

**Site Visit Report
Reapproval**

**LEGAL STUDIES PROGRAM
Ferris State University
Big Rapids, MI
February 11-12, 2013**

Site Visit Team Members

Dwight Dickerson
Site Visit Team Chair
ABA Approval Commission Member
Paralegal Studies Program Director
California State University, East Bay
25800 Carlos Bee Blvd.
Hayward, CA94542

Laurel Vietzen
ABA Site Team Representative/Paralegal Program
Representative
Interim Instructional Coordinator
Elgin Community College
1700 Spartan Drive
Elgin, IL 60123

Ferris State University (Ferris State) has applied to the American Bar Association for reapproval of its Legal Studies Program. The site visit was conducted on February 11 and 12, 2013, by Dwight Dickerson, ABA Approval Commission member, Site Visit Team Chair, and Director of the Paralegal Program at California State University, East Bay, and Laurel Vietzen, ABA Site Team Representative/Paralegal Program Representative, and Interim Instructional Coordinator at Elgin Community College.

Ferris State's Legal Studies Program began in 1972, and it received its initial ABA approval in August 1978. This is its sixth reapproval application and was most recently reapproved in August 2005.

The site visit consisted of the following activities:

- Meeting with Gayle Lopez, Esq., Program Coordinator;
- Tour of the Campus;
- Meeting with Dr. David M. Nicol, Dean of the College of Business and Dr. David Steenstra, Management Department Head;
- Meeting with Dr. Roberta C. Teahen, Associate Provost;
- Meeting with Charlotte M. Tetsworth, Associate Director of Admissions
- Meeting with six members of the Advisory Committee;
- Meeting with Angie Roman, Director of Career Services;
- Julie Rudolph, Educational Counselor, Retention and Student Success Department;
- Meeting with David Scott , Access Services Librarian/Associate Professor, and tour of the library;
- Meeting with 7 graduates;
- Meeting with 3 faculty members;
- Meeting with 35 currently enrolled students;
- Observation of LLAW 161 (Law in the United States II) and LLAW 260 (Real Estate Law) in session;
- Examination of student files, student practical assignments, course and faculty evaluations, and graduate and employer surveys; and
- An exit meeting with Dr. David Steenstra, Dept. Head of the Management Department and Gayle Lopez, Esq., Faculty Member and Program Coordinator;

SECTION I **GENERAL INFORMATION**

G-101 – 107

Ferris State University is a public four year university located in Big Rapids, a town of about 11,000 residents in central Michigan. The school is more oriented toward professional careers than liberal arts and is well known for its pharmacy and optometry programs. Ferris State offers associate's, bachelor's, master's and professional degrees and enrolls approximately 14,000 students. Ferris State is accredited by the North Central Association of Colleges and Schools and was recently reaccredited in 2011.

Ferris State's Legal Studies Program offers a single option, the Associate in Applied Science Degree in Legal Studies. Enrollment in the program has remained steady at 50 – 55 students for the past several years. Current enrollment for the current academic year is 51 students. Almost all of the students are full time.

Through the spring of 2012, the Legal Studies Program has graduated 831 students. All of the legal specialty courses are offered only at the main campus in Big Rapids.

SECTION II **ORGANIZATION AND ADMINISTRATION**

G-201

The Legal Studies program at Ferris State first accepted students in 1972 and offers an AAS Degree that can be part of a Bachelor of Science Degree in Business Administration. The program offers classes only at the Big Rapids campus.

The objectives of the Ferris State Legal Studies Program relate to essential paralegal knowledge and skills to assist attorneys in the delivery of legal services. The program website refers to working under the supervision of an attorney and that paralegals cannot offer legal advice. The program website clearly states the goals and objectives of the program. Ferris State does not print a catalog.

The Legal Studies program is one of five programs in the Management Department, which is part of the College of Business. The Department head is David Steenstra, who reports to Dean David Nicol. The site team met with both Dr. Steenstra and Dr. Nicol who expressed commitment to the Legal Studies program and to the College's associate degree programs. The team also met with Associate Provost Roberta Teahen, who also leads Ferris State's assessment efforts. All three administrators expressed that Ferris State has weathered Michigan's "financial storm" and will be providing financial support to the program as necessary to maintain the quality of the program, including hiring a replacement for a retiring Legal Studies professor.

The program engages in planning, including long-range planning and that the planning encompasses the matters set forth in the Guidelines. The program has an excellent working relationship with important areas of the college. The career services staff, academic advisors, registrar, student advising, admissions, computer department, and the library staff possess an in-depth understanding of the paralegal profession and the program's goals and objectives. They are supportive of the program.

The team met with Charlotte Tetsworth, Associate Director of Admissions, who explained the process for selecting students and referring students to appropriate advisors. Julie Rudolph, an Educational Counselor in the Retention and Student Success Department, explained the college's resources and program for testing and advising students on career-planning. Angie Roman, the Director of Career Services, explained about the Ferris State "Bulldog" Career Link online job and resume database, as well as the availability of mock interviews, career fairs, resume workshops, and her visits to Legal Studies classes. Librarian David Scott gave the team a tour of the library classroom, which immediately adjoins the legal collection, followed by a tour of the publications collection.

G-202

The program is given the same priority for funding, marketing and staff needs as the other comparable programs and has the same level of support from the administration as other programs. The program has two full-time and two adjunct faculty members. The full-time instructors have attended regional and national meetings of the American Association for Paralegal Education.

G-203

The Ferris State Legal Studies Advisory Committee is comprised of dedicated and knowledgeable members from the community and college. The Advisory Committee includes representatives from all required categories of membership. The team met with six members of the committee: Attorney Cavan Berry; Judge Susan Grant; Public Sector Paralegals Stacey Carlson and Juan Salazar; Private Sector Paralegals Martha Ducham and Kathleen Kasiorek. The general public member was not present and does not attend meetings regularly. The member is not affiliated with the program or involved in legal services. The program is looking for a replacement due to her inactive service. Although the Paralegal Manager member was absent, the minutes and conversations reflect that she has been an active member.

The Site Team suggests that the program make stronger efforts to identify and include a public member for its Advisory Committee.

The committee confirmed that the Advisory Committee meets twice a year and addresses substantive issues regarding the program: course review, jobs and internships, library collection, issues in legal practice, and technology. The program coordinator works well with the Advisory Committee and depends on the Committee's insights in order to improve the program. The discussions, with minutes of meetings, reflect familiarity with both academic and employment

issues and lively discussion of those issues. The minutes also include a list of those in attendance.

G-204

Ferris State has policies and procedures to ensure compliance with laws prohibiting discrimination and harassment. The institution encourages diversity and takes steps to recruit and retain a diverse faculty, staff and student body through its Chief Diversity Officer, David Pilgrim. Policies and procedures of the Office of Disability Services have recently been updated and are accessible online. Anti-discrimination policies and procedures are well-stated online and are administered by Director of Equal Opportunity-Staff Attorney Matthew Olovson.

G-205

The budgetary needs of the program are met and financial resources are adequate to sustain a sound paralegal program. The school has excellent physical facilities, an exceptional law library, a center for professional development of instructors, and is fortunate to have two full-time instructors.

G-206

Ferris State is a publicly supported four-year college.

SECTION III **EDUCATIONAL PROGRAMS**

G-301

Ferris State is a four year institution that offers an Associate of Applied Science Degree in Legal Studies. A degree candidate must complete at least 64-65 semester credit hours. Within that credit hour requirement the student must complete 22 semester hours of legal specialty courses, and 21 semester credit hours of general education courses.

In observing two classes and examining student work, the team concluded that the instructors emphasize the skills and understanding needed in the paralegal field. The Legal Studies Program covers all critical paralegal skills needed in the local community. The professors help students to master important legal concepts and then apply those concepts to practical assignments that will prepare the students as paralegals.

The Site Team suggests as part of the ongoing review of curriculum, the program should continue to insure that all legal specialty courses consistently contain adequate practical assignments.

Students and graduates found the faculty personable and accessible, and, when not in class, students communicated easily with faculty via email or telephone. Students remarked that the

Program Coordinator (who also teaches in the program) was very accessible and quick to respond to email and phone calls as well.

The team had the opportunity to visit and observe LLAW 161 (Law in the United States II) and LLAW 260 (Real Estate Law). Both lectures were enhanced by the use of PowerPoint slides, and the students were engaged in the presentation, answering questions posed by the instructor, and asking questions about the material.

Ferris State is a four-year institution that also has limited graduate and professional programs. The institution also acts as the community college for the local area and offers many Associate degree programs. Students who have their Associate degree and desire to move forward for a Bachelor's degree usually opt to stay at Ferris State. As such, no articulation agreements have been entered into with other institutions. The Site Team verified that until recently 100% of the students with Associate degrees who continue their studies towards a Bachelor degree in various disciplines, did so at Ferris State. The most popular major/degree is in Business Administration.

The Legal Studies Program is actively engaged in assessment and evaluating its program. The goals and objectives of the program are regularly reviewed by faculty and the advisory committee to determine any adjustments that need to be made due to changes in the legal industry and educational requirements. Input is obtained from all required constituencies. Paralegal utilization data is obtained from the advisory committee members and adjuncts who are active legal practitioners and participants in local bar activities.

In addition, assessment of goals and objectives is part of an institutional plan at Ferris State University. Every six years, the Legal Studies program is required to submit an extensive report which requires assessment and outcomes to the Academic Program Review Committee (APR). The APR process is conducted by the Ferris State Faculty Academic Senate and the Vice-president for Academic Affairs. Each program being reviewed has a Program Review Committee composed primarily of faculty members teaching in the program being reviewed. A self-study report is written and submitted to the APR subcommittee of the Academic Senate. The report includes surveys of students, faculty members, graduates and employers. After the report is submitted, it is reviewed by the APR subcommittee and a meeting is held to discuss the report. The meeting is attended by the APR subcommittee, the self-study committee for the program, and the appropriate dean and department head. Recommendations are made by the APR committee to the Senate. At the conclusion of each evaluation, recommendations are made by the academic senate to the university administration. The recommendations can range from "terminate the program" to "expand the program and give them additional resources." The university administration makes the final decision. The Legal Studies program was last evaluated in 2007.

Faculty members are required to have students evaluate at least one-half of the courses they teach each semester using a university-wide assessment form (SAI). Legal Studies faculty members have traditionally assessed all of their legal specialty courses. The results are tabulated and reviewed by the faculty member's supervisor and returned to the faculty members for review. Faculty members regularly review the assessment to consider making changes. Faculty

members are regularly assessed on their performance using tenure, post-tenure and promotion/merit processes.

In addition to the university processes described above for evaluating programs and faculty members, faculty members teaching in the Legal Studies Program utilize a number of other assessment activities to determine if the program is meeting its stated goals and objectives.

Graduate Surveys - Graduate surveys are conducted when students clear for graduation with the College of Business Dean's Office. Each graduate must have a course audit to graduate. At that time, they complete an evaluation of the program and answer a brief questionnaire evaluating the program and courses and their future educational and employment activities.

Graduate surveys are conducted by the university in the office of Institutional Research and Testing. The primary purpose of the survey is to determine if Ferris State University Graduates are employed or continuing their education.

Special Counsel – Ferris along with ten other colleges and universities participates in surveys of paralegals working in Michigan. The survey results are very helpful in assessing the employment situation in Michigan. The Site Team confirmed that the surveys collect information regarding salaries, the work place, and job duties performed by paralegals. The surveys were done in 2002, 2004 and 2006.

Advisory Board – The program has used the Advisory board members to conduct survey members of the local legal community as to their legal needs and paralegal use.

Employer Surveys – Graduates are requested to provide their employer's address and e-mail for follow-up employer surveys by the program. It was noted that many graduates are not employed in the traditional paralegal field locally and that survey information has been difficult to gather.

The Site Team suggests that the Program investigate diverse external assessment tools to include in its plan for evaluation, review and improvement of the program.

G-302

Ferris State is a post-secondary program and is accredited by the North Central Association of Colleges and Schools. It was most recently accredited in 2011.

An AALS degree candidate must complete at least 64-65 semester credit hours. Within that credit hour requirement the student must complete 22 semester hours of legal specialty courses, and 21 semester credit hours of general education courses.

The curriculum for the Associate's degree is as follows:

Course Number	Course Title	Credit	Type
COMM 121	Fundamentals – Public Speaking	3	GE
ENGL 150	English 1	3	GE
ENGL 250	English 2	3	GE
Lab Science	Elective	3-4	GE
MATH	Intermediate Algebra	3	GE
Social Awareness	Elective	3	GE
Cultural Enrichment	Elective	3	GE
LLAW 160	Law in the United States I	3	LS-R
LLAW 161	Law in the United States II	4	LS-R
LLAW 251	Criminal Law and Procedure	3	LS-R
LLAW 260	Real Estate Law	3	LS-R
LLAW 261	Probate and Estate Planning	3	LS-R
LLAW 280	Civil Litigation	4	LS-R
Elective – choice of following:			
LLAW 253	Advance Legal Research & Writing	2	LS-E
LLAW 291	Practice Studies	2	LS-E
ACCT 201	Principles of Accounting I	3	OPR
BLAW 321	Contracts and Sales	3	OPR
ISYS 105	Intro Micro Systems-Software	3	OPR
Electives	Directed	12	OPR

Total credits required for the AALS Degrees 64 - 65

The degree course plan fulfills the requirements regarding the breath of general education courses, appropriate prerequisites and sequencing, writing proficiency, and oral communication competency. No exemptions to the general education requirements and/or total unit requirement are allowed. With respect to the general education classes the Site Team confirmed the Cultural Enrichment and Social Awareness electives meet the guideline definition of general education. Under those electives a myriad of courses are offered in social and behavioral science, history mathematics, art, foreign languages, etc. The Site Team also confirmed that the legal specialty courses emphasize practical skills and include appropriate practical assignments. There are no exemptions to the legal specialty course requirements.

The Site Team suggests as part of the ongoing review of curriculum, the program should continue to insure that all legal specialty courses consistently contain adequate practical assignments.

Technology skills are taught in the required course ISYS 105. Students develop skills in word processing, electronic communications, data bases, presentation software and spreadsheets. In the legal research and writing courses, LLAW 161 and LLAW 253, students are introduced to Westlaw and Lexis as well as electronic discovery. Students and graduates commented during

the site visit that they would like more technology classes specifically dedicated to law office management that would include case management, time-keeping and billing software.

The Site Team suggests the Program Coordinator and the Advisory Board monitor the legal technology utilized by the legal community served by the University and consider implementing a legal technology class if appropriate.

Legal ethics and professional responsibility is taught across the curriculum in all of the legal specialty courses. Faculty has incorporated ethics and professional responsibility in each of their legal specialty courses and the course outlines indicate the amount of classroom time along with the practical assignments that will cover legal ethics topics.

Instruction in legal research is provided primarily in LLAW 161 Law in the United States II, a required course. Students learn to do legal research using print and electronic resources. All students have easy access to Westlaw which can be used at any computer on campus or at home. Most students take the elective course, LLAW 253 Advanced Legal Research & Writing which includes further instruction in electronic resources.

An internship is not required in the degree program and is not included as a legal specialty course. Students are encouraged, but not required, to complete an internship. The course is two (2) semester hours and is graded on a credit/no credit basis. Students must complete a minimum of 90 hours on the job to earn 2 credit hours of credit. Students meet with the Program Coordinator, or are assigned to a faculty member, and are given written instructions concerning expectations to share with their sponsor. The sponsor must complete an evaluation of the student at the conclusion of the internship. Communication is by e-mail, telephone and/or face to face with faculty member and student. The sponsor prepares a written evaluation of the student at the end of the internship. The student also writes a paper that includes an evaluation of the internship and provides a written internship log. The faculty member assigned the internship reviews the student's internship log and report, and further discusses the details of the internship with the student.

No more than six (6) hours of legal specialty credits may be awarded by transfer from another institution. When a request for credit by transfer is made by a student, the transcript of the institution where those credits were awarded must be presented to the Program Coordinator and faculty for review and approval. The courses are required to be from an ABA approved school and the content of the course must contain at least 75% of the same content of the course that it is being proposed to replace. The Program does not award legal specialty credit by examination or portfolio.

No legal specialty courses are offered through alternative delivery formats.

SECTION IV FACULTY

G-401

Gayle Lopez is the Program Coordinator. She is an attorney and has experience working with paralegals. Ms. Lopez has served as the Program Coordinator since 2009. She is well respected in the college and the legal community. She is an active member of the State and Local bar associations and is active in the local bar's paralegal utilization committee. She attends the annual and regional conferences of the American Association for Paralegal Education (AAfPE) regularly.

The Site Team suggests that the University continue to maintain adequate funds and support for the professional development of the Program Coordinator including membership and participation in educational conferences/trainings in organizations that focus on paralegal education.

The faculty members are a combination of two full-time and two adjunct instructors. There is very little faculty turnover. One of the adjunct positions is a temporary hire while a search for a replacement for a recently retired full time faculty member is underway. All instructors are either current practicing lawyers or have practiced law in their recent past. The faculty members have experience in the fields in which they teach. Students and graduates expressed a high level of satisfaction with the faculty. They described the instructors as excellent teachers, highly approachable, and eager to help with classes and career issues. The faculty was also knowledgeable about the paralegal profession.

Ferris State strongly encourages and supports professional development of faculty members by funding various conferences, seminars and workshops. Ferris State also has a very involved Faculty Center for Teaching and Learning. Faculty members are required to meet with the Department Head each year to plan for and discuss their professional development plan for the academic year. Department tenure policies, the university post-tenure review policy and college promotion policies all require faculty members to demonstrate teaching effectiveness, participation in faculty development and scholarly activities, and service to the university community.

Faculty meetings are held twice a year and minutes, including a list of attendees, are kept. The minutes reflect that program goals, course content, curriculum planning, and instructional methodology have been discussed at faculty meetings. Additionally, results of student, graduate, and employer surveys have been shared with the faculty.

G-402

The Program Coordinator is full time and is responsible for all functions that relate to Guideline requirements. She is assisted in this effort by the other full time faculty and the Department Head. The Program Coordinator does not receive any release time from her teaching load of 12 credit hours per semester.

The Site Team observed that the Program Coordinator is effective and efficient in carrying out her duties; however she is required to work additional hours in order to properly carry out her duties. For example, in order to support and promote the program she is an active participant in the Grand Rapid's local bar and paralegal activities. The time required to carry out this function makes it difficult to maintain her presence on campus and perform her duties without working additional hours. She performs this function and others without additional compensation and/or release time from her teaching responsibilities.

The Site Team suggests that the University continue to work towards the division of Program Coordinator's duties in order to ensure that the time devoted to program leadership is adequate to accomplish the functions needed for program direction and that release time be considered.

G-403

The size of the faculty is commensurate with the number of type of courses offered and the number and needs of students served. There is adequate clerical support. The Management Dept. provides clerical support to the Program Coordinator and faculty. Faculty has easy access to computers, a copy machine and mail service.

SECTION V **ADMISISONS AND STUDENT SERVICES**

G-501

Ferris State University has a set requirement that all incoming students must 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 or an ACT composite score of 19 or higher unless an exception is made by the Program Coordinator based on individual background and qualifications.

An Admissions Office handles campus visits and similar recruitment efforts. New students must attend a university orientation and are assisted in registration by assigned counselors and faculty members. Freshman students must also take a one-hour course, FSUS 100, which provides information about programs and services and helps students adjust to college life. An Educational & Career Counseling Center offers a number of services, including career exploration. The counselor assigned to the College of Business is Sharon George.

The team met with Charlotte Tetsworth, Associate Director of Admissions, who verified the process for selecting students and referring students to appropriate advisors. Julie Rudolph, an Educational Counselor in the Retention and Student Success Department, explained the college's resources and program for testing and advising students on career-planning.

The Legal Studies program has no print advertising. The website clearly states that applicants satisfying prior studies GPA and ACT score requirements are admitted in the order of their applications. The website also includes the program objectives, correctly refers to ABA approval, and includes an explanation that paralegals work under attorney supervision and cannot provide legal advice.

G-502

Orientation to the paralegal profession is provided in LLAW 160 the Law in the United States I course, and is part of the curriculum for the first semester. Three faculty advisors serve students in the Legal Studies program.

Ferris State has a wide range of remedial and developmental courses and an Academic Support Center that provides free testing, tutoring, workshops, and other support, including a Writing Center. The director of these services is Jane Pole.

Ferris State has an active Legal Studies Association that provides opportunities for speakers, trips to law-related sites, community service, and social events, with the assistance of faculty advisors. The University sponsors many non-legal associations and organizations, available to students in the Legal Studies Program. The University also has personal counseling and a health center.

Career Services offers individual assistance and workshops to assist with resume-writing, and interview skills. The office, coordinated by Angela Roman, also maintains extensive resources and information online and sponsors job fairs. Employment opportunities are posted through an online service, Bulldog Career Link. The office also maintains an online resume bank. Students are required to prepare resumes and participate in mock interviews as part of two LLAW classes.

The Site team had an opportunity to review the placement records maintained by the Program. These records were found to be accurate and substantially complete. The Program maintains the records for the required time set forth in the Guidelines.

Students express their views on a Student Assessment of Instruction survey, completed each semester for each legal specialty course. The form includes an area for written comments and suggestions. Students also complete a program evaluation as part of registering for graduation. The counseling office provides a "student concern form." The team was able to see files of the assessment of instruction surveys.

The Legal Studies program does not offer continuing education

G-503

Students must meet appropriate prerequisites to enroll in legal specialty courses. Enrollment in those courses by students who have not declared a Legal Studies major does not adversely affect the level or quality of those courses.

SECTION VI LIBRARY

G-601

The law library collection is housed in the FLITE Library which is the main library on campus. The legal collection, except for periodicals, is kept within a separate area of the library. All updated materials required by the Guidelines are included in the print collection as well as electronically. The collection is complete and up to date. The library's legal resources are extensive and are used by professionals and other community members as well as students. Students have adequate access to the electronic materials including Westlaw and Lexis. Out-of-date state reporters are available in the library for teaching purposes and are clearly labeled as out-of-date and for instructional use, there were a few other out of date publications that were not clearly labeled.

The Site Team suggests that the library continue to identify and appropriately mark out of date materials.

There are classrooms in the library which can be used for instruction including legal research. Instruction in legal research can also take place in the open areas of the library where the law books are housed. There are also small study rooms available for use by students and instructors. Students can use Westlaw and Lexis passwords anywhere with internet access on and off campus, including the library.

During fall and spring semesters when classes are in session, the library is open 7:30 a.m. to midnight, Monday through Thursday; 7:30 a.m. to 6:00 p.m. on Friday; noon to 5:00 p.m. on Saturday; and 1:00 p.m. to midnight on Sunday. These hours are extended during exam periods.

The Program Coordinator, faculty and Advisory Committee work to maintain the law library collection in a way that best serves the needs of the students. The Librarian David Scott met with the site visit team and gave a tour of the library. He is extremely supportive of the Paralegal Program.

