriate research, organizing information in a logical manner, to arrive at a solution.

Recognize ethical dilemmas in the legal profession and demonstrate the skills to logically analyze the problem and arrive at an acceptable solution.

Demonstrate an understanding of legal office organization, responsibilities of the paralegal commonly used legal software, and processes.

b) What assessment measures are used, both direct and indirect?

Tests, research projects, written assignments, grades in legal specialty

courses, success in bachelors programs, success in obtaining employment, meeting American Bar Association standards, student evaluations, exit surveys, graduate surveys, advisory group and faculty input, Administrative and Senate program reviews are used to measure the effectiveness of course delivery and relevance of course and major content.

c) What is the assessment cycle for the program?

Each program at the university undergoes a formal program review every six years conducted for the University faculty senate. Within the program, the American Bar Association assessment is done every seven years with interim reports every 2 to 2 1/2 years. Assessment is done twice a year by the advisory board.

Pedagogical assessments are made for individual teacher development each semester after reviewing comments on the student assessment instruments (SAIs). Other assessments are made on a non-cyclical basis when deemed necessary by faculty after receiving updates on student learning and new teaching methods. This is usually done through conferences and on campus classes.

d) What assessment data were collected in the past year?

- Each graduate completed a graduate survey.
- Each student did an SAI for each course.
- ABA self-evaluation report submitted in February, 2005.
- The grades of each student in each program course.
- Participated in the Special Counsel Salary and Benefits survey for graduates.
- In put from the two yearly advisory board meetings

e) How have assessment data been used for programmatic or curricular change?

Most recent changes, made at the request of the ABA are:

- Change in LLAW 280, Civil Litigation, format.
- Change in credit hour requirements for internships.

Course Outcomes Assessment

a) Do all multi-sectioned courses have common outcomes?

Yes

b) If not, how do you plan to address discrepancies?

N/A

c) How do individual course outcomes meet programmatic goals?

Each course has course objectives including skills to be developed. A list of specific practical assignments that develop those skills is contained in each course outline. The course outcomes are coordinated to support the program goals.

III. Program Features

1. Advisory Board

- a) Does the program have a board/committee? When did it last meet? When were new members last appointed? What is the composition of the committee (how many alumni, workplace representatives, academic representatives, etc.)

The Legal Studies Advisory Board meets in the fall and winter semesters each year. It last met in November 2006. The committee composition is in compliance with American Bar Association guidelines. The committee consists of three alumni, seven workplace representatives and four university representatives, one new workplace representative was added this year.

- b) If no advisory board exists, please explain by what means faculty receive advice from employers and outside professionals to inform decisions within the program.
N/A

- c) Has feedback from the Advisory Board affected programmatic or curricular change?

Yes, all changes in the program curriculum are reviewed by the advisory board. Recent changes were made in the library holdings based on their recommendations. The change in the program name was based on their recommendation. The board is very instrumental in keeping the faculty in the program updated on technology changes in the practice of law.

2. Internships/Cooperative or Experiential Learning

- a) Is an internship required or recommended?

No. However a practicum is a choice students can make. Also, a proposal is under consideration to make internships mandatory.

- b) If the internship is only recommended, what percentage of majors elect the internship option?

It varies by semester. Recently it has been very low. The internship program was recently reviewed and changes implemented. Three percent did practicum's last year.

- c) What challenges does the program face in regard to internships? What is being done to address these concerns?

Internships not readily available in the local community. We are attempting to develop better ties with urban areas.

- d) Do you seek feedback from internship supervisors ?

Yes.

If so, does that feedback affect pedagogical or curricular change?

Feedback is reviewed. Difficulties or concerns are reviewed with students and faculty in the program and appropriate adjustments are made.

3. On-Line Courses

- a) Please list the web-based courses, both partial internet and fully online, offered last year.

Contract and Sales, BLAW 321 offered on-line

- b) What challenges and/or opportunities has web-based instruction created?

Challenges:

- The time commitment of faculty to develop and administer web-based classes.
- Not all students prefer on-line classes.

Opportunities:

- Totally on-line courses allow a student to take a course while completing an internship.
- On-line courses offer expanded course availability to off-campus Ferris students as well as non-traditional on-campus students and working adults.