SECTION VII PHYSICAL PLANT

G-701-702

Courses are taught in the Business College Building. The team observed two classes. Classrooms are equipped with computers and projectors and whiteboards and are a very comfortable learning environment. Computer labs are located in several buildings and are well-used by students.

Wi-Fi is available in every campus building. Ferris State provides strong technical support and training to both its faculty and students. The Technology Assistance Center is the first point of

contact for computer support for Ferris State University faculty, staff and students. Assistance is generally available 24 hours.

Ferris State has a state of the art central dining facility on campus, small campus stores and vending machines for snacks throughout the campus.

G-703

Each full-time faculty member has a private office; the adjunct instructors share an office on the same corridor. There is a work room adjoining the offices and conference rooms are available to all faculty members. The offices and classrooms (except for classes taught in the main building) are all located within the same building.

RESPONSE TO THE 2006 SITE TEAM 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).*

The program has added 4 new advisory board members who are either a paralegal manager, employers of Ferris State graduates or are graduates of the program.

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).*

The program has dedicated a support staff person to maintain contact with the other departments within the university to monitor and track expenses related to the program.

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).*

The program is continuously surveying its students, graduates, employers and advisory board members. The University also conducts surveys on graduates and employers for assessment purposes. The goals and outcomes of each legal specialty course are assessed through various means in each course. The course and program assessments are entered into the University's database Trac Dat.

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).*

Technology skills and various software requirements are regular agenda items at faculty and advisory board meetings. Legal Studies students are required to take ISYS 105 – Microcomputer applications and are required to utilize legal software, data bases and internet sources for legal research and writing and in other legal specialty courses.

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).*

Faculty members work directly with students one on one to promote internships. Students are required to work a minimum of 90 clock hours for the 2 semester hours of credit. Advisory board members are asked on a regular basis for their suggestions and assistance in promoting and utilizing interns. In the small rural Big Rapids area, legal internships are difficult to arrange particularly in the current economic environment.

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. 9G-302.I.3).*

Faculty has incorporated ethics and professional responsibility in each of their legal specialty courses and the course outlines indicate the classroom time along with the assignments. The textbook, *Ethics Top Ten Rules for Paralegals* by Deborah K. Orlik was purchased for each of faculty member to utilize for faculty development in the area of Ethics and Professional Responsibility as well.

7. *The program should consider including instruction in electronic resources beyond Lexis and Westlaw (G-302.I.4).*

In LLAW 253 – Advanced Legal Research and Writing and LLAW 280 – Civil Litigation students get instruction in electronic resources beyond Lexis and Westlaw.

8. *The program should formalize in writing its policies on the transfer of legal specialty credit (G-302.I.6).*

The program reviewed, adopted and formalized in writing its policies on legal specialty course credit following the Fall, 2007 advisory board meeting.

9. *The program should track all the professional development activities of its faculty, including the adjunct member (G-401.F).*

The program, through the College of Business, uses Digital Measures to track professional development of the faculty. In addition, faculty is asked during faculty meetings to submit updates on professional development to the program coordinator.

10. *The program should make more efforts to include the adjunct faculty member in meetings*

and other program activities (G-401.H).

Adjunct faculty attend faculty meetings and all advisory board meetings.

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 educational 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).*

The Legal Studies program went through the university academic program review which addressed the various issues. Ongoing discussions have taken place with the Department Head and Dean regarding program direction and responsibilities. An official program coordinator, Gayle Lopez, was designated in August 2009 with a 1 class release time per semester. The release time was terminated in 2010. Currently, the program coordinator is not compensated. She did receive a course overload pay to prepare the ABA Re-Approval Report for Fall, 2011.

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).*

Orientation is included in LLAW 160 and continually discussed in all the legal specialty courses. Guest speakers are brought in to class to discuss the profession and there are field trips to courts and law offices.

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).*

Representatives from the university placement services meet with students in LLAW 280 – Civil Litigation and LLAW 253 – Advanced Legal Research and Writing to explain placement services and discuss the employment process from cover letters and resumes to the interview. Additionally, job advertisement and requests for graduates are sent to the placement office and announced in the legal studies classes. Placement assistance and discussions with legal employers also occurs during each Advisory Board meeting.

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).*

Graduate surveys were sent during spring 2007. Additionally, faculty contact graduates directly each year by telephone and/or e-mail to determine their current employment and educational status. E-mail addresses are updated to keep in contact with recent graduates.

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).*

The law library includes both Westlaw and LEXIS data bases. The library has an extensive collection of legal manuals and form books that are continuously updated including updated texts on the paralegal profession.

CONCLUSIONS AND SUGGESTIONS

The Legal Studies Program at Ferris State University is an established program under the capable direction of Gayle Lopez. The students and graduates expressed a high level of satisfaction with the instruction received and their preparation to enter the paralegal profession. The administration (including the highest level) is very interested in and supportive of the Program. **The site team, therefore, recommends that the Paralegal Program at Ferris State University be REAPPROVED.**

To further enhance the Program, the site team **suggests** that:

Suggestion 1: The program make stronger efforts to identify and include a public member for its Advisory Committee. **(G 203.B)**

Suggestion 2: As part of the ongoing review of curriculum, the program should continue to insure that all legal specialty courses consistently contain adequate practical assignments. **(G-301.B.3)**

Suggestion 3: The Program investigate diverse external assessment tools to include in its plan for evaluation, review and improvement of the program. **(G-301.E and F)**

Suggestion 4: The Program Coordinator and the Advisory Board monitor the legal technology utilized by the legal community served by the University and consider implementing a legal technology class if appropriate. **(G-302.G)**

Suggestion 5: The University continue to maintain adequate funds and support for the professional development of the Program Coordinator including membership and participation in educational conferences/trainings in organizations that focus on paralegal education. **(G-401)**

Suggestion 6: The University continue to work towards the division of Program Coordinator's duties in order to ensure that the time devoted to program leadership is adequate to accomplish the functions needed for program direction and that release time be considered. **(G-402)**

Suggestion 7: The library identify and appropriately mark out of date materials **(G-601.G)**

**American Bar Association
Standing Committee on Paralegals
321 North Clark Street
Mail Stop 19.1
Chicago, Illinois 60654-7598**

**APPLICATION FOR REAPPROVAL OF
PARALEGAL EDUCATION PROGRAM**

Institution Name: Ferris State University

Program Name: Legal Studies

Address: 119 South Street, Business 200

City: Big Rapids State: Michigan Zip: 49307

Telephone Number: (231) 591-2427

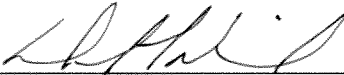
Fax Number: (231)591-3521

Institution Website URL: www.ferris.edu

Program Website URL: www.ferris.edu


We hereby certify that the information and materials contained in this report and supporting exhibits is complete and accurate to the best of our knowledge.

Institution President or Dean: David Nicol

Signature: _____


Program Director: Gayle Lopez

E-Mail Address of Program Director: lopezg@ferris.edu

Signature: _____


Date Submitted: November 11, 2011; Revised Report: August 23, 2012

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Produced by the Standing Committee on Paralegals

**American Bar Association
Standing Committee on Paralegals**

UNIFORM TABLE OF EXHIBITS

Include only the exhibits listed and identify with the specified number. If an exhibit does not apply to the program, indicate that it is not applicable. Exhibits marked * must be provided in the format shown.

Exhibit 1	Enrollment Chart/Students by Program Option*
Exhibit 2	Number of Graduates by Program Option*
Exhibit 3	Organization Chart(s)
Exhibit 4	Advisory Committee Members*
Exhibit 5	Advisory Committee Guidelines or Procedures
Exhibit 6	Advisory Committee Minutes
Exhibit 7	Advertisements and Announcements to Recruit Faculty
Exhibit 8	Composition of Paralegal Program Faculty by Gender and Ethnic Background*
Exhibit 9	Expenditures and Budgets*
Exhibit 10	Assessment Plan/Analysis & Summary of Assessment Results
Exhibit 11	Curriculum for Each Program Option*
Exhibit 12	Exemptions from General Education and Total Unit Requirements*
Exhibit 13	List of Legal Specialty Courses by Term*
Exhibit 14	Legal Specialty Course Information Sheet*
Exhibit 15	Information on Courses Offered in Alternative Formats (if applicable)*
Exhibit 16	Assessment Results for Courses Offered in Alternative Formats (if applicable)
Exhibit 17	Resumes of Persons with Responsibilities for Program Direction
Exhibit 18	Faculty Participation in Professional Development*
Exhibit 19	Faculty Meeting Minutes
Exhibit 20	List of Faculty Members*
Exhibit 21	Resumes of Faculty Members
Exhibit 22	All Promotional Material used by Program
Exhibit 23	Employment and Continuing Education Information on Graduates*
Exhibit 24	Promotional Material for Continuing Education Courses (if applicable)
Exhibit 25	Written Agreement with External Library (if applicable)
Exhibit 26	Inventory of Required Library Resources

**American Bar Association
Standing Committee on Paralegals**

SECTION I

GENERAL INFORMATION

G-101 through G-107

A. Name of the Program: Legal Studies

B. 1. Please check the name of the accrediting agency by which the institution is accredited:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges
- Accrediting Commission of Career Schools and Colleges of Technology
- Accrediting Council for Independent Colleges and Schools
- Council on Occupational Education
- New York State Board of Regents

(G-302(c))

2. Please indicate the date of the most recent reaffirmation of accreditation.

Institutional review April 18-20, 2011. Based upon the site team's exit report, no follow-up reports are expected. FSU is awaiting the final report and the HLC final action in Fall 2011.

3. Please indicate the current status of the institution's accreditation.

The next institutional review: Academic Year 2020-2021.

Note: If there is a change in the institution's accrediting agency or in the status of the institution's accreditation at any time during the period of reapproval, the program must notify the Standing Committee on Paralegals immediately by submitting the Substantive Change Form for Accreditation Status, which can be found on the website for the American Bar Association Standing Committee on Paralegals, <http://www.abaparalegals.org>.

C. Program Options:

1. Please complete the following for each program option in paralegal studies offered by the institution. (Note: "Program option is defined in **G-103.A**).

Type of Program Option <i>(i.e., BA/BS; AAS/AA/AS; MA/MS; Certificate [Specify type, such as post-baccalaureate]; Minor, etc.)</i>	Name of Program Option <i>(i.e., Paralegal Studies, Legal Studies, Nurse Paralegal, Legal Nurse Consultant, etc.)</i>	Date Students First Admitted To Option	Date Option Approved by ABA <i>(If not approved as part of your initial approval)</i>
AAS	Legal Studies	1972	1978

Note: Add additional rows as needed.

- Did you notify the Standing Committee on Paralegals in advance of offering any new program options or ceasing to offer an approved program option? ***If not, while continuing to complete this reapproval application, go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete the Substantive Change Form for New Program Options or Substantive Change Form for Cessation of Program Option. This form must be submitted immediately. Do not submit this form as part of this reapproval application.***

N/A

- Complete Exhibit 1, showing the number of students enrolled in each program option listed in item C.1 for the past four years.
- Complete Exhibit 2, showing the number of graduates in each program option listed in item C.1 for the past seven years.
- Does the program offer a minor which it does not consider a program option? If so, how do you demonstrate that the minor should not be considered a program option?

No.

D. Location of the Program:

- Are legal specialty courses offered at locations other than the main campus of the institution? If so, please provide the following information:

No.

- The addresses of all other locations and the distance from the main campus.

N/A

- For each location, provide a list of all legal specialty courses offered there for each of the past four years.

N/A

2. Did you notify the Standing Committee on Paralegals in advance of offering courses at a new or additional location? *If not, while continuing to complete this reapproval application, go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete the Substantive Change Form for New or Additional Locations. This form must be submitted immediately. Do not submit this form as part of this reapproval application.*

N/A

(G-104.N)

- E. Does the institution offer any programs for the education of paralegals, as defined in G-103 of the Guidelines, which are not included in this report? If so, describe and explain.
(G-106.A)

No.

- F. State verbatim each recommendation and compliance issue from the site team report of your last site visit and from any related follow-up visits. After each recommendation and compliance issue state the actions that the program has taken to address each issue.

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).

Added new advisory board members – Cheryl Coutchie, Director of Human Resources, Warner, Norcross & Judd; Cavan Berry, Attorney, Legal Aid of Western Michigan and Stacey Carlson, Paralegal, Michigan Economic Development Corporation.

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).

Management Department secretary, Karen Ottobre contacts various departments at the university to determine and track additional expenses as set forth in Exhibit 9. The university does not track all expenses for each program.

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).

Since October 2006, current students, graduates, employers and advisory board members were surveyed. The University also conducts surveys on graduates and employers for assessment purposes. The goals and outcomes of each legal specialty course are assessed through various means in each course. The course and program assessment is put in Trac Dat.

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).

Technology skills and various software requirements have been discussed during each Legal Studies Advisory Board meeting from Fall 2006 to the present. It has further been discussed during faculty meetings. The Legal Studies students are required to take ISYS 105 – Microcomputer applications and are further required to utilize legal data bases and internet sources for legal research and writing. They are also introduced to legal software in the various legal specialty courses to which it applies including e-discovery.

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).

Faculty members are working with students to promote internships. Students are required to work a minimum of 90 clock hours for the 2 semester hours of credit. Approximately 1-2 students each semester take an internship in place of LLAW 253 Advanced Legal Research and Writing. Advisory board members have been asked for their suggestions and assistance in promoting and utilizing interns. In the small rural Big Rapids area, legal internships are difficult to arrange particularly in the current economic environment.

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).

Ethics and professional responsibility has been discussed with faculty during the scheduled faculty meetings and informally. It has further been discussed during the Advisory Board meetings. Faculty has been asked to incorporate ethics and professional responsibility in each of their legal specialty courses and make sure that the outlines indicate the classroom time along with the assignments. The textbook, *Ethics Top Ten Rules For Paralegals* by Deborah K. Orlik was purchased for each of faculty member to utilize for faculty development in the area of Ethics and Professional Responsibility.

7. The program should consider including instruction in electronic resources beyond Lexis and Westlaw (G-302.I.4).

This issue has been addressed in LLAW 253 – Advanced Legal Research and Writing and LLAW 280 – Civil Litigation. Students are required to utilize electronic resources beyond Lexis and Westlaw for assignments in both courses.

8. The program should formalize in writing its policies on the transfer of legal specialty credit (G-302.I.6).

A draft policy was reviewed and adopted at the Fall, 2007 advisory board meeting. The policy states:

Students may transfer up to six credit hours of legal specialty courses into the FSU Legal Studies Program under the following conditions:

1. The courses taken were from an ABA approved paralegal program, and
 2. The content is at least 75% the same as the FSU legal studies course it is replacing.
- Decisions will be made by Legal Studies program faculty members.

9. The program should track all the professional development activities of its faculty, including the adjunct member (G-401.F).

The College of Business implemented Sedona which tracks professional development of all faculty members. After two years, the College of Business dropped Sedona and are now using Digital Measures to track professional development.

Previously, all faculty members were required to submit a current vita each year to the Dean's Office. Faculty are asked during faculty meetings to submit updates on professional development to the program coordinator.

10. The program should make more efforts to include the adjunct faculty member in meetings and other program activities (G-401.H).

Adjunct faculty attended faculty meetings to date and attended all advisory board meetings.

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 educational 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).

The Legal Studies program went through the university academic program review which addressed the various issues. Ongoing discussions have taken place with the Department Head and Dean regarding program direction and responsibilities. An official program coordinator, Gayle Lopez was designated in August 2009 with a 1 class release time per semester. The release time was terminated in 2010. Currently, the program coordinator is not compensated. She did receive a course overload pay to prepare the ABA Re-Approval Report for Fall, 2011.

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).

Orientation to the paralegal profession is included in LLAW 160 and continually discussed in all the legal specialty courses. Guest speakers are brought in to class to discuss the profession and field trips to courts and law offices allow the students to view the job first hand.

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).

Representatives from the university placement services meet with students in LLAW 280 – Civil Litigation and LLAW 253 – Advanced Legal Research and Writing to explain placement services and discuss the employment process from cover letters and resumes to the interview. Additionally, job advertisement and requests for graduate employees are sent to the placement office and announced in the legal studies classes. Placement assistance and discussions with legal employers also occurs during each Advisory Board meeting.

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).

Graduate surveys were sent during spring 2007. Additionally, faculty contact graduates directly each year by telephone and/or e-mail to determine their current employment and educational status. E-mail addresses are updated to keep in contact with recent graduates. This is an ongoing work in progress.

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).

Discussed law library materials with Advisory Board members during each advisory board meeting. The Legal Studies program does not have control over the expenditures. Advisory Board members agreed that FSU has an excellent law library which is also utilized by the local legal community. The Legal Studies program has been asked by the library to reduce the expenditures for the law library because more students are utilizing on-line resources and materials. The law library includes both Westlaw and LEXIS data bases. The library collection includes multiple manuals and form books in the legal specialty areas which are taught as part of the Legal Studies program. Text books on the paralegal profession will be submitted to the library for their review.

SECTION II

ORGANIZATION AND ADMINISTRATION

G-201 through G-206

- A. State the specific goals and explicit objectives of the program. Indicate where these goals and objectives are published, e.g., college catalog, program brochures, websites, etc. (**G-201.A**)

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 of 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 as it pertains to a law office, commonly used technology, processes and professionalism.

The program objectives will be published on the Ferris State University website under the Legal Studies program in the College of Business. The College of Business is currently reconfiguring its website materials. They are also published in Trac Dat.

- B. Provide an organizational chart showing (1) the academic unit within the institution where the paralegal program is situated; (2) the title of the person to whom the program director reports; and (3) where the program fits within the structure of the institution. Include the chart as Exhibit 3 and highlight the placement of the paralegal program. (**G-201.B - E**)

Note: If there has been a change in the organizational structure involving the paralegal program which the Standing Committee on Paralegals was not notified of in advance, while continuing to complete this reapproval application go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete the Substantive Change Form for Organizational Changes Involving the Paralegal Program. This form must be submitted immediately. Do not submit this form as part of this reapproval application.

C. Provide information on the advisory committee:

1. Complete Exhibit 4, showing the members of the paralegal program's advisory committee.
2. Include as Exhibit 5 copies of any written guidelines or procedures governing advisory committee activities.

The advisory board does not have written guidelines or procedures.

3. How are advisory committee members appointed? What are the appointment terms?

Advisory board members are appointed based on the needs and ABA requirements. Recommendations are solicited from current advisory board members and Legal Studies faculty. Renewable one year appointment terms are based on their continued willingness to serve and volunteer their time for the continued improvement of the Legal Studies program.

4. If the committee has any subcommittees, indicate the specific areas of responsibility, the names of current members, and how often they meet.

The advisory board does not have any subcommittees.

5. List below the dates of each advisory committee meeting and any subcommittee meetings held during the past four years. Include as Exhibit 6 copies of the minutes of these meetings. The minutes must include the dates of the meetings, the names of those in attendance, and a record of substantive discussions.

November 2, 2007	April 18, 2008
October 24, 2008	April 19, 2009
November 13, 2009	April 16, 2010
November 5, 2010	April 15, 2011

(G-203)

- D. Describe the procedures by which the institution maintains equality of opportunity and seeks to avoid prohibited discrimination regarding the treatment of personnel and students.

The University created a Chief Diversity Officer position to provide strategic leadership and focus for the University's diversity efforts including the development of an institution-wide diversity plan. Dr. David Pilgrim is serving as the Chief Diversity Officer and he has been working with a Diversity Planning Committee to implement a diversity plan. The Ferris Board of Trustees approved the University's first diversity plan. The major goals of the plan are:

1. Create a University that is welcoming to diverse populations.

2. Recruit, retain, and graduate a diverse student population.
3. Hire and retain a diverse workforce.
4. Create environments for student learning that are inclusive of and sensitive to a diverse student population.

Additionally, Disability Services was reformatted and added information and forms to its website so that it is user friendly and all information and forms for access are easy to use and find. Disability Services clarified the needed documentation to qualify for services. A parent section was also added along with contact information through e-mail. Policies and significant measures are taken for confidentiality.

1. Where does the institution publish its non-discrimination policy or affirmative action plan relating to students and personnel?

The university publishes its non-discrimination policy on the FSU website – Diversity & Inclusion and Human Resources.

2. Where does the institution publish its policy or procedures for the accommodation of students and personnel with disabilities?

The university publishes its policy for accommodating students and personnel with disabilities on the FSU website – Disability Services and Human Resources.

3. What methods are used to encourage diversity in the student body of the paralegal program?

The name of the program was changed to Legal Studies to attract minority and male students. There has been an increase in minority and male students in the program following the name change.

The University as a whole, through its Chief Diversity Office and Diversity Planning Committee, works very hard to recruit, retain, and graduate a diverse student body in all programs throughout campus and off campus.

Admissions and University counselors visit high schools throughout Michigan to recruit students and encourage a diverse student body.

4. Complete the following chart with respect to the ethnicity and gender of the paralegal students in each of the last four years.

Year	% of Minority Students	% of Female Students	% of Male Students
2007/2008	6%	75%	25%
2008/2009	17%	64%	36%
2009/2010	18%	55%	45%
2010/2011	23%	63%	37%

5. What methods are used to encourage diversity in the faculty of the paralegal program? Please include the steps taken to recruit and retain a diverse faculty. If written advertisements and/or announcements are used, include copies as Exhibit 7.

No new faculty members have been hired since 2001.

6. Complete Exhibit 8 showing the composition of the faculty of the paralegal program by racial/ethnic classification and gender for each of the last four years.

(G-204)

- E. Complete the budget chart provided as Exhibit 9, showing (1) the amounts spent for each category of expense for each of the past four years; (2) the budget for the current year; and (3) the projected budget for the next year. **(G-205)**

Completed.

- G. Has there been a change in institutional ownership or in financial support, which has not been previously reported? *If so, while continuing to complete this reapproval application, go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete the Substantive Change Form for Institutional Ownership or Financial Support. This form must be submitted immediately. Do not submit this form as part of this reapproval application.*

No.

Note: G-201.F requires that the program must engage in planning, including long-range planning, and such planning must encompass the matters set forth in the Guidelines. G-202 requires that the paralegal education program be given status within the institution comparable to other units of similar size and function. Program Directors should be prepared to demonstrate compliance with both of the Guidelines to the site visit team at the time of the site visit.

SECTION III

EDUCATIONAL PROGRAMS

G-301 through G-302

A. Additional Educational Opportunities:

1. List all articulation agreements your program has with other institutions, including the name of each college and program.

Ferris is a four-year institution that also has limited graduate and professional programs. The institution also acts as the community college for this area of Michigan and has many Associate degree programs. Most graduates of the AAS Legal Studies Program obtain Bachelor degrees in various disciplines at Ferris. The most popular degree is Business

Administration. As such, no articulation agreements have been entered into with other institutions.