- c) What faculty development opportunities have been encouraged/required in order to enhance web-based learning within the program?

A law faculty completed the FCTL instruction on offering on-line courses and in fact developed and delivered an on-line BLAW 321 course.

- d) How has student feed-back been used to enhance course delivery?

Students in this program have not taken the BLAW 321 on line.

- e) Is there any plan to offer this program on-line? If yes, what rationale is there to offer this program online?" (emerging market opportunity?, expand enrollment?, demand for niche program offering?, etc.)

None at this time.

4. Accreditation

- a) Is the program accredited or certified?

Yes – it is approved.

- b) By whom?

It is approved by the American Bar Association.

- c) When is the next review?

Presently being reviewed, next one in 2012.

- d) When is the self-study due?

The program was just reaccredited so next one is due in 2012.

- e) How has the most recent accreditation review affected the program?

It has caused us to re-evaluate the assessment activities and make changes in

the internship program.

5. Student/Faculty Recognition

- a) Have students within the program received any special recognition or achievement?
Yes, various students have received awards for academic excellence and leadership activities.
- b) Have faculty within the program received any special recognition or achievement?
Gayle Lopez received the Pi Kappa Alpha teacher of the year award for 2004.

6. Student Engagement

- a) Is volunteerism and student engagement a structured part of the program?
Yes, the students in the program have a student organization (Legal Studies Association) that regularly engages in volunteer work in the community.
- b) Does the program utilize service learning in the curriculum?
No..
- c) Does the program participate in the American Democracy Project?
No.

IV. Academic Program Review Recommendations:

Please indicate the recommendations (enhancements or changes) made by APRC in the most recent review of the program by the APR council. What actions have been taken in response to these recommendations?

This program is up for program review again this year. The program was recommended to be continued. The recommendations from the committee are below and response taken if any:

- University Advancement and Marketing needs to work closely with the program to recruit more students into the program and to develop marketing materials specific to the Legal Assistant program that will render it more conspicuous and appealing to potential students. The program needs to submit an interim report on enrollment to APRC for academic years 2001-2004 by December 1, 2004. No work was done with UA&M, nor was a report completed, however, there were 66 students enrolled at Ferris who were in the Legal Studies program (formally Legal Assistant) fall of 2005 and 2006. This is up from 29 in the fall of 2002. This does not count the students dually completing the Legal Studies degree with a bachelor's degree other than Business Administration.
- The program and the College of Business need to develop a plan for faculty replacement as a result of retirement. No plan in place at this time.
- The College of Business needs to provide clerical assistance for all of its programs especially for activities such as program review and program coordination. Due to budgetary restraints, this has not been addressed.

- The College of Business must recognize the administrative responsibilities of the program coordinator even if it does not grant release time for those tasks. This situation is presently being addressed.

Areas of Strength:

Approved by the American Bar Association.
Ladders into BS and BA programs across campus. More than 80% of the graduates continue education at FSU
Dedicated, fulltime faculty are primary instructors.
Small class size
Excellent library and legal collection to include on line legal research facilities.
Active advisory board.
Enrollment has been strong.

Areas of Concern (and proposed actions to address them)

Need stronger internship program.

Future Goals:

Recruit more advisory board members.
Increase internships
Develop Checksheets and revise curriculum to integrate with new Business Administration Professional Track program for AAS graduates.
Develop a more formal long-term assessment plan for the program.

Other Recommendations:

Reorganize the programs leadership and administrative structure to reflect duties involved with the American Bar Association approval process and the over all demands of coordinating the program.

Legal Studies

Academic Program Review

David Steenstra, Management Department Head Comments

08/09/07

First of all, “thanks” should be extended to the LS faculty for conducting a “deep dive” into the program. This represents a lot of work and should not go unrecognized. Their spirit of objectivity is also worthy of recognition. The program has a plethora of strengths along with some opportunities for improvement which have been openly identified.

One of the most salient aspects of the Legal Studies program is its attention to one of our most important customers, the employers who hire our graduates. The program clearly aligns with our mission in that it provides career oriented education. Feedback from the employers has been exceptionally strong, with satisfaction rating of 9.9 on a 10 point scale. The labor market for our graduates is very strong.