2. For those programs awarding associate degrees:

- (a) Indicate the percentage of program graduates who have transferred to an institution offering a baccalaureate degree in each of the past four years.

As indicated above, nearly all the Legal Studies students continue their education at Ferris State University. The following are percentage of program graduates who continued their education in a bachelor degree program at Ferris or other institution. In many instances, the students are working concurrently on their bachelor degree along with the AAS in Legal Studies and graduate with the AAS and BS/BA at the same time.

2007/2008 – 100%

2008/2009 – 100%

2009/2010 – 100%

2010/2011 – 100%

- (b) Describe the methods used to encourage students and graduates to earn higher or additional degrees or certificates upon completion of the program.

(G-301.C)

Most students in the Legal Studies program are also dual enrolled in a Bachelor degree program concurrently while they are obtaining their AAS in Legal Studies. Many are enrolled in the Business Administration program. The College of Business has a check sheet which includes both the Business Administration program combined with the Legal Studies program which allows the students to complete both the AAS in Legal Studies and the BS in Business Administration in 4 years. Many other students are dual enrolled in other BA and BS programs at Ferris. Legal Studies faculty advisors and university counselors encourage students to obtain a BA or BS degree in addition to the AAS in Legal Studies. Over the last 4 years, all Legal Studies students have either obtained their Bachelor degree at the same time as the AAS or were continuing with their education in a Bachelor degree program.

B. Describe the program's plan for evaluation, review, and continuous improvement of the program, as follows:

1. Explain how the program determines the extent to which it is meeting its stated goals and objectives. Include whether the assessment of goals and objectives is part of an institutional plan.

The goals and objectives of the Legal Studies program are regularly reviewed by faculty and the advisory board to determine any adjustments that need to be made due to changes in the legal industry and educational requirements.

Academic Program Review

Assessment of goals and objectives is part of an institutional plan at Ferris State University. Every six years, the Legal Studies program is required to submit an extensive report which requires assessment and outcomes to the Academic Program Review Committee (APR). The APR process is conducted by the FSU Faculty Academic Senate and the Vice-president for Academic Affairs. Each program being reviewed has a Program Review Committee composed primarily of faculty members teaching in the program being reviewed. A self-study report is written and submitted to the APR subcommittee of the Academic Senate. The report includes surveys of students, faculty members, graduates and employers. After the report is submitted, it is reviewed by the APR subcommittee and a meeting is held to discuss the report. The meeting is attended by the APR subcommittee, the self-study committee for the program, and the appropriate dean and department head. Recommendations are made by the APR committee to the Senate. At the conclusion of each evaluation, recommendations are made by the academic senate to the university administration. The recommendations can range from “terminate the program” to “expand the program and give them additional resources.” The university administration makes the final decision. The Legal Studies program was last evaluated in 2007.

Trac Dat

For the University and College of Business accreditation, each university program inputs the program goals and objectives in Trac Dat along with assessment measures and outcomes. The Legal Studies program is in process of inputting the data for course and program objectives along with implemented changes.

Student Assessment of Instruction

Faculty members are required to have students evaluate at least on-half of the courses they teach each semester using a university-wide assessment form (SAI). Legal Studies faculty members have traditionally assessed all of their legal specialty courses. The results are tabulated and reviewed by the faculty member’s supervisor and returned to the faculty members for review. Faculty members regularly review the assessment to consider making changes.

Tenure, post-tenure review, and promotion/merit processes

Faculty members are regularly assessed on their performance using tenure, post-tenure and promotion/merit processes.

Additional Assessment

In addition to the university processes described above for evaluating programs and faculty members, faculty members teaching in the Legal Studies Program utilize a

number of other assessment activities to determine if the program is meeting its stated goals and objectives.

- a. **Graduate Surveys** - Graduate surveys are conducted when students clear for graduation with the College of Business Dean's Office. Each graduate must have a course audit to graduate. At that time, they complete an evaluation of the program and answer a brief questionnaire evaluating the program and courses and their future educational and employment activities.

Graduate surveys are conducted by the university in the office of Institutional Research and Testing. The primary purpose of the survey is to determine if Ferris State University Graduates are employed or continuing their education.

- b. **Special Counsel** – Ferris along with ten other colleges and universities participates in surveys of paralegals working in Michigan. The survey results are very helpful in assessing the employment situation in Michigan. The surveys were done in 2002, 2004 and 2006.
- c. **Advisory Board Meetings/Faculty Meetings** – Regular meetings of the advisory board and legal studies faculty are used as a means of assessment regarding the program and legal profession and legal employers.
- d. **Legal Studies Course Assessment** – All legal studies courses are assessed through a variety of written projects, presentations, exams and quizzes.
- e. **Employer Surveys** – Graduates are requested to provide their employer's address and e-mail for follow-up employer surveys. Most graduates are not employed in the traditional paralegal field. It has been difficult to gather this information.

2. Attach as Exhibit 10 a copy of the program's written assessment plan, including an analysis and summary of the assessment results.

(G-301.E - F)

- C. Complete Exhibit 11 showing the total curriculum for each program option included in Section I.C. *If there have been substantial curriculum changes which were not approved in advance of being made, while continuing to complete this reapproval application go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete the Substantive Change Form for Substantive Curriculum Change. This form must be submitted immediately. Do not submit this form as part of this reapproval application. (G-302)*

- D. Describe the program's sequencing plan for each program option included in Section I.C. **(G-302.E.5)**

The following sequence is recommended for students to complete the Legal Studies program associate degree in two years.

First Year – Fall Semester – 16 credits

ENGL 150 – English I
Gen Ed. Elective
ISYS 105 – Intro Microcomputer Systems & Software
MATH 115 – Intermediate Algebra
LLAW 160 – Law in the United States I

First Year – Spring Semester – 15/16 credits

COMM 121 – Fundamentals of Public Speaking
Lab Science Elective
Gen Ed. Elective
LLAW 161 – Law in the United States II
LLAW 251 – Criminal Law & Procedures

Second Year – Fall Semester – 16 credits

ACCT 201 – Principles of Accounting I
BLAW 321 – Contracts and Sales
ENGL 250 – English II
LLAW 261 – Probate and Estate Planning
LLAW 280 – Civil Litigation

Second Year – Spring Semester – 17 credits

Gen Ed Elective – ECON 221 recommended if continuing BS in Business Administration
Elective – ACCT 222 recommended if continuing BS in Business Administration
Elective – MGMT 301 recommended if continuing BS in Business Administration
LLAW 253 – Advanced Legal Research and Writing or LLAW 291 – Practice Studies
LLAW 260 – Real Estate Law
Elective – Gen Ed or Business

E. General Education Requirements:

1. How is the distribution requirement for three disciplines within the general education component met? **(G-302.E.2)**

FSU general education requirements mandate that students take general education courses in Science, Math, English, Communications (Speech), Social Awareness (Social Science courses), and Cultural Enrichment (Humanities and Foreign Languages). A minimum of 21 hours is required. Both the number of credit hours and the distribution requirements exceed ABA minimum requirements. Students complete the requirements as part of the program. Some students who transfer from other programs and/or other colleges have completed some of the general education prior to entering the program.

Distribution requirements for general education courses are listed below.

English 150 – English I – 3 credit hours

English 250 – English II – 3 credit hours

Communication 121 – Fundamentals of Public Speaking – 3 credit hours

Math 115 – Intermediate algebra – 3 credit hours

Cultural Enrichment course – 3 credit hours

Social awareness course – 3 credit hours

Natural Science course – 3 or 4 credit hours

2. What method(s) is/are used to determine whether students demonstrate writing proficiency at the college level? **(G-302.E.3)**

Legal Studies students must receive passing grades in English I and English II. Additionally, each of the legal specialty courses requires a written component for drafting documents. Students must also have a passing grade in LLAW 253 Advanced Legal Research and Writing. Additional assignments have been added to LLAW 253 to ensure writing proficiency for various correspondence and legal documents.

3. What means are used to ensure that students demonstrate competence in oral communication? **(G-302.E.4)**

Students cannot graduate from the program without a passing grade in Fundamentals of Public Speaking. Additionally, students are required to give oral presentations in LLaw 253 Advanced Legal Research and Writing.

4. If credit is given by examination or through other means for general education courses, what methods are used to determine whether credit should be granted? Indicate how evaluation for equivalence is conducted and whether there are limits on the amount of credit that is earned through such means. **(G-302.E.6)**

Students may take CLEP exams upon admission to the university. They may also get credit for Advanced Placement high school courses. The university grants college credit for AP scores of 3, 4, or 5. No legal specialty courses are covered by this process. Credit may be given by examination for some general education courses if the students pay a fee and passes the test. It is seldom used.

5. If general education credit is accepted in transfer, what policies govern the acceptance of transfer of general education credits completed at other institutions? How are the courses evaluated to ensure that they meet the definition of general education and the breadth contained in these Guidelines? **(G-302.E.6)**

The university has developed course transfer equivalents for general education courses with all public Michigan colleges and universities. They are available on the Ferris website.

- F. How does the program ensure that students have technology skills (other than electronic legal research skills) that are appropriate for employment as a paralegal? **(G-302.G)**

Legal Studies students are required to take ISYS 105, a microcomputer course, to graduate. Additionally, each legal specialty course requires the students to use computers for drafting documents and conducting legal research. Multiple assignments have been added to LLAW 280 – Civil Litigation and LLAW 253 Advanced Legal Research and Writing, to reinforce technology skills. Students are introduced to legal software in the various legal specialty courses to which it applies including e-discovery.

- G. If the program admits and graduates students who have not met the general education or total unit requirement of **G-302.H**, complete the chart provided as Exhibit 12, showing information about students receiving exemptions from the general education and/or total unit requirements for each of the last four academic years.

No exemptions are given.

- H. Complete the chart provided as Exhibit 13, showing the legal specialty courses offered for each of the past four years. **(G-302.I)**

- I. For each legal specialty course listed in Exhibit 13, complete the Course Information Sheet provided as Exhibit 14. **(G-302.I)**

- J. Does the paralegal program include an internship or other field experience as a legal specialty course? If yes, provide the following information:

1. the systematic plan for developing, assigning, monitoring, and evaluating internships or other field experiences;

The FSU Legal Studies Program does include an internship as a legal specialty course. Students are encouraged, but not required, to complete an internship. The course is two (2) semester hours and is graded on a credit/no credit basis. With rare exceptions, interns are not paid.

2. the number of hours on the job needed to earn credit;

Students must complete a minimum of 90 hours on the job to earn 2 credit hours of credit.

3. how the program ensures that students and sponsors understand expectations;

Students are given written instructions concerning expectations to share with their sponsor. The sponsor must complete an evaluation of the student at the conclusion of the internship.

4. how the student, sponsors, and program faculty communicate during the course of the internship or other field experience;

Communication is by e-mail, telephone and/or face to face with faculty member and student. The sponsor prepares a written evaluation at the end of the student at the end of the internship. The student also writes a paper that includes an evaluation of their preparation for the internship and provides a written internship log.

5. how the program ensures that the work emphasizes paralegal skills and competencies.

The internship expectations are given to the sponsor. The faculty member assigned the internship reviews the student's internship log and report and further discusses the details of the internship with the student.

(G-302.I.1.d)

- K. Which course or courses provide instruction in ethics and professional responsibility?
Approximately how many hours in each program option are devoted to teaching this subject?

(G-302.I.3)

It is the goal of the FSU Legal Studies Program to teach ethics across the curriculum in all legal specialty courses with a strong emphasis on confidentiality and the unauthorized practice of law. Ethics is taught in LLAW 160 – Law in the United States I, LLAW 161 – Law in the United States II, LLAW 251 – Criminal Law and Procedures, LLAW 253 – Advanced Legal Research & Writing, LLAW 260 – Real Estate Law and LLAW 261 – Probate and Estate Planning. It is hard to calculate an estimated number as many of the ethical discussions take place throughout each course. It is estimated that approximately 20 + hours is devoted to Ethics. By way of example:

In LLAW 160 – Law in the United States I, the roles of all of the participants in the legal system are reviewed along with their ethical obligations. Students review the *Nala Model Standards and Guidelines for Utilization of Legal Assistants* and discuss in detail professional ethics, confidentiality, attorney-client privilege, conflicts of interests, attorney fee arrangements, legal malpractice, unauthorized practice of law and the role of paralegals. Questions on the unauthorized practice of law and ethics are included on exams. As each substantive area is covered, the ethical dilemmas common to that area are discussed.

In LLAW 280, the NALA Code of Ethics, NFPA Model Code of Ethics and Professional Responsibility Michigan rules of Professional Conduct are reviewed. Written assignment is give to assess various ethical situations as they pertain to the unauthorized practice of law, conflicts of interest, confidentiality, legal fees, etc. Ethics questions are included on the exams. Throughout the semester, ethical dilemmas are reviewed as they pertain to the topic

areas such as investigation, evidence gathering, discovery, trial preparation and trial. Students also give an ethics training presentation in LLAW 253.

- L. Which course or courses provide instruction in legal research? In electronic research? Approximately how many hours in each program option are devoted to teaching legal research? **(G-302.I.4, G-601.I - J)**

LLAW 161 – Law in the United States II. In addition to the three hours of lecture each week, the students spend two hours in the library (each week) in small groups learning legal research. The legal research portion of the course includes the traditional book research, Westlaw Campus, and electronic research. Also, about one-third of the lecture hours in the classroom each week cover legal research.

LLAW 253 – Advanced Legal Research and Writing. This two-hour class is devoted to legal research and writing. It is taken by most graduates but is not required if the student completes an internship.

LLAW 280 – Civil Litigation and LLAW 251 – Criminal Law and Procedure both require the students to complete research projects.

It is estimated that approximately 80 + hours are devoted to teaching legal research.

- M. Does the program cross-list any legal specialty course with other programs or majors offered by the institution? If so, list and explain. **(G-302 and G-503)**

LLAW 160 – Law in the United States I and LLAW 161 – Law in the United States II are cross-listed in the Pre-Law program and Political Science (previously Public Administration). Pre-Law is a 2-year general studies associate degree program for students interested in law. Both courses are listed as recommended. The Pre-Law students are exploring bachelor degree and other programs at Ferris. Many Pre-Law students transfer into the Legal Studies program. In the Political Science program (previously Public Administration), the courses are required for students in that program who wish to have a concentration in law. On average, about 3 political science students per year elect this option. Most of the political science majors also complete the AAS Legal Studies degree.

- N. What policies govern the acceptance of transfer of legal specialty credits completed at other institutions? Include criteria for accepting courses in transfer, procedures to protect the academic quality and integrity of the program, limits on the number of legal specialty courses that may be accepted in transfer, and where these policies and procedures are written. The criteria must include procedures for ensuring that programs provide at least ten semester credits or the equivalent of legal specialty courses through traditional classroom instruction as provided in G-302.J. **(G-302.I.6)**

A draft policy was reviewed and adopted at the Fall, 2007 advisory board meeting. The policy states:

Students may transfer up to six credit hours of legal specialty courses into the FSU Legal Studies Program under the following conditions:

1. The courses taken were from an ABA approved paralegal program, and
2. The content is at least 75% the same as the FSU legal studies course it is replacing.

Decisions will be made by Legal Studies program faculty members.

- O. What policies govern the award of legal specialty credit by course challenge, examination or portfolio? Include procedures to protect the academic quality and integrity of the program, limits on the number of legal specialty credits that may be earned through such means, procedures for evaluating and approving the award of such credit, and where these policies and procedures are written. **(G-302.I.6)**

The University does not give credit for legal specialty courses by challenge or examination.

- P. Are any legal specialty courses offered through alternative delivery formats, such as compressed, accelerated, hybrid with 50% or more online instruction, hybrid with less than 50% online instruction, or fully online courses? If so, indicate which courses were submitted for approval or certified in advance of being offered and when the courses were approved or certified. Hybrid courses containing less than 50% online instruction do not require prior approval. *If courses are being offered in alternative delivery formats which were not submitted for approval or certified in advance of being offered, go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete either the Substantive Change Form for Courses Offered in Alternative Formats or the Substantive Change Form for Courses Offered in Alternative Formats Certification while continuing to complete this reapproval application. This form must be submitted immediately. Do not submit either of these forms as part of this reapproval application. (Refer to G-302.J for interpretations relating to alternative formats.)*

No legal specialty courses are offered through alternative delivery formats.

- Q. For each method of alternative delivery used in each of the past four years:
1. Explain how the program ensures that students take at least ten semester credits or the equivalent of legal specialty courses through traditional classroom instruction or the equivalent as defined in **G-302.J.1**.
N/A
 2. Provide as Exhibit 15 a detailed course outline for each course showing how the hours devoted to classroom time and the structured instructional activity outside of class or in online instruction are equivalent to the number of classroom hours that are normally required to award credit for such a course.
N/A

3. Explain how courses were selected for delivery in the alternative format and how the courses were developed.
N/A
4. Provide information on how students are screened to assess their ability to succeed in the alternative format or otherwise trained or prepared to succeed in taking course work in this format.
N/A
5. Provide information on the training and support for the development and instruction of courses delivered in the alternative format.
N/A
6. Provide information on the assessment that is conducted to determine the effectiveness of the alternative format and attach as Exhibit 16 a summary of the results of such assessment of the last four years.
N/A
7. Additionally, for totally online courses, provide the following additional information:

Not applicable a-e.
 - a. What means are used to ensure that there is interaction between faculty members and students, and among students? N/A
 - b. By what means are faculty members accessible to students? N/A
 - c. How do faculty members respond to students who have questions? How is feedback given to students on assignments and tests? N/A
 - d. What technical support is provided to ensure proper functioning of the system and back-up in the event of technical difficulties? N/A
 - e. What system is used to verify the identity of students submitting work or taking a test at a distance? N/A

(G-302.J)

SECTION IV

FACULTY

G-401 through G-403

- A. Identify the name and the title of the person who serves as program director. Indicate whether this position is full-time. If the position is not full-time and the person designated as program director does not serve the institution on a full-time basis, identify the person responsible for the program who is full-time with the institution. **(G-402)**

Gayle Lopez, Professor, serves as the Legal Studies faculty coordinator as of August, 2009. Professor Lopez has been employed at the university since 2001. She is a tenured full professor. Professor Lopez is a full-time faculty employee of the university. The administrator in charge of the program is David Steenstra, the Management Department head. Dr. Steenstra has been the department head since August, 2007.

- B. Has the person identified as the program director been in his/her position for fewer than four years? If so, provide the name or names of the person or persons who have served in this capacity for the past four years with dates of service, status as full-time or part-time, and indicate the reasons for the change. **(G-402)**

Professor John Kane was the faculty coordinator for the Legal Studies program from 1985 until Professor Lopez assumed the position. Professor Kane is a full-time faculty employee of the university. Professor Kane requested the change due to his planned retirement.

- C. If there has been a change in the program director during the past four years, did the program notify the Standing Committee on Paralegals of such change in the program director? ***If not, while continuing to complete this reapproval application, go to the website for the American Bar Association Standing Committee on Paralegals (<http://www.abaparalegals.org>) and complete the Form to Report Change in Program Director. This form must be submitted immediately. Do not submit this form as part of this reapproval application.***

Yes. The program notified the Standing Committee on Paralegals of the change in program coordinator in 2009.

- D. Provide as Exhibit 17 a resume for the person designated as the program director. If the program director is not full-time, provide a resume for the person responsible for the program who is full-time with the institution. Also, provide a resume for all other persons having substantial responsibilities for program direction or administration. Each resume must include the beginning date of service with the institution and the program, relevant professional qualifications, and experience working with paralegals and/or as a paralegal. **(G-401.A - D)**

- E. For the program director and each person having responsibility for program direction and administration (including where the program director is part-time, the person responsible for the program who is full-time with the institution) indicate how much time is devoted to the program and to other duties, using the three categories below. Be sure to show the approximate time allocation during the year for each area, e.g., percentages of full-time or actual hour amounts for each person.

1. Program-related administrative duties.

25% (estimated)

2. Duties that are not related to the paralegal program.

10%

3. Teaching. (If the person teaches for the institution, specify the usual full-time teaching load at the institution and the amount of release or reassigned time, if any, that is given for direction of the program.)

65%. The usual teaching load is 12 credit hours each semester. The faculty coordinator teaches 12 credit hours each semester. Release time was given in Fall 2009 in consideration of assuming the faculty coordinator position; however, release time was terminated in 2010.

David Steenstra, management Department Chair.

1. Program-related administrative duties.

Less than 3% exclusively to the Legal Studies Program. Since Dr. Steenstra is the administrator in charge of all management Department programs, much of the work he does benefits all programs in the department.

2. Duties not related to the paralegal program.

97%

(G-402)

- F. Please indicate who has primary responsibility for each of the following functions that relate to Guideline requirements: **(G-402)**

FUNCTION	NAME AND TITLE OF PERSON RESPONSIBLE
Defining major program objectives	Legal Studies Faculty
Representing the program throughout the administrative and academic structure of the institution	David Steenstra, Management Dept. Head
Determining the financial needs and formulating the program budget	David Steenstra, Management Dept. Head with input from program faculty
Attracting, selecting, and retaining qualified faculty and encouraging faculty professional development	David Steenstra, Management Dept. Head
Advising program students	Legal Studies Faculty
Assuring the proper organization and operation of the advisory committee	Gayle Lopez, Professor
Maintaining liaison with the legal, paralegal, and	Legal Studies Faculty

paralegal education communities	
Identifying and responding to the occupational and educational needs of the community	Legal Studies Faculty
Arranging and monitoring internships or other field experiences, if offered	Gayle Lopez, Professor
Handling placement or coordination with the central placement office	Legal Studies Faculty
Evaluating the adequacy of the library/information resources	Gayle Lopez, Professor
Coordinating the educational program	Gayle Lopez, Professor
Evaluating the overall program including regular assessment of the legal community, students, graduates, and employers as required in G-301.E	Legal Studies Faculty

- G. What measures are taken to support and encourage the professional growth of the program director and all faculty members in the paralegal program as both teachers and professionals? Complete Exhibit 18, listing the program director's and each faculty member's participation in such professional growth activities during the past four years. **(G-401.F - G)**

Ferris State University and the College of Business strongly encourage and support professional development of faculty members by funding various conferences, seminars and workshops. Ferris also has a very involved Faculty Center for Teaching and Learning. Faculty members are required to meet with the Department Head each year to plan for and discuss their professional development plan for the academic year. Department tenure policies, the university post-tenure review policy and college promotion policies all require faculty members to demonstrate teaching effectiveness, participation in faculty development and scholarly activities, and service to the university community.