In concert with this, the students are also pleased with the high quality of education this program provides. Most of the suggestions our graduates offered were minor, tactical enhancements. No fundamental voids were identified.

In reference to the Dean’s comments, and in particular the exhibit identifying enrolled majors, 80% of the students are seeking a bachelor degree; 20% an associate. The American Bar Association requirements are being met, usually in the first two years of the program. Is the AAS portion of this program indeed a feeder to the BS? Why are students pursuing the B.S.? Can we assert that while the legal skills included in the first two years of study are essential, does the remainder of the program enable graduates to develop business savvy, critical thinking, and leadership capabilities? Do employers want bachelor degree possessing college graduates? Does the bachelor degree enable students to pursue professional studies, graduate study, admission into Law School?

As we further evaluate this program, we should ascertain the answers to the above identified assertions and questions. This will provide deeper insight and provide justification for changes as may be required. This program has grown, and the prospects of future growth could be enhanced by developing more internal faculty and staff knowledge about the Legal Studies Program.

The weaknesses that emerged from this study include: more depth in Real Estate and Probate. The program could also benefit from board advisory representation that includes the corporate sector. Internships also need to be included in our on-going evaluation. These four aspects should be addressed in the 2007 – 2008 academic year.

Academic Program Review
 Legal Studies AAS Program
 Dean's Comments

The program name change that occurred several years ago confirmed a shift that is very obvious in the enrollment numbers contained in the table below. The students enrolling in this curricular area are increasingly focusing on a BS, whether or not they take the coursework that constitutes all, or only some, of the AAS curricular offering. Thus, it would appear that the primary purpose can no longer be "to educate students to become legal assistants or paralegals". The coursework contained in the AAS curriculum has become a feeder to the BS programs. With this shift, it would appear that the program may need to expand its contact with the workplace in order to incorporate perspectives regarding legal activity beyond that cited in the quote (e.g., greater emphasis on corporate legal functions).

As the career pathways of the program graduates diverge from those of the past, it would seem beneficial for the program to invest effort in monitoring what paths are chosen. This would be informative in terms of identifying course and experiential learning that would be most beneficial as preparation for careers in these varied directions, suggesting future curricular enhancement opportunities. Hopefully, in this process the faculty will also consider the merit of full-time paid internships as a valuable aspect of the developmental/learning process. All indications are that the absence of such experience will, increasingly, constitute a detriment to the initial employment prospects of our graduates.

Though it is unclear to me how program capacity is determined, it does appear that the faculty is kept occupied, between the AAS, BS and service courses. As indicated in the table, majors (AAS and BS combined), both in terms of numbers and mix, have been static for the past three years, while SCH's have not varied more than 10%. What the future holds, and how best to position our offerings in anticipation thereof, should be a distinct focus for the program faculty. Increasingly, we are all called upon to demonstrate our distinctiveness and value, both in terms of responsiveness to needs/expectations, and with evidence of achievement. Speculation or unsubstantiated pronouncements are insufficient in this regard.

Program	[Fall]	2000	2001	2002	2003	2004	2005	2006
B.S. Law Programs		0	11	20	39	53	47	54
AAS Law Program		<u>21</u>	<u>22</u>	<u>17</u>	<u>14</u>	<u>13</u>	<u>19</u>	<u>12</u>
Enrolled Majors		21	33	37	53	66	66	66
Annual growth			57.1%	12.1%	43.2%	24.5%	0.0%	0.0%
Degree Enrollment %:	BS	0.0%	33.3%	54.1%	73.6%	80.3%	71.2%	81.8%
	AAS	100.0%	66.7%	45.9%	26.4%	19.7%	28.8%	18.2%

Program	[AY]	2004	2005	2006
BLAW: B.S. Law Programs & Service (Bus Law)		2061	1800	2055
LLAW: AAS Law Program		<u>588</u>	<u>597</u>	<u>498</u>
SCH's		2649	2397	2553
SCH % Distribution:	BLAW	77.8%	75.1%	80.5%
	LLAW	22.2%	24.9%	19.5%