- H. List below the dates of each paralegal faculty meeting held during the past four years. Include as Exhibit 19 copies of the minutes of these meetings. The minutes must include the dates of the meetings, the names of those in attendance, and a record of substantive discussions. **(G-401.H)**

April 11, 2011
October 25, 2010
March 31, 2010
October 21, 2009
April 6, 2009
November 5, 2008
April 16, 2008
September 10, 2007

- I. Complete Exhibit 20, showing all faculty members who are now teaching and who have taught legal specialty courses for each of the last four years. **(G-401, G-403.A)**

J. As Exhibit 21, provide an updated resume for each faculty member listed in Exhibit 20. Each resume must include a description of the faculty member's professional qualifications, including experience working with paralegals or as a paralegal. **(G-401.A, C - E)**

K. What clerical, technical, and other support services are provided to faculty members?
(G-403.B)

Faculty members have an office with phones and computers. Fax machines, copy machines, and a university copy center are available for faculty use. Faculty may make limited use of the Management Department secretary. Also, faculty members may request student assistants to be assigned to them to assist with clerical duties.

SECTION V

ADMISSIONS AND STUDENT SERVICES

G-501 through G-503

A. What are the admission requirements and procedures used to select students? Indicate what printed or electronic publications of the program and institution contain admission requirements and procedures. **(G-501)**

Students must have a minimum of a 2.5 GPA in high school or in their prior college courses. In addition, students must have an ACT score of at least 17 in reading or math. Qualified students are admitted in the order of their applications. The criteria are on the university web site.

B. Provide as Exhibit 22 copies of all print catalogs, advertisements, promotional materials, brochures, flyers, and copies of all website pages that feature the paralegal program. Indicate on the catalog cover the numbers of the pages of the catalog that refer to the paralegal program. If your institution does not have a print catalog, provide copies of any online catalog pages related to the paralegal program and include the URL address of the online catalog. **(G-501.A - B)**

C. Indicate where statements are published in the institution's and program's literature that explain that paralegals may not provide legal services directly to the public except as permitted by law. Indicate which of the documents provided in Exhibit 22 contain this statement and the page number on which the statement appears in each such document. **(G-501.A.3)**

Statements are published on the university web site under the Legal Studies program. The university does not publish a printed catalog.

D. Describe how the required orientation to the paralegal profession is provided to new students. Include information on materials provided, when the orientation takes place, and what persons are involved in the process. **(G-502.A)**

The primary orientation to the paralegal profession is provided to all new students in their first legal studies course – Law in the United States I taught by Professor John Kane. Information is provided in the textbook, instructor in lecture format, handouts from NALA as well as classroom discussions. Professor Kane also discusses the various paralegal/legal assistant associations and reviews the codes of ethics and professional responsibilities during the orientation. The student learns about the role of a paralegal and various legal professions.

Orientation to the paralegal profession in litigation is also provided to second year students in LLAW 280 – Civil Litigation taught by Professor Gayle Lopez. Again the various ethical codes are discussed along with the role of a paralegal in a firm handling litigation cases. The textbook along with classroom discussions and examples add to the orientation.

E. Describe the student services provided in each of the following areas and provide the name and title of the person(s) responsible for the following:

1. Course selection, advisement, and registration.

First time students at the university must attend orientation and are assisted in registration by an educational counselor and faculty members assigned to the orientation program. Continuing students are assigned early registration dates and may register on the computer. Checksheets with required courses are provided to each student. The educational counselor for the College of Business is Sharon George.

All students are assigned a faculty advisor. After the student's initial orientation/registration, students can not register without their faculty advisor removing the advising hold which requires a discussion of courses for the following semester and other advising needs. Faculty members have access to complete student records on line. Faculty advisors for students in the Legal Studies program are John Kane, John Vermeer, and Gayle Lopez.

2. Career counseling.

The university employs academic and career counselors to advise students in the College of Business and at the Educational & Career Counseling Center on campus. The center offers individual career counseling and testing sessions. The Academic Department Head is Debra Cox. The College of Business Counselor is Sharon George. In addition, students may meet with their faculty advisor.

The university also has a number of developmental and career exploration courses to assist undecided students. Additionally, all freshman students are required to take the FSUS 100 course which is a one-hour orientation course to assist first year students in adjusting to college life and to gain an understanding of the programs and services available at the university, including career counseling services.

3. Support programs such as remediation and tutoring.

Developmental courses are offered through the University College. Additionally, the university has an Academic Support Center which includes the Writing Center, Tutorial Services and Academic Skills Center which offer FSU students an array of academic support services. These services include: tutoring for many Ferris courses, individual help and workshops with writing skills and writing assignments for English or other courses, help in developing better reading and study strategies, and workshops to help meet the challenges of college life. Jane Pole is the supervisor at the Academic Support Center.

4. Student organizations and associations.

Students in the Legal Studies Program have an active Legal Studies Association. The association sponsors speakers, trips to courts and law schools, performs community service, has fundraisers, and has an annual banquet. Gayle Lopez and John Kane are the faculty advisors for the Legal Studies Association.

Like any university with 10,000 plus students, students may join a large number of organizations such as:

- Student Government
- Residence Hall Associations
- Social Fraternities and Sororities
- Honor Societies
- Professional Fraternities and Sororities
- Academic Organizations
- Special Interests Organizations

5. Other services or activities.

In addition to the above services, the university has a very active and engaged Career Services to assist students and alumni in their employment search. Career Services offers individual assistance as well as workshops dealing with resume writing and interview skills. Career Services hosts job fairs throughout the year and maintains the Bulldog Career Link.

Personal counseling is available through the Birkham Health Center, free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems.

(G-502)

F. Describe how graduates are assisted in securing suitable employment by answering the following questions:

1. How and when does the program assist students in developing resume writing, interviewing, and job search skills?

Career Services provides the following services for students:

Mock interviews
Resume critiques
On-campus interviews
Career and Leadership Conference
Job Fairs
Bull Dog Career Link
Various handouts and workshops.

Students are encouraged to attend the workshops and participate at the job fairs.

Additionally, Career Services and/or the College of Business Internship Coordinator meets with Legal Studies Students in LLAW 280 – Civil Litigation and LLAW 253 – Advanced Legal Research and Writing. Students are required to prepare a cover letter and resume and participate in a mock interview with a Career Services employee.

2. How does the program provide information and resources about current paralegal employment opportunities?

Career Services maintains a job data base called Bulldog Career Link which posts current job openings for students and alumni of Ferris State University. Career Services also maintains an on-line resume book for students and alumni to post their resume for potential employers to view.

When a Legal Studies faculty member and/or the College of Business are notified about a current employment opportunity, it is forwarded to Career Services for their follow-up with the employer. Depending on the employment opportunity, Legal Studies faculty may announce the opening in class.

3. What is the name and title of the person who has the chief responsibility for the employment/placement services?

Angela Roman is the Coordinator of Career Services.

(G-502(a) and G-502.C)

G. Complete the form provided as Exhibit 23, showing employment and related information for all graduates for each of the past four years. **(502(a), 502.C - D)**

H. What methods are used to give students the opportunity to express their views and make suggestions regarding the paralegal program? **(G-502.E)**

Students fill out a Student Assessment of Instruction survey for each legal specialty course which also provides an area for written comments and suggestions for improvement. Additionally, students fill out an evaluation of the program when they clear for graduation in the Dean's office. All students have a faculty advisor that teaches in the Legal Studies program. The faculty advisors, when meeting with their advisees, obtain input about the program directly from their current advisees.

Students who seek assistance from an educational counselor or from the dean's office are given the opportunity to fill out a "student concern form" that is forwarded to the appropriate department head.

- I. If the program provides continuing education for its graduates and/or paralegals, list the continuing education offerings for the past four years. Include any promotional flyers or materials as Exhibit 24. **(G-502.F)**

N/A

- J. If non-paralegal students are enrolled in any legal specialty classes, provide information for each term for the last four years showing (1) the name and number of course(s); (2) the total number of students enrolled; (3) the number of non-paralegal students enrolled and (4) the reason that non-paralegal students are permitted to enroll in each course. **(G-503)**

*Note: Students that withdrew from the course were not included.

Fall 2007

LLAW 160 – Law in the United States I: 24 students (2 sections), 6 non-legal studies students. This course is taken by non-majors, including pre-law students, that have an interest in law and possibly transferring into the Legal Studies program.

LLAW 280 – Civil Litigation: 26 students, 1 non-legal studies student. Pre-law student interested in the legal field.

Spring 2008

LLAW 253: Advanced Legal Research & Writing: 17 students, 5 non-legal studies students. Many transferred into the Legal Studies program. Others were interested in law and research for law school preparation.

LLAW 161: Law in the United States II: 19 students (2 sections), 4 non-legal studies students. This course is taken by non-majors, including pre-law and political science students that have an interest in law and possibly transferring into the Legal Studies program. Some of the non-legal studies students added Legal Studies but the official transfer does not get posted until after the start of the semester.

LLAW 251: Criminal Law & Procedure: 20 students, 5 non-legal studies students. This is generally a first year course and some of the students have transferred into Legal Studies but the official transfer does not get posted until after the start of the semester. Others are interested in the law and possibly going to law school.

LLAW 261: Probate & Estate Planning: 22 students, 4 non-legal studies students. Most of the non-legal studies students will switch into the major when they clear for graduation with their bachelors degree.

Fall 2008

LLAW 160 – Law in the United States I: 39 students (2 sections), 13 non-legal studies students. This course is taken by non-majors, including pre-law students, that have an interest in law and possibly transferring into the Legal Studies program.

LLAW 280 – Civil Litigation: 15 students, 1 non-legal studies student. Public Administration student with a law concentration.

Spring 2009

LLAW 161: Law in the United States II: 24 students (2 sections), 7 non-legal studies students. This course is taken by non-majors, including pre-law and political science students that have an interest in law and possibly transferring into the Legal Studies program. Some of the non-legal studies students added Legal Studies but the official transfer does not get posted until after the start of the semester.

LLAW 251: Criminal Law & Procedure: 18 students, 2 non-legal studies students. This is generally a first year course and some of the students have transferred into Legal Studies but the official transfer does not get posted until after the start of the semester. Others are interested in the law and possibly going to law school.

Fall 2009

LLAW 160 – Law in the United States I: 29 students (2 sections), 16 non-legal studies students. This course is taken by non-majors, including pre-law students, that have an interest in law and possibly transferring into the Legal Studies program.

LLAW 280 – Civil Litigation: 15 students, 3 non-legal studies students. Two students listed as pre-law, one student listed as a psychology major.

Spring 2010

LLAW 253 – Advanced Legal Research & Writing: 16 students, 1 non-legal studies student listed as a psychology major with an interest in law school.

LLAW 161: Law in the United States II: 19 students (2 sections), 3 non-legal studies students. This course is taken by non-majors, including pre-law and political science students that have an interest in law and possibly transferring into the Legal Studies program. Some of the non-legal studies students added Legal Studies but the official transfer does not get posted until after the start of the semester.

Fall 2010

LLAW 160 – Law in the United States I: 28 students (2 sections), 18 non-legal studies students. This course is taken by non-majors, including pre-law students, that have an interest in law and possibly transferring into the Legal Studies program.

Spring 2011

LLAW 161: Law in the United States II: 20 students (2 sections), 9 non-legal studies students. This course is taken by non-majors, including pre-law and political science students that have an interest in law and possibly transferring into the Legal Studies program. Some of the non-legal studies students added Legal Studies but the official transfer does not get posted until after the start of the semester.

LLAW 251: Criminal Law & Procedure: 17 students, 5 non-legal studies students. This is generally a first year course and some of the students have transferred into Legal Studies but the official transfer does not get posted until after the start of the semester. Others are interested in the law and possibly going to law school.

SECTION VI

LIBRARY

G-601

A. Which law library facilities does the program rely on to meet the requirements of the Guidelines? Check all that apply.

Law school library.

City, county, or bar library.

Section of the institution's library.

A library collection and area set up specifically to serve the paralegal program.

(G-601.A, 601.E)

B. If the program relies on a library that is not located on the institution's campus, provide the following information:

1. Distance of the library or libraries from the institution's facilities, including all locations where paralegal classes are held.

2. Understanding or written agreement between the library and the program regarding student use, including accessibility and permission to provide onsite instruction. If there is a written agreement, include as Exhibit 25.

Not Applicable

(G-601.F)

- C. Provide the following information about library use and accessibility for each library listed in A above:

1. What are the hours of library operation?

Monday – Thursday 7:30 a.m. to Midnight

Friday 7:30 a.m. to 6:00 p.m.

Saturday Noon to 5:00 p.m.

Sunday 1:00 p.m. to Midnight

The FLITE Extended Studies Court late night hours are Sunday – Thursday midnight – 7:30 a.m., Friday 6 p.m. to midnight, and Saturday 5 p.m. to midnight.

2. Is instruction in legal research permitted within the library facility? State restrictions, if any.

Instruction in the library is permitted. Classroom facilities next to the law collection are excellent. The library requests that we reserve the space in advance if we want exclusive use of a classroom. Otherwise, there are no restrictions on the utilization of library resources.

3. What kind of assistance (including staffing) is provided to students when using the library?

Legal research is taught by the Legal Studies faculty and they are available during office hours and by email as well as in class. Legal research is taught in two hour time segments in the library and students usually have time, when assigned research projects, to get started and ask questions during the class period. In addition, reference librarians are on staff during library hours.

(G-601.C - D)

- D. How does the program evaluate the adequacy of the library and information resources? **(G-601.B)**

The Advisory Board and Legal Studies faculty discuss the library resources and needs at most of the advisory board meetings. The current trend has been a move from print resources to electronic legal research. The students are instructed in print and electronic

legal research; however, most of the research is done on line. As such, there has been a push to reduce the cost of the print legal resources in the library.

A librarian is designated as the liaison to the College of Business. (presently Librarian/Associate Professor David Scott) No changes are made in the law collection without a discussion between the liaison and the faculty that use the collection. Since the Legal Studies Program is the primary user of the law collection, the program coordinator is always consulted about proposed changes.

- E. If your program has an affiliation with an ABA approved law school that allows paralegal students full use of the hard copy collection in the law school's library, submit as Exhibit 26 the following:
1. A letter from the law school librarian confirming that paralegal students can use the law library's hard copy collection.
 2. An inventory of the paralegal periodicals and texts required by G-601.G.7 - 8.

Not Applicable

- F. If your program does not have an affiliation with an ABA approved law school, submit as Exhibit 26, an inventory of materials in the collection under each of the following categories, noting the most recent update.
1. State code(s).
 2. State or regional reporter(s).
 3. State or regional digest(s).
 4. A resource for checking validity and currency of primary source materials, e.g., Shepard's Citations.
 5. Legal encyclopedia(s).
 6. Texts, practice manuals, and form books for all legal specialty courses. (*Include name, author, edition, date of publication, and publisher. Be sure to include the materials for every legal specialty course.*)
 7. Local and state bar journals, legal newspapers, and periodicals devoted to the paralegal profession.
 8. Texts and other resources (not listed in #7 above) about the paralegal profession. (*Include name, author, edition, date of publication, and publisher.*)
 9. Law dictionaries.

(G-601.G)

- G. Does your program provide access to (1) a resource for checking the validity and currency of primary source materials, e.g., Shepard's Citations; (2) a legal encyclopedia; (3) local and state bar journals; newspapers, and periodicals devoted to the paralegal profession; or (4) law dictionaries, **exclusively** in electronic format? If so, provide the following information to demonstrate compliance with Guideline interpretations:

1. Indicate which collection requirements noted above are met exclusively through electronic access.

Resource for checking the validity and currency of primary source materials is met exclusively through electronic access.

2. Indicate what electronic resources are used to meet the requirement(s).

WESTLAW Campus – KeyCite and LEXIS Academic Universe – Shepard’s

(G-601.H)

- H. What access do students have to research materials and resources in electronic formats? List and describe each electronic format (i.e., subscription services, Internet access, etc) including the number of passwords if applicable and the number of terminals at which students may access materials in each format. **(G-601.J)**

In addition to WESTLAW Campus and LEXIS Academic Universe, students have access to a wide variety of databases through the library webpage. The library databases are available on any computer on campus and to off campus computers. Each student has their own password for a single sign in to MY FSU which allows them access to all the library data bases. All Ferris State University students have access to WESTLAW Campus and LEXIS Academic Universe through MY FSU.

All students have access to the 2200 computers located throughout the Big Rapids campus which includes the College of Business and Library.

SECTION VII

PHYSICAL PLANT

G-701 through G-703

- A. Describe the office space that is assigned to the program director, staff, and faculty in the program. **(G-703.A)**

Each full-time Legal Studies faculty member has their own office in the College of Business. The adjunct professor uses an office with another faculty member from time to time.

- B. Describe the areas where students may meet privately with faculty and staff. **(G-703.B)**

The faculty offices in the College of Business are suitable for meeting with students. Also, there are conference rooms that may be utilized for this purpose.

Note: G-701 and G-702 require that the physical facilities, space, equipment and other instructional aids be sufficient and suitable for the program. Program Directors should be prepared to demonstrate compliance with both of the Guidelines to the site visit team at the time of the site visit.

EXHIBIT 1 – Enrollment Chart/Students by Program Option

EXHIBIT 1

Enrollment Chart/Students by Program Option

Year ^(A)	Certificate ^(B)	Baccalaureate	Associate	Minor	Total ^(C)
08/07- 05/08			68		68
08/08 – 05/09			65		65
08/09- 05/10			52		52
08/10- 05/11			51		51

EXHIBIT 2 – Number of Graduates by Program Option

EXHIBIT 2

Number of Graduates by Program Option

Year ^(A)	Certificate ^(B)	Baccalaureate	Associate	Minor	Total ^(C)
08/04- 05/05			21		21
08/05- 05/06			19		19
08/06- 05/07			18		18
08/07 – 05/08			17		17
08/08 – 05/09			15		15
08/09- 05/10			17		17
08/10- 05/11			14		14


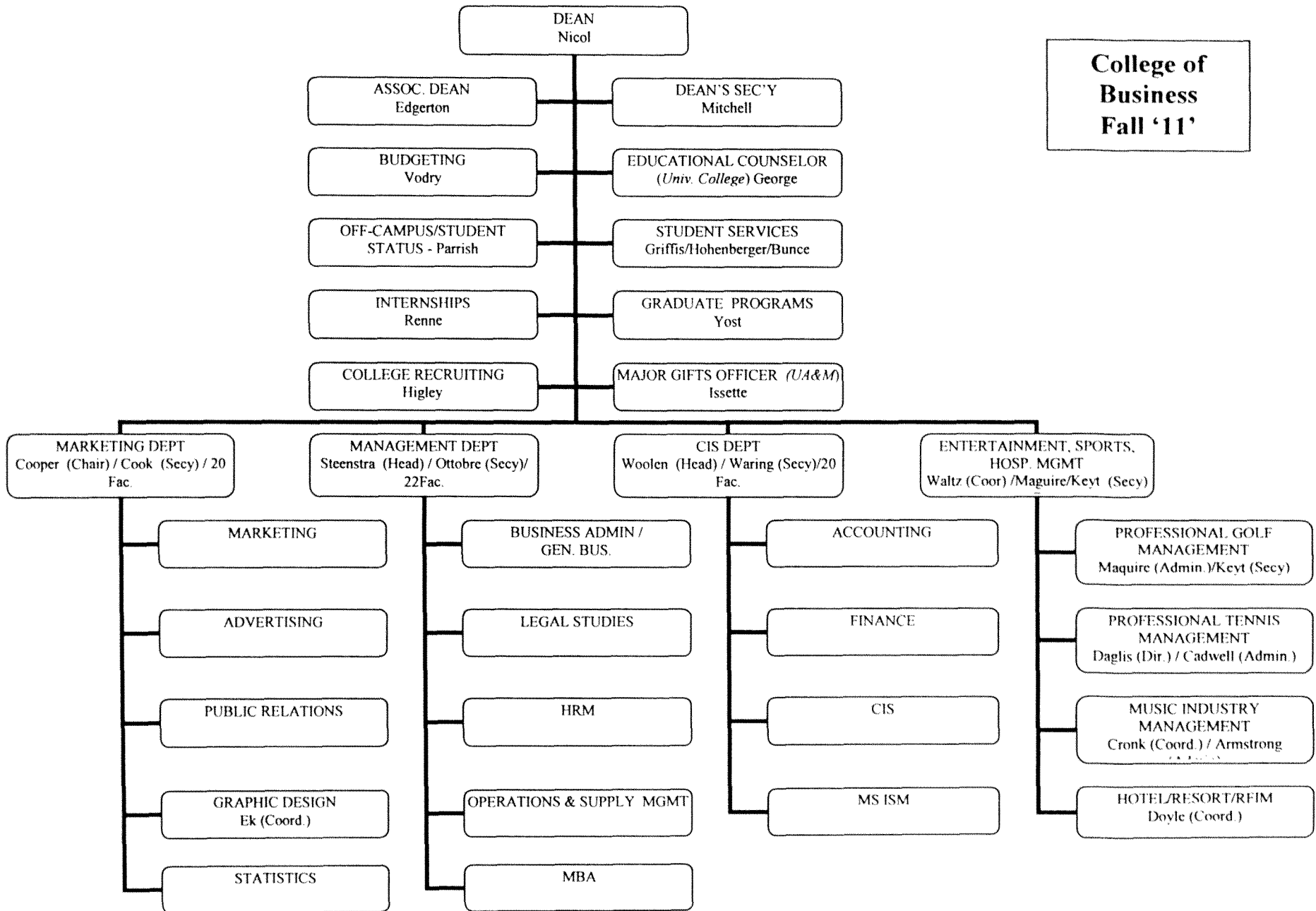


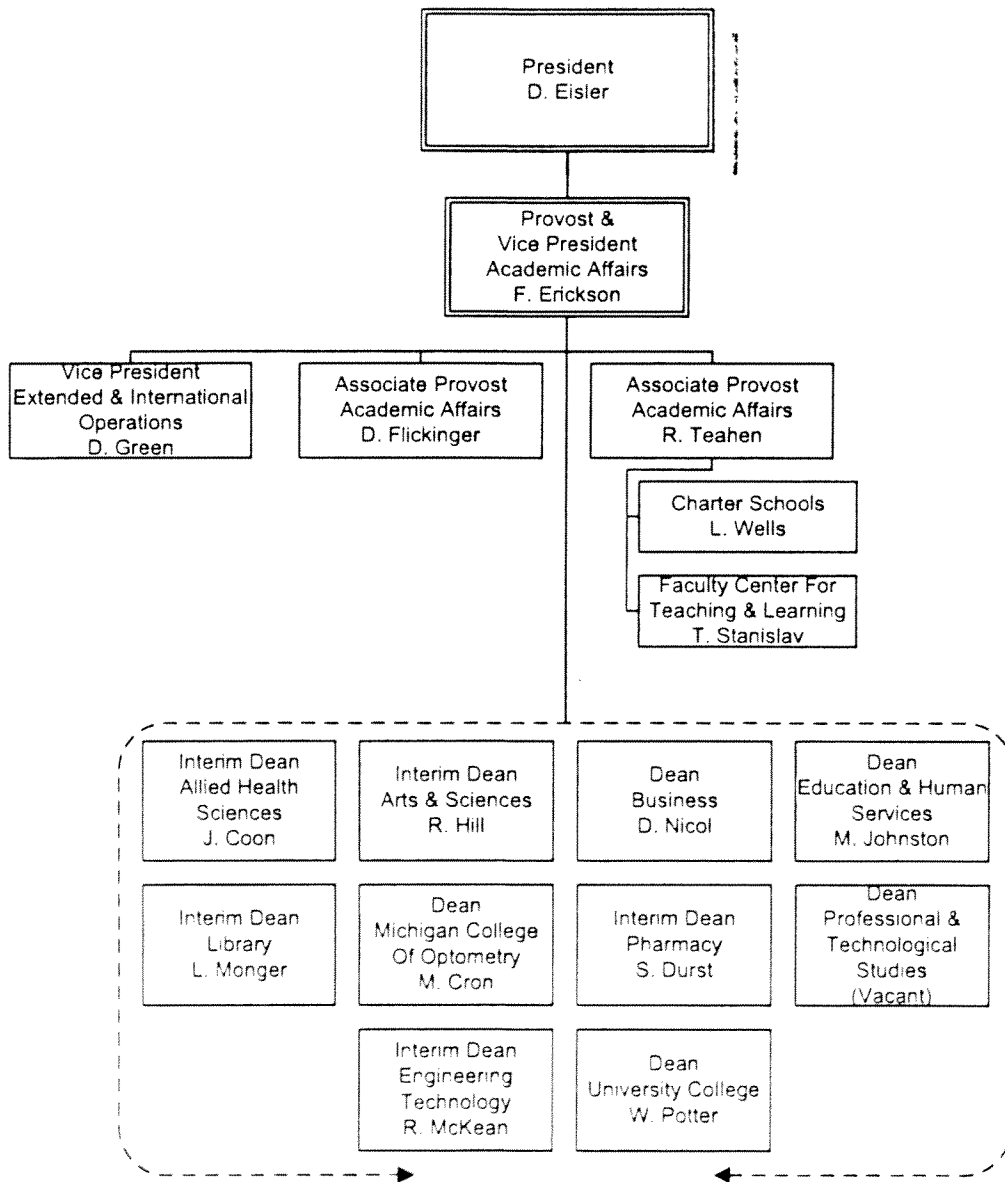
EXHIBIT 3 – Organization Charts



**College of Business
Fall '11'**



FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION



ORGANIZATIONAL CHARTS

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION

COLLEGE OF BUSINESS

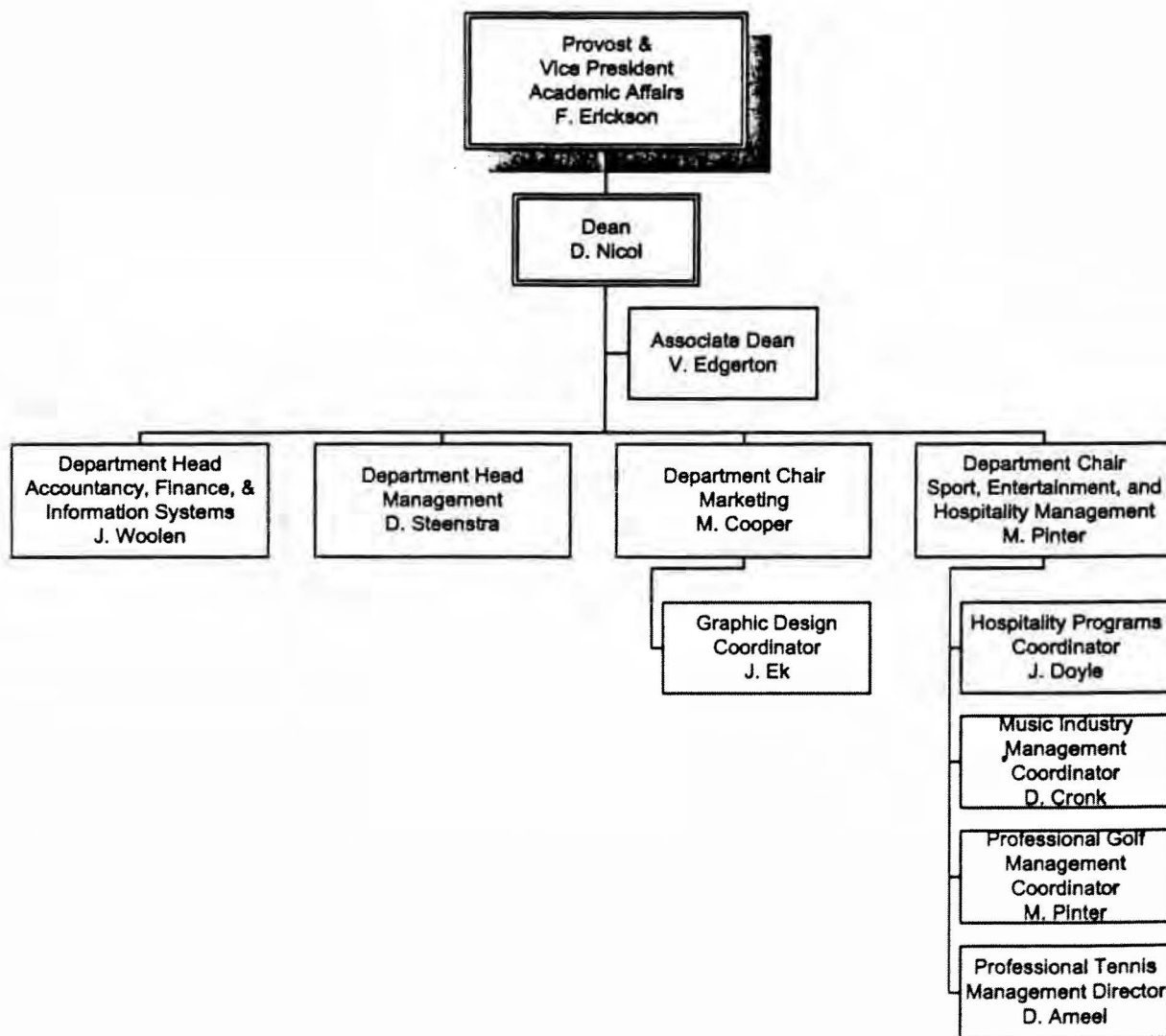




EXHIBIT 4 – Advisory Committee Members

EXHIBIT 4

Advisory Committee Members

Category ^(A)	Name	Primary Place of Employment	Title/Nature of Business ^(B)	Initial Appt Date	Meetings Attended ^(C)
Practicing Attorney	Cavan Berry	Legal Aid of Western Michigan	Attorney/Legal	2009	11/13/09, 4/16/10, 11/5/10, 4/15/11
	Elizabeth Ford	Self Employed	Attorney/Legal	1981	11/2/07, 4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10, 4/15/11
	James White	White Law Office PLC	Attorney/Legal	1987	11/2/07, 4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10, 4/15/11
Public Sector Paralegal	Stacey Carlson	Michigan Economic Development	Paralegal/Government	2009	11/13/09, 4/16/10, 11/5/10
	Juan Salazar	Legal Aid of Western Michigan	Paralegal/Legal	1999	4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10, 4/15/11
Private Sector Paralegal	Martha Ducham	Braun, Kendrick, Finkbeiner, PLC	Paralegal/Legal	1979	11/2/07, 4/18/08, 10/24/08, 4/17/09, 11/13/09, 11/5/10, 4/15/11
	Kathleen Kasiorek	Bissell Homecare, Inc.	Paralegal/Legal	2005	11/2/07, 11/13/09, 4/16/10, 11/5/10,
Manager of Paralegals	Cheryl Coutchie	Warner, Norcross & Judd	HR Director/Legal	2006	4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10
Faculty	John Kane	FSU	Prof/Education	1982	11/2/07, 4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10, 4/15/11
	Gayle Lopez	FSU	Prof/Education	2000	11/2/07, 4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10, 4/15/11
	John Vermeer	FSU	Prof/Education	1985	11/2/07, 4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10, 4/15/11
School Administrator	David Steenstra	FSU	Dept. Head/Education	2007	11/2/07, 10/24/08, 11/13/09, 4/16/10, 11/5/10, 4/15/11
General Public Member	Wendy Taylor			1986	11/13/09, 11/5/10, 4/15/11
Other	Judge Susan Grant	77 th District Court	Judge/Govern.	1996	11/2/07, 4/18/08, 10/24/08, 4/17/09, 11/13/09, 4/16/10, 11/5/10, 4/15/11

EXHIBIT 5 – Advisory Committee Guidelines – Not Applicable

EXHIBIT 5 – Advisory Committee Guidelines – Not Applicable



EXHIBIT 6 – Advisory Committee Minutes



Legal Studies Advisory Meeting Minutes

Friday, April 15, 2011

Present: Cavan Berry, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, David Steenstra, Wendy Taylor, John Vermeer, and Jim White.

Meeting started at 10:10 am.

Members were greeted and thanked for attending.

Updates:

The ABE re-approval report is due next November and a site visit will follow. We will focus on this at the spring meeting next year.

Gayle explained the AAFPE Conference, the focus was internships and assessment of both classes and everything else. She met with the ABA at the conference and she asked about having advisory meetings twice a year and was told it has to be. She also asked about the interim reporting, why she has to be back four to seven years when they were covered in the last reports.

Enrollment Update:

The enrollment is down, not significantly though and the department is up. There are more and more transfer students. Outside of business we're seeing fewer freshmen.

David suggested we come up with a number the program can hold. He talked about partnering around the state. The problem is each site would have to be ABA approved and the ABA doesn't like on-line courses. Completely on-line courses have to be approved by the ABA. You have to show the students still get all the hours. Hybrid classes are considered on-line also. One of the members asked how we determine who does the on-line class work. There is no way we can check it. Some programs have overall testing in a secure environment to test and show what you have learned.

A question was raised; what kind of focus do employers put on the ABA. Cheryl thinks that most larger law schools would want the ABA approval. Stacey said that at Chrysler Corporate their paralegals have to come from an ABA approved program. Gayle believes it would be death to the program to drop the approval, Wendy agreed. Jim wondered if enough schools drop the ABA requirements if the ABA would change. The ABA is being pushed to change their whole focus because it is a traditional model of paralegals working for law firms only and there is so much more. Grand Valley just got approval from the ABA and had to revamp their bachelors program to get approval, they believed it was necessary.

Most students are doing a bachelors degree, Gayle believes it is better to be with Business Administration to complete the bachelors rather than a BS in Legal Studies. Business Administration is the easiest program to do with legal studies because of the fit. John Kane mentioned that he thinks half of the students in the program want law school. Half of his LLAW 161 students are from other colleges and some aren't counted.

Kathleen draws a lot on her business classes. It pushes students to do something else with legal, it gets them further. The law knowledge helps give them a step up. Gayle agreed and added that one of her students is better than some attorneys.

Recruitment:

We need to push the information more to let students know they can do any bachelors degree with legal studies. Many students go into the pre-law associate degree; it is our biggest hold back. Pre-law is basically an associate degree in general education. The biggest change is LLAW 160 & 161 are now

recommended courses in per-law. The pre-law programs lets everyone in, sometimes their students can't do the work in class. The program advisor for pre-law isn't even a lawyer.

John Kane and Gayle are both on the honors pre-law committee and talk to the students. Paralegal RSO students are also in the Pre-Law RSO.

Jim wondered about visiting college counselors to talk to them or if high schools have career days. The Judge mentioned to also talk to the social studies high school teachers who would welcome faculty to speak to the students. There is so much legal studies students can do. Cavan suggested tapping into the marketing students; they might be able to help. Also, what about requiring the legal studies students to do community service by talking to high school students. Students are going to school closer to home; maybe have them do a 50 mile radius.

Stacey was an orientation leader and they did team building training as well as the RA's. They talked about their programs to high school students also. Face book was another tool that could be used, brochures could be made up, and what about a link for their phones. YouTube would be another idea or have a lip dub done. Grand Valley did an unbelievable job with a YouTube video. Also, Face book or YouTube would be low cost advertising.

Betsy mentioned that this is the future; technology is the way to reach the students. Wendy mentioned that when she came to FSU there was energy in the program and the word of mouth helped out.

John Vermeer told about a class project he sometimes does in his contracts class for extra credit. The students create a skit and post it in a class shell or YouTube. A story to explain a legal concept. There are some that get many hits.

Wendy mentioned that students are more sophisticated and heed humor, irony and to be much more creative and clever. Our program seems stogy, we need to beef it up. Kids struggle to graduate now and we're capturing them with legal forms or whatever. It is the approach. Kids want fun; have links to people in the industry.

We should show YouTube videos at the April meeting.

There is a new COB website being designed by our Graphic Design students and faculty. We are trying to look for points for the web page, we need to beef it up. We need pictures, photos, things to get students attention. There is a lot of potential ways to be tapped into.

Jim White will talk to the Reed City High School Counselor.

A high school teacher Cavan knows is driven to push students to higher education. He is getting his students involved in law education. He will get us the name.

Advisory Members:

We need someone on the board who employs our grads as well as a member of the general public.

Guidelines:

We focus on what the ABA wants the advisory boards to do. The coordinator has reviewed the guidelines for the DOB, they aren't good. We don't have term limits. Gayle doesn't like term limits for advisory board members. All of our members are very valuable. She feels blessed from what she hears from other faculty. She asked how members feel about term limits. Kathleen mentioned it might be to avoid stagnation. Cavan suggested to appoint someone for a term but not have term limits. At the end of the term reappoint them to the board, this way you have ABA approval. At the end of the term reapprove people that want reappointments. David mentioned that this group was dedicated and has lots of participation. Gayle hopes that people would be comfortable telling Gayle they can't be on the committee any longer.

Trends in Employment:

Kathleen mentioned that at Bissell there are changing client needs. Cheryl mentioned that their paralegal numbers are down, but slowly picking up, not back yet. She also said that some lawyer's horde hours too so not as much work for paralegals. Jim's paralegals do less because of technology because Jim can do it himself. There is much less legal secretarial work. Cheryl's secretaries and paralegals are being pinched out. Legal secretaries aren't needed any longer. Paralegals are time keepers so they want to keep them.

The question was raised as to what else can someone with this degree do. Juan said he is busy and he thinks it is what student make it. Technology has taken over, paper is non-existent. Update everything electronically. Juan sees it as more need - less money. There is a high demand for family law, need to make it for domestic violence, even the kind you can't see, the verbal abuse which has some people terrified.

Martha said that they are now using electronic data rooms. The upload due-diligence, everything is put into a PB works. They come to a data room and upload all kind of things; she doesn't have to mail or fed ex any longer. They load attachments from email.

Program Objectives:

Professionalism was added to the objectives, they don't like to use the word demonstrate, they like a variety of descriptions.

Gayle explained that her pay was taken away for being the coordinator. Martha moved that Gayle get release time for her work. The board all approved this.

Date for the next fall meeting is Oct. 28th possibly at the ATC.

Meeting adjourned at 11:55 am.

Legal Studies Advisory Meeting Minutes

Friday, November 5, 2010

Present: Cavan Berry, Stacey Carlson, Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, Juan Salazar, David Steenstra, Wendy Taylor, John Vermeer, and Jim White.

Meeting started at 10:10 am.

Members were greeted and thanked for attending.

Updates:

Gayle attended the AAFPE Conference last weekend. The push is in assessment and jobs for students. The next thing is how students find jobs and also, how to motivate them to seek jobs.

Gayle will be going back to Chicago to work on the ABA report. It is a lesson on ABA reports.

A heads up to the members, the ABA representatives will want to meet with board members while they are here.

The big push with the ABA this year is exams and licensing for students. Some like the testing and others don't. The new licensing has test spots around the country. The testing is on competencies. Testing federal rules of procedure, the ABA sent out surveys about what textbooks are used. The test is optional but students have to pay \$250 for it. The criteria are that they have to have graduated from an ABA approved program or worked in industry five years. It is expensive, \$250. Students would have to go to a testing agency. The ABA isn't pushing students to do the license. There are a lot of licensed jobs in Michigan.

Enrollment Update:

The numbers are down at this point. Gayle explained that many students graduate with both their bachelors and associate degree at the same time. Some students take BLAW 321, Contracts and Sales and decide they like the law. Graduates are moving up. More and more students are enrolled in other programs rather than business. Almost all of the students complete bachelor's degrees. People are going to school longer because there aren't any jobs. More students are going to law school also. We have a higher level of students, retention is better.

Gayle mentioned that this has been one of the worst classes she has ever had, lack of motivation. She is frustrated. Jim expressed some of the same with non-trads. A lot of energy is there, but not the work ethic. Many are failing tests, not high caliber. Most non-trads are motivated; it seems they don't have the mental capacity. Jim finds you have to spoon feed and their work product is terrible. Students come in with a lack of drive.

Internships & Employer Feedback:

The ABA wants feedback from employers of our student. Students in the recent past don't work for attorneys. Employers don't all like every student, could be work ethic or people skills. Students seem to be lacking people skills, motivation, writing skills, and bring motivated. It goes down to the caliber of legal work being down. The judge mentioned seeing it even in attorneys.

Wendy feels there is a sense of doom and gloom for young kids, they are sad, scared, everything is crumbling, falling apart, why be in a hurry to graduate and do what – not get a job.

Cavan has hired or worked with interns. They keep waiting to see what the students can do. Legal services in Muskegon are down; attorneys are trying for secretarial jobs.

At Martha's firm they aren't hiring and when people leave they aren't being replaced. Two paralegals were let go last year without being replaced.

Library Collection:

The ABA Guidelines for the library were reviewed. The ABA requires we have certain things in the library. Shepard's is no longer available at the library, but it is on an electronic website. Legal encyclopedia, we have the Michigan law, practice and the Michigan Jurisprudence all can also be electronic. Students do more on-line. Gayle has noticed that if students do everything on-line verses face-to-face, they do much better. For legal specialty planning they have to have books. It cost \$24,000 a year for the four big titles. Gayle is meeting with David Scott at the library to go over what is needed for our students.

Martha mentioned that she donates money to our program every year and wondered if she should start sending it to the library. The answer was no.

Gayle put the whole cost of the library for business on the last ABA report.

MISC:

Form books are needed for all areas of Legal Studies.

Gayle is sure the AGA will be pushing us to get a legal technology class. Students are all technology savvy. Davenport has a standalone legal technology course. Our students take ISYS 105, Microsoft Office.

Cavan thinks the state is moving to an electronic filing system. Martha told that she does all corporate filling on-line presently.

Wendy suggested a lip dup to recruit for the university.

The Paralegal Student Organization isn't doing much at this point. They can't get involvement with the first and second year student.

The COB is launching a new website and a new picture of the advisory board is needed.

Date for the next fall meeting is Oct. 28th possibly at the ATC.

Meeting adjourned at 11:55 am.

Legal Studies Advisory Meeting Minutes

April 16, 2010

Present: Cavan Berry, Stacey Carlson, Cheryl Coutchie, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, Juan Salazar, David Steenstra, John Vermeer and James White.

1. Introductions and updates:
 - a. ABA interim report was approved March 10, 2010.
 - b. Re-approval report due November 15, 2011, it is a seven year re-approval process.
2. Enrollment/Recruitment – John explained the numbers for the intro class, LLAW 160 being low at present. The incoming freshman will add to the numbers. Bachelor degrees are much more sought after. Spring 2010 shows 68 students total in the Legal Studies curriculum, 31 of them are in the Business Administration program as well as Legal Studies. Of the 68, only 7 are not dual enrolled in a bachelor degree program. There are never as many second year students; normally the number is cut in half.
3. Review program objectives/outcomes: oral communication skills/professionalism – graduate survey numbers were reviewed and explained. The most beneficial courses were Civil Litigation, Probate, Real Estate and Criminal Law. Students also show an interest in area we don't cover such as bankruptcies, family and intellectual property law. Any of these topics would require an adjunct and it would be hard to find one with these specialties. It was suggested to add topics to an existing course.

Gayle would like to have a computer course for legal study students and would like our new person to teach it. The problem would be developing a special class for possibly 15 students.

We also need continuous quality improvement for courses.

4. Objectives: Members were informed about TracDat and assessment measurements and results. Each item on the objectives is something that has to be done.

Gayle asked what the employer objectives are, should soft skills be taught and how would you assess them. The problem is they don't know how to dress, eat in public or speak professionally. Members raised the question, how can it be taught and measured. One more objective should be more oral communication skills.

Stacey mentioned that it is important to be able to recognize who your client is and to always conduct yourself with professionalism no matter who they are – treat them with respect. On the other side of that, to know if someone is being verbally abusive, know when to shut things down and end the phone call. How do we measure professionalism, it is their responsibility to be professional. It is felt that this needs to be added to the last objective for the program. The last objective was changed to the following:

Demonstrate an understanding of legal office organization, responsibilities of the paralegal as it pertains to a law office, commonly used technology, processes and professionalism.

The judge suggested having the students do a demonstration project and present it to staff and/or others. Grade them on professionalism.

Gayle described what she does in the last class she has them for, Advanced Legal Research & Writing and her struggles getting students to understand and get the assignments correct.

5/6. Job market and trends aren't very promising at present. Attorneys will do paralegal work to get a job. The problem is once the economy is better they would move on.

Cheryl believes in the future they will have to hire more corporate paralegals because some work needs to be done at a lower pay rate at that firm.

This year for the first time in a while there are some jobs for graduates in this area to try for. A title company in Cadillac, Government Relations at Ferris, the Federal Government has a position open in the Student Education Department and the FBI is hiring paralegals in Washington DC right now. Have students look on the federal government website, there are paralegal positions in all areas.

7. The fall advisory board meeting will be Nov. 5th, 2010 at the ATC in Grand Rapids.
8. Meeting was adjourned at 12:00 for lunch at the Rock.

Legal Studies Advisory Meeting Minutes

November 13, 2009

Present: Cavan Berry, Stacey Carlson, Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, Juan Salazar, David Steenstra, Wendy Taylor, John Vermeer and, James White. Also attending were guest speakers, Dale deLongpre and Stacy Whalen.


1. Introductions and updates:

- a. Thank you to Cheryl Coutchie and Warner Norcross and Judd for hosting the meeting.
- b. Two new members were introduced to the group. Stacy Carlson is from the Michigan Economic Development Corporation and is also an alumnus. Cavan Berry is the other new member and is with Legal Aid of Western Michigan out of the Muskegon office.
- c. Gayle announced that she is the new official Legal Studies Coordinator and thanked John Kane for his years of service to the program.
- d. The ABA Interim Report was submitted in August 2009. Gayle worked on it this summer. At this point no response has come from the ABA. The re-approval will be up again in two years. The ABA requires a lot of assessment and tracking students, as well as what is being taught.
- e. AAFPE National Conference was the end of October. Gayle attended the conference. It focused was on technology and the law office. What can we do for our students. Ethics has been infused throughout.
- f. Enrollment Update – it is down a little from spring 09. There are 29 students in the Business Administration program. There are 3 students who are also in Criminal Justice, 5 in Music Industry Management, 2 in Health Care Systems Administration and one each in History, Public Administration, Resort Management, Sociology, TV Production, University College and Vision Science, 9 who are in the associate program alone.



2. ABA Guidelines were included in the packet for the new members. Most of the rest of the agenda items are ABA requirements.

3. Changes and Trends in the practice of law – Martha told about a black Monday when five people lost their jobs at her firm. They eliminated positions that were determined would be least missed. Several took a decrease in pay. Jim White mentioned that his office has less work because of the real estate market being down. Wendy announced that at Gill Industries everyone in the company is taking a week without pay quarterly, all the way up to the president. Juan gave an update from Legal Aid. There are about 16,000 a month joining medicaid. It takes up to three years unless there is a dire need to get accepted. Catholic Social Services had to lay off people because of the state cuts also. There is an increase in bankruptcy at both corporate and individual levels.

Employment for our students is a big concern. Many end up doing work that isn't involved with the law and others are thinking of law school.



Stacy mentioned an area that is untapped is the paralegal area. Corporations employ people with legal background.

4. Technology in the Law Office – Dale de Longpre and Stacy Whalen are the technology experts with Warner, Norcross and Judd. They gave a wonderful demonstration on everything to do with legal technology. The power point presentation is attached.
 5. Meeting was adjourned at 12:10 for lunch at the University Club.
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Legal Studies Advisory Meeting Minutes

April 17, 2009

Present: Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, John Vermeer, and Jim White.

1. Introductions and updates:

- a) Gayle announced the two new board members who were both unable to attend. Cavan Berry a lawyer and technology person with Legal Aid of Western Michigan and Stacey Carlson a paralegal with the Michigan Economic Development Corporation.
- b) Members were informed that Gayle is going to receive pay for the equivalent of one course for summer to do the ABA updates. This is more in line with the ABA requirements as well as what other programs do.
- c) The ABA interim report is due on August 15, 2009, there are new reporting requirements.
- d) Gayle attended the AAFPE Regional Conference in Chicago. It was a two day conference focusing on the new ABA guidelines and technology, infusing legal software in courses. Technology is the push, Excell, grafting and charts. Gayle will be co-hosting the regional conference in Grand Rapids with Grand Valley next year.
- e) John Kane explained the enrollment numbers. There are 65 students in the legal law classes this spring. Of those, 37 of them are also in Business Administration, three of them are in Criminal Justice, seven in Music Industry Management, two each in Public Administration and Health Care Administration, one each in History, Political Science, Psychology, Technical Communication and TV Production. Nine of the students are in the Legal Studies Associate Degree Program

2/3. Review ABA Guidelines and Admission Standards - Members were guided to review page 14, d1. The COB is planning to reduce admission standards, but the Legal Studies Program is not going to change. Students need a 2.50 high school gpa as well as at least a 19 in reading and math on the ACT test.

4. Program Objectives – members were informed that they will be receiving an email about the program perceptions. Their input is needed for a Perkins Summary Report for Self-Study evaluation of Occupational Programs.

Members were also asked to review the six outcomes for this program. The norm is five to seven outcomes. They were also asked what we expect our students to have when they leave here. One suggestion was for students to have higher communication skills, both oral and written. A paralegal needs to be able to present their research writing and briefs to an attorney.

The four year plan was shown to the committee members. It is all laid out for students so they know what classes to take each term, this way they take their prerequisites when they need to.

Another update is changing the prerequisite for LLAW 261. By doing this students should also have BLAW 321 completed which will help them get through LLAW 261.

5. Technology in the Law Office – Members were asked if there is anything new or updated in technology that our students should learn. The Legal Aid office added a scanner. All social security comes on disk now. All have electronic numbers on them. Also, the Federal Courts have gone paperless. There are a couple of test counties in the state, maybe the state will be next. Jim White's office has both computer and paper files. Norcross is starting to scan all of their files. The whole technology used in the court room is changing. Paralegals have to become more technology savvy or the other person will be getting the jobs. It would be a knitch for us to add technology to our program – and students need a range. Some feel that a specific program isn't necessary, just a knowledge of CIS.

Technology should be what the courts need. Infuse a law technology computer class; find an adjunct to teach it. Find out who is capable of getting or doing this kind of technology. Another idea was to see what our CIS area teaches and if any of that might help. The committee needs a better understanding of what we teach here, maybe have them do a presentation for the committee.

- 6/7. Job Market and Changes and Trends in the Practice of Law – Technology is needed. Software knowledge is needed.

This year's students are focusing more on finding a job.

Big items in business right now are salary freezes or increase in hours a week without more pay, decreasing time off and no more parties.

8. Recruitment Recommendations – Students need to be taught how to become indispensable. It isn't just a lawyer's job any longer.
9. Fall Advisory Meeting will be held on November 17, 2009 instead of the fourth Friday in October. Gayle will be gone to her conference and will be able to attend.
10. Adjourned for lunch at 11:45 am.

Other: John Kane asked about the shrinking law library. He discovered this year that the Supreme Court Reports were eliminated. More libraries at legal places are going paperless. Students have statutes and cases available on-line.

Legal Studies Advisory Meeting Minutes

October 24, 2008

Present: Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, David Steenstra, John Vermeer, and Jim White.

1. Introductions and updates:

- a. Juan was thanked for hosting the LS Advisory Board Meeting.
- b. Another ABA interim report is due August 15, 2009. Members were all given a copy of the new guidelines for the ABA reports so they could be aware of them. The ABA wants to know how changes and updates are completed. An assessment plan also needs to be completed. Gayle is the unofficial coordinator, the department head is trying to get release time for this.

The ABA also wants to know where the grads are and what they are doing. Graduates need to be contacted on a regular basis. Gayle wants to get a student assistant to make calls and talk to the grads to get the information. Martha offered to help with this. Cheryl mentioned that they keep in contact with their alumni and invite them to social events and it has been very fruit-full. Betsy also wondered about getting a grad list so see if any of the board members might know them.

- c. AAFPE Conference Report – Gayle attended the American Association for Paralegal Education in October. It was four days of seminars; the hot points were ethics, internships and technology.
- d. Enrollment Update – There are 71 students in one of the programs or taking the legal law classes. The goal is to have 40 students the first year and graduate 20 from that class. Enrollment and the quality of students are consistent from one year to the next. It is hard to do larger numbers of students in the upper level classes, if it is done the student grades suffer.
- e. Checksheets - Members were shown both of the two year and four year checksheets. If they want to do a bachelors' degree they do the Business Administration Professional Track with Legal Studies, but still have available the two year Legal Studies degree.

2. Review ABA Recommendation for New Advisory Board Members – Pg 14 of the new ABA Guidelines explain the requirements of what sector people are needed from to serve on the board and also what duties and functions are needed. Gayle wants to add more paralegals, someone with legal technology and a practicing attorney. Wendy Taylor will stay on the board as someone from the public sector. Adjuncts aren't supposed to be on the board because they are connected to the university.

Juan suggested Kevin Barry who is a lawyer and very technology oriented. The committee thought he would be great so Juan asked him and he accepted the position.

Gayle would also like to add a litigation paralegal. Susan thinks we should look at the grads for this. Another area lacking is the corporate legal department paralegal since Cathy Ford left the group. International experience was also mentioned. Cheryl is a member of the International Paralegal Association and will look into a member there.

Members were asked what other gaps should be filled on the board, what knowledge base or growth area. Health care and bio-tech areas are big in Grand Rapids at the present time.

3. Internships – The ABA is really pushing internships. Gayle has touched base with the COB Internship Coordinator, Barb Renee. If she would go out to the public sector legal students could do an internship that way. The requirements are too steep at the present time for employers. There is also a problem of trying to find people willing to work with the students to make it a learning experience for them. There isn't a lot of that kind of opportunity for students in Big Rapids and transportation is a problem to get internships in the city. Some students find their own internship for no credit. The ABA might start requiring this at least for bachelors' degrees.

Another thought was if the program required internships, who would the bad students be pushed off on. Students would have to brush up on their interviewing skills, do a complete resume, if you require an internship; all of this would have to be covered. Also is the point of matching up the student with the right attorney, match up the personalities and all. It is a huge commitment and one bad experience can do major damage.

4. Ethics – Infused in the legal specialty courses – Members were asked how ethics were being handled in the work place. Judge Grant said the state administrative offices came out with a new pamphlet for all employees. She is trying to get us a copy. They are talking about training the court staff on ethics. It is across the board, not just lawyers and judges.

The ABA has a huge push for ethics – we need to show how we cover it. All three of the lawyers cover it in parts of their classes. They touch on the hi-lights and not the rest. It was suggested to bring in speakers and do practice groups. The ABA wants specifics; they have ten legal ethical rules for paralegals. Gayle would like to give a book to the students and incorporate it into all of the legal classes. This would be evidence for the ABA. Betsey mentioned that a lawyer is nothing if not for ethics; it needs to be considered for everything.

It was suggested to try a proficiency test or interview to check on ethics or pamphlets to give the students. All trade publications have ethics. Cheryl mentioned that they do an ethics seminar and bring someone in. They use Vicky Voisin and Kathleen will email her information to us.

5. Technology in the Law Office Update – Technology is huge with the ABA and business. Technology is infused into the classroom. The problem is there is so much to teach already, trying to introduce new software and technology into existing classes is tough. Decisions need to be made as to if a stand-alone course with software and technology should be developed. Gayle also thought about switching the ISYS 105 course to a legal technology course. Cheryl worries that some of our students might become obsolete without the legal technology

Pro-bono Work - Juan had two of the people who work for him into the meeting to talk to us, Paul Abraham and Lacy Cook. They work in the pro-bono program which is a branch of Legal Aid. This program gets 45% of funding from the state. They extend legal aid to the public sector. Attorneys are asked to donate time pro-bono. There are over 192,000 people in the community that are poor and need help. The lawyers can help people that legal aid can't handle. Stacy and Paul go out to the private bar association which covers 17 counties. Last year \$100,000 was donated. Last year the average case was 23 hours of work. They also have a fund director who tries to come up with new ways for funding. There is a pro-bono standard of 30 hours or \$300.00 donated. There are 13 associates working right now.

Adjourned to tour the office and lunch at 11:45 pm.

Legal Studies Advisory Meeting Minutes

April 18, 2008

Present: Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, John Vermeer, and Jim White.

1. Introductions and updates:

- a. **ABA Interim Report Revisions:** Gayle had to update the ABA report after the visit to add in the new information wanted from the visit. As for the recommendations, we have already added Cheryl Couchie to the board. We need new members, Barb Kraft who teaches at Davenport and Ruth Stevens who teaches at Cooley were suggested as possibilities. Kevin Barry from Juan's office was also suggested. A litigation paralegal would be good too. Legal Assistants from the bar association were also suggested.
- b. **Enrollment Update:** This year there are 15 in the freshmen class. There were 64 total for fall term. The Business Administration with Legal Studies bachelor degree is very popular. Many other majors pick up the legal area, Music Industry Management is the newest, and it changes from year to year.
- c. **Library Materials:** Attached sheet was distributed to members. The members wondered if we could replace the items we delete with others we could use? John Kane is going to check to see if we are locked into WestLaw light. He also wondered if we should just get the WestLaw cases and skip the rest. The Law Library expenditures were \$79,000 in 06, almost \$90,000 in 07 and 07-08 \$40,000. Many law offices are getting rid of the books. Plans were made to visit Juan's office and check out his library on October 24th for the next meeting.


2. **Review ABA Site Team Recommendations:** Full list of recommendations attached. The ABA wants the library collection to include additional texts, practice manuals and form books in the legal specialty areas as well as updated texts on the paralegal profession.

3. **Recommendations for Recruiting New Students:** A newsletter or website were suggested as two great ways to recruit students.

4. **Discuss Entry Level Career Opportunities for Legal Studies Students:** More and more students want internships. They need experience to get their foot in the door. It is hard for firms to hire without experience. Many businesses are too busy in the summer for interns too; spring or fall would be easier. Many legal secretaries become paralegals – trained on the job. Internships are the only way to go. Juan thinks he can try one although space is an issue. Technology, personal work ethic, reading and writing are problems with many students.

There are challenges to get students hired. The ABA keeps coming back to internships. The standards are too high for employers and students.

5. **Technology in the Law Office:** A class is needed in legal technology. The local courts are trying new collection software. Gayle is looking at a textbook that uses technology for one of her classes. Students need to be introduced to legal software. Gayle would like to a legal technology



class added such as ISYS 105 but for the legal students. The Michigan Association of Justice Organization (MAJ) is a possibility for getting the legal software for our students.

6. What's New in the Practice of Law/Paralegal Profession: Paralegal do lots, case management, time management are just a couple. Time management still needs to be taught to the students.

Adjourned for lunch at 12:00 pm.





Legal Studies Advisory Meeting Minutes

November 2, 2007

Present: Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, David Steenstra, John Vermeer, and Jim White.

1. Introductions & Updates.

Judge Grant updated the board on giving a kidney to her husband, both are doing well. Also updated the board members on the changes in the court system for the two counties the judges cover.

a. Review ABA Recommendations.

The ABA Review was completed last year for the Legal Studies Program. The ABA recommended additional texts, practice manuals and form books to be put in the library for student use.

b. Program Review Completed.

The internal program review lets people know if there should be changes to the program, program closure or if money might be delegated for improvements or advertising.

c. Enrollment Update.

Enrollment data for fall 2007 consists of 64 students taking the legal studies courses. Last years official count was 66. Enrollment is way down from 2005, could be in part because admissions counselors don't seem to stay long so they don't learn the programs.

There is talk about getting together with other programs that require minors to push the legal classes. There can't be a minor in the legal area because the classes are 100-200 level.

d. New Combined Checksheet.

Members were shown the new Business Administration Professional Track w/ Legal Studies B.S. checksheet which reduced the hours students have to complete.

e. Gayle Lopez gave a report on the AAFPE regional conference she attends every year. This conference is a great way for her to keep updated on the ABA and is also a teaching conference which she gets a wealth of information from. Globalization was the dominant theme. She attended the writing workshops to help with her Legal Research and Writing class.

2. Review of ABA Recommendation for more Library Resources.

Members were asked to email John ideas on what is needed – the ABA wants more library resources added. Some suggestions were the two volume set of Real Estate Books by Lyle Deems, a three volume set of Probate Administration books, and the ICLE books. Also, the Legal Assistant Today magazine has a book review that might give




ideas.

3. Review of ABA Recommendation on Law Office Computer Applications.
The ABA wants a specific course for our students in legal studies. A possible suggestion is to add to the ISYS 105 – Introduction to Micro Systems and Software, to cover more the law students need.

Members agree that students need exposure to a time keeping system and electronic filing. They need the exposure to technology used in law firms, at least a couple of different programs. Getting a technology intense person from a law firm might be a good source for teaching the class. Students also need to know excel because it is used for legal aspects.

Students need to know how to download forms from a website for probate items. Also, real estate dealings have special software. Martha will check into it and get back with us. There is also some kind of data scrubber that emails go through, it tells when paper work was done and changes made to documents.

4. Review and Approve Transfer Policy.
Members were shown the transfer policy that was developed and gave their approval. It was suggested to change the content to 75% instead of 70% to stay in sync with the rest of the university.
5. New Advisory Board Members.
New members are needed to replace Wendy and Kathy. One or two new members need to be appointed. Another lawyer was suggested, but they are sometimes too busy for meetings. It has to be someone that employs paralegals to stay within the ABA requirements. A suggestion was made to get a technical legal person that knows software and hardware maybe check with Juan's co-worker, attorney Cavan Berry.
6. Jim White mentioned that if we switched his two classes around, students would have more knowledge and it might be easier for them to succeed. More of them would have BLAW 321 prior which would help them.

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7. Ethic Discussion.
Covering ethics in every class is a requirement of the ABA. There is an ethics class that the humanities dept. teaches that could be used. However, at least one member thought that it shouldn't be taught alone, but that it should be infused though out the whole program. It is in the class outlines. In the legal area, there is a code of professional responsibility already. The ABA keeps suggesting a course.
 8. Will continue with topics, what is new in the practice of law and recruitment at lunch. Adjourned for a tour of the new addition and lunch at 11:45 am.
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**EXHIBIT 7 – Advertisements and Announcements to Recruit
Faculty – Not Applicable**

**EXHIBIT 8 – Composition of Paralegal Program Faculty by
Gender and Ethnic Background**

EXHIBIT 8

Composition of Paralegal Program Faculty by Gender and Racial-Ethnic Background

Year (A)	Gender	Black/African American	Native American/ Alaskan Native	Asian	Native Hawaiian/ Other Pacific Islander	White	Hispanic/ Latino	Other	Total	% Minority
08/07- 05/08	Male					3			3	0%
	Female					1			1	0%
08/08- 05/09	Male					3			3	0%
	Female					1			1	0%
08/09- 05/10	Male					3			3	0%
	Female					1			1	0%
08/10- 05/11	Male					3			3	0%
	Female					1			1	0%




EXHIBIT 9 – Expenditures and Budgets

EXHIBIT 9

Expenditures and Budgets

Category	Month/Year 08/07-05/08	Month/Year 08/08-05/09	Month/Year 08/09-05/10	Month/Year 08/10-05/11	Month/Year 08/11-05/12	Month/Year 08/12-08/13
Salaries ^(D)	\$93,500	\$73,145	\$107,598	\$100,005	\$92,337	\$73,084est
Professional Development ^(E)	\$2,245	\$2,097	\$2,778	\$2,366	\$1,503	\$2,198est
Membership ^(F)	\$2,135	\$2,085	\$3,140	\$4,900	\$3,925	\$3,200est
Instructional Equipment and Supplies	\$83	\$223	\$346	\$439	\$273(est)	\$273(est)
Library Materials and Resources	\$100,181	\$78,804	\$78,553	\$79,343	\$84,220 (est)	\$84,220 (est)
Technical and Support Services ^(G)	\$901	\$989	\$1,099	\$1,200	\$1,335	\$1,437
Assessment ^(H)	\$500	\$500	\$1,000	\$500	\$500	\$500
Advisory/Faculty Meetings	\$496	\$874	\$882	\$896	\$862 (½ est)	\$802(est)
Other ^(I)	\$	\$	\$	\$	\$	\$
TOTALS:	\$198,640	\$157,228	\$195,744	\$108,606	\$98,900	\$79,557

EXHIBIT 9

Expenditures and Budgets

Category	Month/Year 08/07-05/08	Month/Year 08/08-05/09	Month/Year 08/09-05/10	Month/Year 08/10-05/11	Month/Year 08/11-05/12	Month/Year 08/12-08/13
Salaries ^(D)	\$93,500	\$73,145	\$107,598	\$100,005	\$92,337	\$73,084est
Professional Development ^(E)	\$2,245	\$2,097	\$2,778	\$2,366	\$1,503	\$2,198est
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Instructional Equipment and Supplies	\$83	\$223	\$346	\$439	\$273(est)	\$273(est)
Library Materials and Resources	\$100,181	\$78,804	\$78,553	\$79,343	\$84,220 (est)	\$84,220 (est)
Technical and Support Services ^(G)	\$	\$	\$	\$	\$	\$
Assessment ^(H)	\$	\$	\$1,000	\$500	\$500	\$500
Advisory/Faculty Meetings	\$496	\$874	\$882	\$896	\$862 (½ est)	\$802(est)
Other ^(I)	\$	\$	\$	\$	\$	\$
TOTALS:	\$198,640	\$157,228	\$195,744	\$108,606	\$98,900	\$79,557

**EXHIBIT 10 – Assessment Plan/Analysis & Summary of
Assessment Results**

ASSESSMENT PLAN FOR FERRIS STATE UNIVERSITY LEGAL STUDIES PROGRAM

DRAFT – April, 2006

1. Student Assessment of Instruction (SAI) for Legal Specialty Courses.
Reviewed by faculty, department head and discussed at faculty meetings.
2. Student Assessment of the Legal Studies Program when clearing for graduation.
Reviewed by faculty and advisory board.
3. Monitor the number of students enrolled and continuing education at FSU after graduation from the Legal Studies Program.
Discussed at each advisory board meeting.
4. Assessment and recommendations of the Legal Studies Program by the advisory board.
Discussed at each advisory board meeting.
5. Internship evaluations.
Review as received by faculty supervising internship.
6. Employer survey.
Conducted by faculty and advisory board members in interview format.
Results tabulated and discussed at advisory board meetings.
7. Institutional Research and Testing Graduate Follow-up surveys.
Review results with faculty, administration and advisory board.
8. Academic Senate Program Review (every sixth year).
Review report and recommendations by faculty, administration and advisory board.
9. American Bar Association Re-Approval process.
Review self-study reports and recommendations of site-visit teams by faculty, administration and advisory board.
10. Review of legal specialty courses and effectiveness of assignments by faculty after course is taught and discussed at faculty meetings and advisory board meetings. Substantive changes in course description are reviewed by the university curriculum committee.
11. Special Counsel Legal Assistant Salary Survey every two – four years.
Review results with faculty, administration and advisory board.
12. AACSB – COB Self Study report for accreditation and North Central Self Study report for University accreditation.
13. Student grades in legal specialty courses.
14. Tenure, post-tenure review and promotion-merit processes to evaluate faculty teaching legal specialty courses.

Assessment Activities
Fall 2006 – Spring 2011

1. Student Assessment of Instruction for each legal specialty course
2. Graduate Survey
3. Employer Survey
4. Graduating Student Exit Survey
5. Current Students Program Evaluation Survey
6. Faculty Survey
7. Advisory Board Survey
8. Academic Program Review Report and Recommendations

NARRATIVE SUMMARY/ANALYSIS OF ASSESSMENT AND PROGRAM IMPROVEMENTS

Employer Survey Summary:

All but one employer, who rated their satisfaction of the FSU graduate employee, rated their satisfaction with the 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 2 of the responding employers utilized paralegal interns. The most common deficiency in paralegals hired is the sense of urgency.

Expanded summary included in exhibit.

Graduating Student Exit Survey Summary:

Graduating Legal Studies students are very satisfied with the Legal Studies Program and believe the courses are appropriate for the program. Most of the students are also obtaining a BS or BA degree in other disciplines. Many have plans to attend law school in the near future. The students listed very minor areas for improvement.

Expanded summaries included in exhibit.

Student Assessment of Instruction:

Legal Studies students generally rate their Legal Studies courses and professors well above average. Most concerns are with the adjunct professor and their uncertainty with research and writing.

Expanded summaries included in exhibit.

Advisory Board:

The Legal Studies Advisory Board members continually voice their strong approval and support of the Legal Studies program. They uniformly believe it is an academic program that gives the students a strong foundation to build on when they enter the work force or continue their education. Some suggestions have been made to work on improving the students "soft" skills through etiquette discussions, presentations and group projects. Students need to learn how to be resourceful and make themselves indispensable; they can't wait to be told what to do on the job and they need to be willing to adjust. Work on promoting the program through an improved web presence.

Expanded summaries included in exhibit and advisory board meeting minutes.

Academic Program Review:

Various surveys and assessment tools are summarized in the attached Academic Program Review Report. After the Academic Program Review Council reviewed the report and met with faculty, the APRC recommended continuing the Legal Studies Program with enhancement. It was determined that the Legal Studies program is closely aligned with the FSU mission and the program has a good measure of visibility and distinctiveness among Legal Studies programs. The program increases retention and

produces graduates with practical legal studies skills. Students are of high quality and graduates easily find jobs. The program is approved by the American Bar Association and the faculty is well qualified.

“Currently program management and assessment duties are carried out by faculty without compensation. Regardless of the past willingness of the faculty to carry out these duties without compensation, the stability and health of the program mandate that the program coordinator be compensated.”

Complete APR Report is included in exhibit.

LEGAL STUDIES PROGRAM IMPROVEMENTS

Program Coordinator:

Program Coordinator Gayle Lopez was given release time and/or compensation for some of the program duties and responsibilities. Release time and/or compensation are given during periods when reports are due.

Web Site:

The Legal Studies Program now has a web presence under the College of Business programs. It is the only associate degree program that has its own individual web page. It is an ongoing project to build and enhance the web site to attract new students.

Assessment:

Each Legal Studies professor has revised his/her course outcomes/objective. The university is utilizing Trac Dat to maintain assessment results. Faculty members are currently working to update the course assessment results to enhance continued course improvement.

The Legal Studies Advisory Board recently made changes to the programs mission and outcomes to reflect industry standards and requirements.

Ethics and Professional Responsibilities:

All legal specialty courses have increased instruction regarding legal ethics and professional responsibilities of the paralegal. This increased focus has produced greater appreciation of the ethical issues faced by paralegal. Students are required to give an ethics training seminar/presentation in LLAW 253 – Advanced Legal Research and Writing.

Career Services/Interviewing:

All legal specialty courses are emphasizing the importance of “soft” skills for the employability of our students. There is an increased emphasis on presentations and group projects. Students are also required to attend a mock interview with career services and post their resume.

Course Improvements:

Adjunct Professor Jim White has worked on improving his teaching skills as well as course content to make his courses more interesting and engaging to the students. He uses actual client situations to apply to the forms the students are preparing and injecting actual stories involving the issues and problems presented. He has also improved his syllabi to make it more detailed and comprehensive to clearly outline the assignments and expectations.

Professor Gayle Lopez has made changes to LLAW 253 Advanced Legal Research and Writing to make it more of a cap stone course. Along with the research and writing projects, each student has to lead the class in a discussion on a current legal event/issue and prepare a summary of the topic and their thoughts/comments. Students are also required to prepare and present an ethics/professional responsibilities seminar to the class as if they were addressing new paralegal employees in a law firm. Career services meets with the students and each student is required to post a current resume and conduct a mock interview while continually working on their soft skills during class.

Internships:

Faculty members are actively promoting internship opportunities including those in areas outside the traditional law firm.

GRADUATE SURVEY SUMMARY
Fall 10/Spring 11 Graduate Surveys – 10

All 10 graduates surveyed believed the legal studies courses were appropriate for the program. Each graduate is also pursuing a BS or BA degree. Most indicated they were receiving a BS degree in Business Administration and 1 in political science.

Each graduate believed the general education courses seemed appropriate for the program.

Seven graduates plan on attending law school now or in the near future.

Most beneficial courses:

Civil Litigation:	5
Probate:	2
Criminal Law:	3
Research:	4
Law in US I & II	1

Areas for improvement:

Most left these questions blank or said none.

“I was happy with the program.”

Take research and writing before civil litigation.

More real life examples used for activities.

Use Ferris Connect – otherwise would recommend the program.

Expensive books for probate and real estate.

GRADUATE SURVEY SUMMARY
Fall 11/Spring 12 Graduate Surveys – 6

All 6 graduates surveyed agree that the legal studies courses were appropriate for the program. Each graduate is also pursuing a BS or BA degree. Three indicated they were receiving a BS degree in Business Administration, 1 in Accountancy and 2 in Political Science.

Each graduate believed the general education courses seemed appropriate for the program.

All surveyed graduates plan on attending law school now or in the near future.

Most beneficial courses:

Civil Litigation:	2
Probate:	1
Criminal Law:	1
Law in US I & II	2
All	1
Contracts	1

Areas for improvement:

“I cannot think of any specific issues, my experience with the program was excellent.”

“Continue to grow the program and encourage students to work together. Not necessarily a needed improvement as its current state seems very good.”

“This felt more like an education for paralegals, not future lawyers.”

“None, it was much better than the other program I’m in.”

“The way legal research is being done changing with the advancement of technology. More databases that aid in legal research would be very helpful. The law section of the library could be reorganized, more computer data bases, and more involvement in the Legal Studies Association.

“How to do legal research, I feel we should be walked through this process slower so that we can grasp it better.”

“A more diverse professor selection. Some professors were hard to deal with. Closer connection between the students.”

GRADUATE SURVEY SUMMARY
Fall 09/Spring 10 Graduates – 14

All 14 graduates believed the legal studies courses were appropriate for the program. Only 1 graduate is not pursuing a BS or BA degree. Seven graduates received a BS degree in Business Administration. Three graduates are pursuing a BS degree in Business Administration and will graduate next academic year. Two graduates received a BS degree in Music Industry Management. One graduate is pursuing a BA degree in Sociology.

Five graduates plan on attending law school now or in the near future. Two graduates have been accepted to law school.


Most beneficial courses:

Civil Litigation: 7
Probate: 6
Real Estate: 6
Criminal Law: 5
Research: 3
Law in US I & II 3

Loved all courses and instructors. Great program.

Areas for improvement:

Probate area
Criminal law – 2
Add more family law in probate
Avoid ISYS 105
Add other law electives – Intellectual Property
Require internships
Make it easier to schedule classes



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Fall 10/Spring 11 Graduate Surveys – 10

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Each graduate believed the general education courses seemed appropriate for the program.

Seven graduates plan on attending law school now or in the near future.

Most beneficial courses:

Civil Litigation:	5
Probate:	2
Criminal Law:	3
Research:	4
Law in US I & II	1



Areas for improvement:

Most left these questions blank or said none.


“I was happy with the program.”

Take research and writing before civil litigation.

More real life examples used for activities.

Use Ferris Connect – otherwise would recommend the program.

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Five graduates plan on attending law school now or in the near future. Two graduates have been accepted to law school.

Most beneficial courses:

Civil Litigation: 7
Probate: 6
Real Estate: 6
Criminal Law: 5
Research: 3
Law in US I & II 3

Loved all courses and instructors. Great program.

Areas for improvement:

Probate area
Criminal law – 2
Add more family law in probate
Avoid ISYS 105
Add other law electives – Intellectual Property
Require internships
Make it easier to schedule classes



Graduate Survey summary for Legal Studies Program.


Summary of surveys for academic year 2006-2007

Were the general education courses appropriate? Yes – 9 No – 2

General education courses recommended

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 courses you recommend students avoid.




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 – 11
No-0

Most beneficial:

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



Suggestions to improve the Legal Studies Program.

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.

Other:

8 of the 11 students are completing BS degrees. 7 in Business Administration and one in Communications.

5 indicated they were intending to go to law school

**Summary of Legal Studies Graduate Surveys.
April, 2006.**

(Previous summary was November, 2005)

Are you completing a Bachelor's degree program? Yes – 5
No – 3

4 BS in Business Administration
1 BS in Public Administration

Do you intend to go to law school?

Yes – 3
In a few years – 2
No – 3

Did legal studies courses seem appropriate for the program?

Yes – 8

Identify the courses you think were most beneficial.

1. LLAW 160, 161, 251, 280
2. LLAW 160, 161, 251, 253
3. LLAW 160, 161
4. Enjoyed all of my LLAW classes.
5. LLAW 280, 161
6. LLAW 161, 280 (ps – enjoyed all of my law classes and the professors)
7. All classes were beneficial
8. 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.

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.

LEGAL STUDIES PROGRAM REVIEW SECTION TWO – PERCEPTIONS

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 need to be improved.

B. EMPLOYER SURVEY

An employer survey was mailed along with the graduate survey to each alumni 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.

LEGAL STUDIES PROGRAM REVIEW SECTION TWO – PERCEPTIONS

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 that 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.

**LEGAL STUDIES PROGRAM REVIEW
SECTION TWO – PERCEPTIONS**

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 321, 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

LEGAL STUDIES PROGRAM REVIEW SECTION TWO – PERCEPTIONS

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.

LEGAL STUDIES PROGRAM REVIEW SECTION TWO – PERCEPTIONS

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.

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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.



**LEGAL STUDIES PROGRAM REVIEW
SECTION TWO – PERCEPTIONS**

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.

Second Year Students Survey Results and Comments


See excel spreadsheet attached as exhibit.

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.
- 



LEGAL STUDIES PROGRAM REVIEW SECTION TWO – PERCEPTIONS

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.

LEGAL STUDIES PROGRAM REVIEW SECTION TWO – PERCEPTIONS

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

LEGAL STUDIES PROGRAM REVIEW SECTION TWO – PERCEPTIONS

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.
-

MEMORANDUM

DATE: 13 November 2007
TO: Academic Senate
FROM: Academic Program Review Council
SUBJECT: Recommendations for **Associate of Applied Science in Legal Studies**
CC: John Kane, David Steenstra, David Nicol, Donald Flickinger, Roberta Teahen, Thomas Oldfield

I. IDENTITY OF PROGRAM:

AAS in Legal Studies

II. RECOMMENDATION OF ACADEMIC PROGRAM REVIEW COUNCIL:

Continue the Program with Enhancement: The program's status with respect to the categories in Section 5 of the report merits continuation. The program's status with regard to several of the categories is significantly high, and its less satisfactory status with regard to the other categories could be significantly improved by the allocation of additional resources. Such a program enhancement may involve additional faculty/staff, equipment, or other resources and/or expansion in enrollment.

III. RATING BASED ON CRITERIA:

- **Relationship to FSU Mission:** The Legal Studies program is closely aligned with the FSU mission.
- **Program Visibility and Distinctiveness:** The program has a good measure of visibility and distinctiveness among Legal Studies programs.
- **Program Value:** The program increases retention and produces graduates with practical legal skills.
- **Program Enrollment:** Enrollment has increased in recent years, and current enrollment is over the program's stated capacity.
- **Characteristics, Quality, and Employability of Students:** Students are of high quality and graduates easily find jobs.
- **Quality of Curriculum and Instruction:** The program is accredited by the American Bar Association
- **Composition and Quality of Faculty:** The faculty is well qualified.

IV. ENHANCEMENT RECOMMENDATION:

- Currently program management and assessment duties are carried out by faculty without compensation. Regardless of the past willingness of the faculty to carry out these duties without compensation, the stability and health of the program mandate that the program coordinator be compensated.

SAI – STUDENT ASSESSMENT OF INSTRUCTION

Following are Professor Lopez's evaluations by students in LLAW 280 – Civil Litigation and LLAW 253 – Advanced Legal Research and Writing. Students evaluate the course and instructor using a 1 to 5 scale with highest rating being a 5. Both the numerical ratings and the comments indicated the students are very satisfied with Professor Lopez and the Legal Studies courses she teaches.

Course	Instructor rating	Course rating
Spring 2011		
LLAW 253	4.38	4.38
Fall 2010		
LLAW 280	4.0	4.0
Spring 2010		
LLAW 253	4.29	3.93
Fall 2009		
LLAW 280	4.67	4.42
Spring 2009		
LLAW 253	4.2	3.5
Fall 2008		
LLAW 280	4.2	4.3
Spring 2008		
LLAW 253	4.7	4.5
Fall 2007		
LLAW 280	3.9	3.9

Student Assessment of Instruction – Comments Summary – LLAW 253-001 S10
Gayle S. Lopez

What did you like about this course?

“The teacher was fun & informative.”

“Everything.”

“Once a week is awesome.”

“Grading rubrics clearly state what is expected from every assignment.”

“Interesting, hard, made me have a good idea of what is to come in the future.”

“We draft things we are expected to be able to do after college.”

“Assignments were very helpful in making connections with real life situations.”

What changes would you recommend?

“None.”

“More than one day a week.”

“Some assignments could have used a little more instruction/guidance on requirements.”

“I still do not understand the memo. I thought I got it after meeting with you but still did poorly.”

“More communication w/ the students outside of class.”

“Directions must be more clear!”

**Student Assessment of Instruction – Comments Summary – LLAW 280-001 F09
Gayle S. Lopez**

What did you like about this course?

“The teacher was great, information was explained, and help was available.”

“This was one of the hardest courses I’ve taken at FSU, but it is definitely THE most rewarding and productive classes.”

“The whole civil litigation process.”

“Clear instructions and course outline.”

“Hands on course.”

“The enthusiasm of the instructor.”

What changes would you recommend?

“None! Great class.”

“None.”

“Nothing.”

“Criticism too harsh.”

“Get on Ferris connect.”

“There are WAY too many handouts.”

Student Assessment of Instruction – Comments Summary – LLAW 253-001 S09
Gayle S. Lopez

What did you like about this course?

“The structure: always knew exactly what’s expected from you and when.”

“That it was only once a week and helped refresh my research memory.”

“Class was relaxed. Got assignments & time to work on them.”

What changes would you recommend?

“Should be an online course most material could be covered online.”

“Make it an online course.”

**Student Assessment of Instruction – Comments Summary – LLAW 280-001 F08
Gayle S. Lopez**

What did you like about this course?

“Mrs. Lopez is a good and intelligent professor. I like her teaching style.”

“She knows what she is talking about and has good lessons & examples; writes on board rather than reading from powerpoint.”

“The teacher was interested and knowledgeable about subject.”

“Although assignments can be stressful, they were very helpful to understand the course.”

“That we could make connections with the material and real life situations and have the ability to see how the processes actually work.”

“Well outlined and clearly communicated.”

“Expectations/directions were very clear, which I appreciate.”

What changes would you recommend?

“N/A. Good Course.”

“None.”

“More homework & point possibilities.”

“More feedback on graded assignments.”

“Allow students to redo assignments to better understand them.”

“Perhaps she could go over the assignments more.”

**Student Assessment of Instruction – Comments Summary – LLAW 253-001 W08
Gayle S. Lopez.**

What did you like about this course?

“I love this professor.”

“Only meeting once a week.”

“I liked the content, teacher and people in the class.”

“I liked the way everything was explained.”

“The professor and assignments.”

“Nothing.”

“Clearly spelled out grading criteria.”

“Assignments were related to the real world.”

What changes would you recommend?

“None.” – 5

“Eliminating it.”

**Student Assessment of Instruction – Comments Summary – LLAW 280-001 F07
Gayle S. Lopez**

What did you like about this course?

“I loved all of it. This professor is my favorite.”

“It interests me.”

“The examples (real life) that I can use in the workplace as references.”

“The assignments helped me understand the lectures.”

“Not much.”

“The course material.”

“This course prepares us for what we will be doing in our jobs in the future.”

“The practical examples given. The process of civil litigation through the assignment.”

“The assignments put us in a really good position to learn the material and for real life situations.”

“Interesting, learned a lot.”

“I liked how the material we learned and homework related to what we are going to be doing in life.”

“This interests me and what I hope to be doing after I graduate.”

“Interesting stories and real life situations applied to the materials.”

“I enjoyed JD Lopez’s real life cases and examples, she must have been one hell of an attorney to oppose. I loved that she spoke in colorful language which helped my vocabulary. Lopez doesn’t “dumb it down” for you and that is awesome. She lets you know if you are a moron.”

“Nothing.”

What changes would you recommend?

“Nothing.” - 2

“More interactivity in the learning process.”

“Make it 2 semesters to be able to be more in depth.”

“More explanation of requirements, less reading of the court rules book. Please stop putting me to sleep!!!”

“Split up the 2 hr lab.”

“Explaining the assignments to a greater extent.”

“When the examples are given, give examples that pertain to the assignments so we understand the type of questions to be asked or the references that should be made.”

“More help on the projects, often had no idea what I was doing.”

“The 2 hour lab I think is pointless.”

“Break up the big assignments a little more.”

“Better clarification on what is expected on assignments; return previous assignment prior to collecting new ones when they build off of one another – clearer review for tests not just the weeks worth of lectures in 30 minutes.”

“Assignments returned more quicker, allow for group work.”

“Requirements for assignments are not clearly conveyed and it feels like being tossed in an ocean.”

“Talk to us like we’re students, not like we’re attorneys! We’re trying to learn material.”

**Student Assessment of Instruction – Comments Summary – LLAW 253-001 W07
Gayle S. Lopez**

What did you like about this course?

“Classes are fun, short and helpful. The professor is funny and is very smart. She cares about helping us succeed.”

“The research.”

“Doing projects that will need to be done on the job.”

“Gayle is great!! She is an excellent professor.”

“It was a good review and well taught.”

“Instructions were clearly communicated and help was always available.”

“Prof!”

“It was laid back – not very much pressure.”

What changes would you recommend?

“Nothing.” - 4

“More examples.”

“None!! She really helped me learn!!”

“None, excellent course.”

Student Assessment of Instruction – Comments Summary – LLAW 253-001 W06
Gayle S. Lopez

What did you like about this course?

“Projects really helped relate to the field.”

“I like that it was self motivated.”

“I enjoyed this course more than I had expected. Really enjoyed the memorandum on a subject of our choice, made the assignment much more enjoyable to complete.”

“Laid back and able to do things at my own pace.”

“I liked how she let us be independent!”

“I Love Gayle.”

“How it was very relaxed and got to do everything on your own.”

“What we learned was valuable and can be used in the future and the real world.”

“Teaching styles in general.”

What changes would you recommend?

“None.” - 6

“Some clearer examples and instructions on assignments.”

“Maybe clearer cut expectations for format of assignments.”

“Took a lot of effort to complete the motion at the end only due to end of semester burnout!”

**Student Assessment of Instruction – Comments Summary – LLAW 280-001 F06
Gayle S. Lopez**

What did you like about this course?

“Connections to real life situations.”

“The instructor was always concise in her teaching, and was able to explain the questions that were presented to her.”

“I liked that I was able to use the information gained in real life situations.”

“Everything.”

“This course was very well taught and organized. I feel I have learned a great deal throughout this course.”

“Professor Lopez really helped make connections with the content and real life situations!”

“The lectures covered the material relevant to the class so it was really easy to learn.”

“I liked almost everything about the course; right down to the teacher.”

“Trip to courthouse and real like examples.”

“Assignments were helpful to learning the material.”

“The handouts were very helpful for the assignments and general understanding of the course. Lopez is available for extra help.”

“Learned a lot of interesting information so it was easy to pay attention and learn.”

“The stories about old cases and relating the open discussions to current events.”

“The teachers ability to get her points across.”

“Interesting, real hands on.”

What changes would you recommend?

“None.” – 5

“None; this course was my favorite so far. I liked it all.”

“I would not have a 2 hour block, its just too long.”

“For homework stick with one case with everything.”

“I would suggest more voice fluctuations in order to state a change in point during lecture. Even though you may verbalize it, sometimes its not enough. Cues are needed.”

“I would’ve liked more practical. This is what we’ll be doing – impossible to do, though.”

“The way things were graded I felt was a bit harsh. Also the way some of the test questions were presented was difficult to understand.”

“I wouldn’t have a 2 hour class day, instead make the class 4 days a week.

“More examples for assignments – many were not clear. Change class time to 50 min. 4 times a week – 2 hr class is overkill and its tough to stay awake for 2nd half.”

“More research on Westlaw to serve as a way to keep the students abilities in the area of research at higher levels.”

SAI – STUDENT ASSESSMENT OF INSTRUCTION

Following are Professor Kane's evaluations by students in LLAW 160 and LLAW 161, Law in the United States I and II. Students evaluate the course and instructor using a 1 to 5 scale with highest rating being a 5. . Both the numerical ratings and the comments indicated the students are very satisfied with the courses.

Course	Instructor rating	Course rating	Grand Average
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Winter 2009

LLAW 161	4.9	4.8	4.7
LLAW 161	4.5	4.7	4.5

Fall 2008

LLAW 160	4.5	4.5	4.4
LLAW 160	4.6	4.8	4.5

Winter 2008

LLAW 161	3.9	4.0	4.1
LLAW 161	5.0	4.8	4.8

Fall 2007

LLAW 160	5.0	4.6	4.6
LLAW 160	4.0	3.9	4.2

KANE...2011-05-12...2011 SPRING...LLAW 161 212...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.43

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	14.29	14.29	14.29	14.29	
Agree	4.00	2	28.57	42.86	28.57	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	14.29	14.29	14.29	14.29	
Agree	4.00	1	14.29	28.57	14.29	28.57	
Strongly Agree	5.00	5	71.43	100.00	71.43	100.00	
Total Valid		7	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 5.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	0	0.00	0.00	0.00	0.00	
Strongly Agree	5.00	7	100.00	100.00	100.00	100.00	
Total Valid		7	100.00		100.00		

Q4 The course was well organized

Mean: 4.43

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	57.14	57.14	57.14	57.14	
Strongly Agree	5.00	3	42.86	100.00	42.86	100.00	
Total Valid		7	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.71

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	28.57	28.57	28.57	28.57	
Strongly Agree	5.00	5	71.43	100.00	71.43	100.00	
Total Valid		7	100.00		100.00		

Q6 The instructor generally followed the stated course outline Mean: 4.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	42.86	42.86	42.86	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner Mean: 3.86

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	14.29	14.29	14.29	14.29	
Neutral	3.00	1	14.29	28.57	14.29	28.57	
Agree	4.00	3	42.86	71.43	42.86	71.43	
Strongly Agree	5.00	2	28.57	100.00	28.57	100.00	
Total Valid		7	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course Mean: 4.71

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	28.57	28.57	28.57	28.57	
Strongly Agree	5.00	5	71.43	100.00	71.43	100.00	
Total Valid		7	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.43

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	57.14	57.14	57.14	57.14	
Strongly Agree	5.00	3	42.86	100.00	42.86	100.00	
Total Valid		7	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.86

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	14.29	14.29	14.29	14.29	
Strongly Agree	5.00	6	85.71	100.00	85.71	100.00	
Total Valid		7	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 4.71

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	28.57	28.57	28.57	28.57	
Strongly Agree	5.00	5	71.43	100.00	71.43	100.00	
Total Valid		7	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 4.43

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	14.29	14.29	14.29	14.29	
Agree	4.00	2	28.57	42.86	28.57	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.43

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	14.29	14.29	14.29	14.29	
Agree	4.00	2	28.57	42.86	28.57	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.29

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	28.57	28.57	28.57	28.57	
Agree	4.00	1	14.29	42.86	14.29	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 4.29

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	14.29	14.29	14.29	14.29	
Neutral	3.00	0	0.00	14.29	0.00	14.29	
Agree	4.00	2	28.57	42.86	28.57	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.14

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	28.57	28.57	28.57	28.57	
Agree	4.00	2	28.57	57.14	28.57	57.14	
Strongly Agree	5.00	3	42.86	100.00	42.86	100.00	
Total Valid		7	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.43

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	57.14	57.14	57.14	57.14	
Strongly Agree	5.00	3	42.86	100.00	42.86	100.00	
Total Valid		7	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 4.14

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	14.29	14.29	14.29	14.29	
Neutral	3.00	0	0.00	14.29	0.00	14.29	
Agree	4.00	3	42.86	57.14	42.86	57.14	
Strongly Agree	5.00	3	42.86	100.00	42.86	100.00	
Total Valid		7	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 4.29

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	14.29	14.29	14.29	14.29	
Disagree	2.00	0	0.00	14.29	0.00	14.29	
Neutral	3.00	0	0.00	14.29	0.00	14.29	
Agree	4.00	1	14.29	28.57	14.29	28.57	
Strongly Agree	5.00	5	71.43	100.00	71.43	100.00	
Total Valid		7	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 3.86

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	28.57	28.57	28.57	28.57	
Agree	4.00	4	57.14	85.71	57.14	85.71	
Strongly Agree	5.00	1	14.29	100.00	14.29	100.00	
Total Valid		7	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 4.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	42.86	42.86	42.86	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.14

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	14.29	14.29	14.29	14.29	
Neutral	3.00	1	14.29	28.57	14.29	28.57	
Agree	4.00	1	14.29	42.86	14.29	42.86	
Strongly Agree	5.00	4	57.14	100.00	57.14	100.00	
Total Valid		7	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.29

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	14.29	14.29	14.29	14.29	
Disagree	2.00	0	0.00	14.29	0.00	14.29	
Neutral	3.00	0	0.00	14.29	0.00	14.29	
Agree	4.00	1	14.29	28.57	14.29	28.57	
Strongly Agree	5.00	5	71.43	100.00	71.43	100.00	
Total Valid		7	100.00		100.00		

Q24 I was required to take this course

Mean: 1.43

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	4	57.14	57.14	57.14	57.14	
No	2.00	3	42.86	100.00	42.86	100.00	
Total Valid		7	100.00		100.00		

KANE...2011-05-12...2011 SPRING...LLAW 161 211...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.73

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	27.27	27.27	27.27	27.27	
Strongly Agree	5.00	8	72.73	100.00	72.73	100.00	
Total Valid		11	100.00			100.00	

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.73

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	27.27	27.27	27.27	27.27	
Strongly Agree	5.00	8	72.73	100.00	72.73	100.00	
Total Valid		11	100.00			100.00	

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 5.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	0	0.00	0.00	0.00	0.00	
Strongly Agree	5.00	11	100.00	100.00	100.00	100.00	
Total Valid		11	100.00			100.00	

Q4 The course was well organized

Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00			100.00	

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00		100.00		

Q6 The instructor generally followed the stated course outline Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	36.36	36.36	36.36	36.36	
Strongly Agree	5.00	7	63.64	100.00	63.64	100.00	
Total Valid		11	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner Mean: 4.91

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	9.09	9.09	9.09	9.09	
Strongly Agree	5.00	10	90.91	100.00	90.91	100.00	
Total Valid		11	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 4.91

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	9.09	9.09	9.09	9.09	
Strongly Agree	5.00	10	90.91	100.00	90.91	100.00	
Total Valid		11	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 4.91

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	9.09	9.09	9.09	9.09	
Strongly Agree	5.00	10	90.91	100.00	90.91	100.00	
Total Valid		11	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.91

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	9.09	9.09	9.09	9.09	
Strongly Agree	5.00	10	90.91	100.00	90.91	100.00	
Total Valid		11	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.64

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	36.36	36.36	36.36	36.36	
Strongly Agree	5.00	7	63.64	100.00	63.64	100.00	
Total Valid		11	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.91

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	9.09	9.09	9.09	9.09	
Strongly Agree	5.00	10	90.91	100.00	90.91	100.00	
Total Valid		11	100.00			100.00	

Q18 The instructor was receptive to the expression of student views

Mean: 4.82

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	18.18	18.18	18.18	18.18	
Strongly Agree	5.00	9	81.82	100.00	81.82	100.00	
Total Valid		11	100.00			100.00	

Q19 The instructor stimulated my interest in the subject

Mean: 4.91

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	9.09	9.09	9.09	9.09	
Strongly Agree	5.00	10	90.91	100.00	90.91	100.00	
Total Valid		11	100.00			100.00	

Q20 The subject matter in this course is difficult

Mean: 4.27

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	18.18	18.18	18.18	18.18	
Agree	4.00	4	36.36	54.55	36.36	54.55	
Strongly Agree	5.00	5	45.45	100.00	45.45	100.00	
Total Valid		11	100.00			100.00	

Q21 I was interested in the subject matter before I took this course

Mean: 4.73

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	27.27	27.27	27.27	27.27	
Strongly Agree	5.00	8	72.73	100.00	72.73	100.00	
Total Valid		11	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.73

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	27.27	27.27	27.27	27.27	
Strongly Agree	5.00	8	72.73	100.00	72.73	100.00	
Total Valid		11	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.91

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	9.09	9.09	9.09	9.09	
Strongly Agree	5.00	10	90.91	100.00	90.91	100.00	
Total Valid		11	100.00		100.00		

Q24 I was required to take this course

Mean: 1.22

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	7	63.64	63.64	77.78	77.78	
No	2.00	2	18.18	81.82	22.22	100.00	
Total Valid		9	81.82		100.00		
Missing		2	18.18				
Total		11	100.00				

KANE...2011-01-06...10F...LLAW 160 001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 5.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	0	0.00	0.00	0.00	0.00	
Strongly Agree	5.00	6	100.00	100.00	100.00	100.00	
Total Valid		6	100.00		100.00		

Q4 The course was well organized

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	4	66.67	100.00	66.67	100.00	
Total Valid		6	100.00		100.00		

Q6 The instructor generally followed the stated course outline Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	3	50.00	100.00	50.00	100.00	
Total Valid		6	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	4	66.67	100.00	66.67	100.00	
Total Valid		6	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	4	66.67	100.00	66.67	100.00	
Total Valid		6	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	4	66.67	100.00	66.67	100.00	
Total Valid		6	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	16.67	16.67	16.67	16.67	
Agree	4.00	1	16.67	33.33	16.67	33.33	
Strongly Agree	5.00	4	66.67	100.00	66.67	100.00	
Total Valid		6	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	33.33	33.33	33.33	33.33	
Agree	4.00	2	33.33	66.67	33.33	66.67	
Strongly Agree	5.00	2	33.33	100.00	33.33	100.00	
Total Valid		6	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	4	66.67	100.00	66.67	100.00	
Total Valid		6	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.83

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	16.67	16.67	16.67	16.67	
Strongly Agree	5.00	5	83.33	100.00	83.33	100.00	
Total Valid		6	100.00		100.00		

Q24 I was required to take this course

Mean: 1.40

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	3	50.00	50.00	60.00	60.00	
No	2.00	2	33.33	83.33	40.00	100.00	
Total Valid		5	83.33		100.00		
Missing		1	16.67				
Total		6	100.00				

KANE...2011-01-06...10F...LLAW 160 002...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	6	50.00	100.00	50.00	100.00	
Total Valid		12	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 4.75

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	25.00	25.00	25.00	25.00	
Strongly Agree	5.00	9	75.00	100.00	75.00	100.00	
Total Valid		12	100.00		100.00		

Q4 The course was well organized

Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00		100.00		

Q6 The instructor generally followed the stated course outline Mean: 4.33

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	6	50.00	58.33	50.00	58.33	
Strongly Agree	5.00	5	41.67	100.00	41.67	100.00	
Total Valid		12	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner Mean: 4.25

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	7	58.33	66.67	58.33	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	8	66.67	100.00	66.67	100.00	
Total Valid		12	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.75

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	25.00	25.00	25.00	25.00	
Strongly Agree	5.00	9	75.00	100.00	75.00	100.00	
Total Valid		12	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 4.55

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	45.45	45.45	
Strongly Agree	5.00	6	50.00	91.67	54.55	100.00	
Total Valid		11	91.67		100.00		
Missing		1	8.33				
Total		12	100.00				

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.55

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	45.45	45.45	
Strongly Agree	5.00	6	50.00	91.67	54.55	100.00	
Total Valid		11	91.67			100.00	
Missing		1	8.33				
Total		12	100.00				

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.36

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	9.09	9.09	
Agree	4.00	5	41.67	50.00	45.45	54.55	
Strongly Agree	5.00	5	41.67	91.67	45.45	100.00	
Total Valid		11	91.67			100.00	
Missing		1	8.33				
Total		12	100.00				

Q15 The instructor displayed an interest in students and their learning

Mean: 4.45

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	50.00	50.00	54.55	54.55	
Strongly Agree	5.00	5	41.67	91.67	45.45	100.00	
Total Valid		11	91.67			100.00	
Missing		1	8.33				
Total		12	100.00				

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.08

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	25.00	25.00	25.00	25.00	
Agree	4.00	5	41.67	66.67	41.67	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00			100.00	

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	5	41.67	50.00	41.67	50.00	
Strongly Agree	5.00	6	50.00	100.00	50.00	100.00	
Total Valid		12	100.00			100.00	

Q18 The instructor was receptive to the expression of student views

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	6	50.00	100.00	50.00	100.00	
Total Valid		12	100.00			100.00	

Q19 The instructor stimulated my interest in the subject

Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	8	66.67	100.00	66.67	100.00	
Total Valid		12	100.00			100.00	

Q20 The subject matter in this course is difficult

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	16.67	16.67	16.67	16.67	
Agree	4.00	8	66.67	83.33	66.67	83.33	
Strongly Agree	5.00	2	16.67	100.00	16.67	100.00	
Total Valid		12	100.00			100.00	

Q21 I was interested in the subject matter before I took this course

Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	5	41.67	50.00	41.67	50.00	
Strongly Agree	5.00	6	50.00	100.00	50.00	100.00	
Total Valid		12	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.25

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	7	58.33	66.67	58.33	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.33

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	8.33	8.33	8.33	8.33	
Neutral	3.00	0	0.00	8.33	0.00	8.33	
Agree	4.00	5	41.67	50.00	41.67	50.00	
Strongly Agree	5.00	6	50.00	100.00	50.00	100.00	
Total Valid		12	100.00		100.00		

Q24 I was required to take this course

Mean: 1.40

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	6	50.00	50.00	60.00	60.00	
No	2.00	4	33.33	83.33	40.00	100.00	
Total Valid		10	83.33		100.00		
Missing		2	16.67				
Total		12	100.00				

Ferris State University

Student Assessment of Instruction Report

Semester: 2009 Winter Course: LLAW161 Section: 212 Record Count: 10 Report date: 5/14/2009
 Instructor's Name: KANE, J

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.5	5	50	5	50	0	0	0	0	0	0	0
2 Course activity helped me learn material	4.5	5	50	5	50	0	0	0	0	0	0	0
3 Graded projects returned in reasonable time	4.5	5	50	5	50	0	0	0	0	0	0	0
4 Course was well organized	4.5	5	50	5	50	0	0	0	0	0	0	0
5 Connections made to real situations	4.6	6	60	4	40	0	0	0	0	0	0	0
6 Instructor followed course outline	4.5	5	50	5	50	0	0	0	0	0	0	0
7 Material presented in clear manner	4.6	6	60	4	40	0	0	0	0	0	0	0
8 Graded materials covered major points	4.6	6	60	4	40	0	0	0	0	0	0	0
9 Helpful examples to explain application	4.5	6	60	3	30	1	10	0	0	0	0	0
10 Instructor genuinely interested	4.6	6	60	4	40	0	0	0	0	0	0	0
11 Instructor was well prepared	4.5	5	50	5	50	0	0	0	0	0	0	0
12 I was able to get help if needed	4.4	5	50	4	40	1	10	0	0	0	0	0
13 Instructor put effort in teaching	4.6	6	60	4	40	0	0	0	0	0	0	0
14 Instructor available outside of class	4.3	5	50	4	40	0	0	1	10	0	0	0
15 Instructor interested in student learning	4.5	6	60	3	30	1	10	0	0	0	0	0
16 I had to work to complete requirements	4.3	5	50	3	30	2	20	0	0	0	0	0
17 Instructor enthusiastic about subject	4.4	5	50	4	40	1	10	0	0	0	0	0
18 Instructor receptive to student views	4.5	5	50	5	50	0	0	0	0	0	0	0
19 Instructor stimulated my interest	4.7	6	67	3	33	0	0	0	0	0	0	1
20 Subject matter in course is difficult	3.8	4	40	2	20	2	20	2	20	0	0	0
21 I was interested in subject before	4.5	5	50	5	50	0	0	0	0	0	0	0
22 I rate this as an excellent course	4.7	7	70	3	30	0	0	0	0	0	0	0
23 I rate this instructor as excellent	4.5	7	70	2	20	0	0	1	10	0	0	0
24 I was required to take this course		0	0	0	0	0	0	1	12	7	87	2
25	0.0	0	0	0	0	0	0	0	0	0	0	10
26	0.0	0	0	0	0	0	0	0	0	0	0	10
27	0.0	0	0	0	0	0	0	0	0	0	0	10
28	0.0	0	0	0	0	0	0	0	0	0	0	10
29	0.0	0	0	0	0	0	0	0	0	0	0	10

Grand Average (Items 1-23): 4.5

Ferris State University

Student Assessment of Instruction Report

Semester: Not Identified Course: LLAW161 Section: 211 Record Count: 10 Report date: 5/14/2009
 Instructor's Name: KANE, J

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.8	8	80	2	20	0	0	0	0	0	0	0
2 Course activity helped me learn material	4.8	8	80	2	20	0	0	0	0	0	0	0
3 Graded projects returned in reasonable time	4.9	8	89	1	11	0	0	0	0	0	0	1
4 Course was well organized	4.8	9	90	0	0	1	10	0	0	0	0	0
5 Connections made to real situations	4.8	8	80	2	20	0	0	0	0	0	0	0
6 Instructor followed course outline	4.8	8	80	2	20	0	0	0	0	0	0	0
7 Material presented in clear manner	4.5	6	60	3	30	1	10	0	0	0	0	0
8 Graded materials covered major points	4.8	8	80	2	20	0	0	0	0	0	0	0
9 Helpful examples to explain application	4.7	7	70	3	30	0	0	0	0	0	0	0
10 Instructor genuinely interested	4.9	9	90	1	10	0	0	0	0	0	0	0
11 Instructor was well prepared	4.8	8	80	2	20	0	0	0	0	0	0	0
12 I was able to get help if needed	4.8	8	89	0	0	1	11	0	0	0	0	1
13 Instructor put effort in teaching	4.9	9	90	1	10	0	0	0	0	0	0	0
14 Instructor available outside of class	4.8	8	80	2	20	0	0	0	0	0	0	0
15 Instructor interested in student learning	4.8	9	90	0	0	1	10	0	0	0	0	0
16 I had to work to complete requirements	4.1	4	40	3	30	3	30	0	0	0	0	0
17 Instructor enthusiastic about subject	5.0	9	100	0	0	0	0	0	0	0	0	1
18 Instructor receptive to student views	4.7	8	80	1	10	1	10	0	0	0	0	0
19 Instructor stimulated my interest	4.7	7	70	3	30	0	0	0	0	0	0	0
20 Subject matter in course is difficult	4.1	3	30	5	50	2	20	0	0	0	0	0
21 I was interested in subject before	4.9	8	89	1	11	0	0	0	0	0	0	1
22 I rate this as an excellent course	4.8	8	80	2	20	0	0	0	0	0	0	0
23 I rate this instructor as excellent	4.9	9	90	1	10	0	0	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	10	100	0
25	0.0	0	0	0	0	0	0	0	0	0	0	10
26	0.0	0	0	0	0	0	0	0	0	0	0	10
27	0.0	0	0	0	0	0	0	0	0	0	0	10
28	0.0	0	0	0	0	0	0	0	0	0	0	10
29	0.0	0	0	0	0	0	0	0	0	0	0	10

Grand Average (Items 1-23): 4.7

SAI – STUDENT ASSESSMENT OF INSTRUCTION

Following are Professor Kane's evaluations by students in LLAW 160 and LLAW 161, Law in the United States I and II. Students evaluate the course and instructor using a 1 to 5 scale with highest rating being a 5. . Both the numerical ratings and the comments indicated the students are very satisfied with the courses.

Course	Instructor rating	Course rating	Grand Average
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Winter 2009

LLAW 161	4.9	4.8	4.7
LLAW 161	4.5	4.7	4.5

Fall 2008

LLAW 160	4.5	4.5	4.4
LLAW 160	4.6	4.8	4.5

Winter 2008

LLAW 161	3.9	4.0	4.1
LLAW 161	5.0	4.8	4.8

Fall 2007

LLAW 160	5.0	4.6	4.6
LLAW 160	4.0	3.9	4.2

SAI – STUDENT ASSESSMENT OF INSTRUCTION

Following are Professor Lopez's evaluations by students in LLAW 280 – Civil Litigation and LLAW 253 – Advanced Legal Research and Writing. Students evaluate the course and instructor using a 1 to 5 scale with highest rating being a 5. Both the numerical ratings and the comments indicated the students are very satisfied with Professor Lopez and the Legal Studies courses she teaches.

Course	Instructor rating	Course rating	Grand Average
Spring 2009			
LLAW 253	4.2	3.5	4.1
Fall 2008			
LLAW 280	4.2	4.3	4.3
Spring 2008			
LLAW 253	4.7	4.5	4.5
Fall 2007			
LLAW 280	3.9	3.9	4.1

LOPEZ...2011-05-12...2011 SPRING...LLAW 253 001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.25

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	12.50	12.50	12.50	12.50	
Neutral	3.00	0	0.00	12.50	0.00	12.50	
Agree	4.00	3	37.50	50.00	37.50	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q4 The course was well organized

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.63

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	37.50	37.50	37.50	37.50	
Strongly Agree	5.00	5	62.50	100.00	62.50	100.00	
Total Valid		8	100.00		100.00		

Q6 The instructor generally followed the stated course outline Mean: 4.63

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	37.50	37.50	37.50	37.50	
Strongly Agree	5.00	5	62.50	100.00	62.50	100.00	
Total Valid		8	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner Mean: 4.38

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	12.50	12.50	12.50	12.50	
Agree	4.00	3	37.50	50.00	37.50	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	12.50	12.50	12.50	12.50	
Agree	4.00	2	25.00	37.50	25.00	37.50	
Strongly Agree	5.00	5	62.50	100.00	62.50	100.00	
Total Valid		8	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.57

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	37.50	37.50	42.86	42.86	
Strongly Agree	5.00	4	50.00	87.50	57.14	100.00	
Total Valid		7	87.50			100.00	
Missing		1	12.50				
Total		8	100.00				

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	12.50	12.50	12.50	12.50	
Agree	4.00	2	25.00	37.50	25.00	37.50	
Strongly Agree	5.00	5	62.50	100.00	62.50	100.00	
Total Valid		8	100.00			100.00	

Q11 The instructor was well prepared for classes Mean: 4.38

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	12.50	12.50	12.50	12.50	
Agree	4.00	3	37.50	50.00	37.50	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00			100.00	

Q12 I was able to get help in this course if I needed it Mean: 4.25

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	25.00	25.00	25.00	25.00	
Agree	4.00	2	25.00	50.00	25.00	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00			100.00	

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 4.63

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	37.50	37.50	37.50	37.50	
Strongly Agree	5.00	5	62.50	100.00	62.50	100.00	
Total Valid		8	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	25.00	25.00	25.00	25.00	
Agree	4.00	4	50.00	75.00	50.00	75.00	
Strongly Agree	5.00	2	25.00	100.00	25.00	100.00	
Total Valid		8	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 4.38

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	12.50	12.50	12.50	12.50	
Agree	4.00	3	37.50	50.00	37.50	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 4.13

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	25.00	25.00	25.00	25.00	
Agree	4.00	3	37.50	62.50	37.50	62.50	
Strongly Agree	5.00	3	37.50	100.00	37.50	100.00	
Total Valid		8	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 3.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	12.50	12.50	12.50	12.50	
Disagree	2.00	0	0.00	12.50	0.00	12.50	
Neutral	3.00	3	37.50	50.00	37.50	50.00	
Agree	4.00	2	25.00	75.00	25.00	75.00	
Strongly Agree	5.00	2	25.00	100.00	25.00	100.00	
Total Valid		8	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 4.63

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	37.50	37.50	37.50	37.50	
Strongly Agree	5.00	5	62.50	100.00	62.50	100.00	
Total Valid		8	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.38

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	12.50	12.50	12.50	12.50	
Agree	4.00	3	37.50	50.00	37.50	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.38

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	12.50	12.50	12.50	12.50	
Agree	4.00	3	37.50	50.00	37.50	50.00	
Strongly Agree	5.00	4	50.00	100.00	50.00	100.00	
Total Valid		8	100.00		100.00		

Q24 I was required to take this course

Mean: 1.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	7	87.50	87.50	100.00	100.00	
No	2.00	0	0.00	87.50	0.00	100.00	
Total Valid		7	87.50		100.00		
Missing		1	12.50				
Total		8	100.00				

LOPEZ...2011-01-06...10F...LLAW 280 001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.40

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	10.00	10.00	10.00	10.00	
Agree	4.00	4	40.00	50.00	40.00	50.00	
Strongly Agree	5.00	5	50.00	100.00	50.00	100.00	
Total Valid		10	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	10.00	10.00	11.11	11.11	
Agree	4.00	2	20.00	30.00	22.22	33.33	
Strongly Agree	5.00	6	60.00	90.00	66.67	100.00	
Total Valid		9	90.00		100.00		
Missing		1	10.00				
Total		10	100.00				

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 4.30

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	10.00	10.00	10.00	10.00	
Agree	4.00	5	50.00	60.00	50.00	60.00	
Strongly Agree	5.00	4	40.00	100.00	40.00	100.00	
Total Valid		10	100.00		100.00		

Q4 The course was well organized

Mean: 4.60

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	40.00	40.00	40.00	40.00	
Strongly Agree	5.00	6	60.00	100.00	60.00	100.00	
Total Valid		10	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.60

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	40.00	40.00	40.00	40.00	
Strongly Agree	5.00	6	60.00	100.00	60.00	100.00	
Total Valid		10	100.00			100.00	

Q6 The instructor generally followed the stated course outline Mean: 4.30

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	10.00	10.00	10.00	10.00	
Agree	4.00	5	50.00	60.00	50.00	60.00	
Strongly Agree	5.00	4	40.00	100.00	40.00	100.00	
Total Valid		10	100.00			100.00	

Q7 The instructor presented material in a clear and understandable manner Mean: 4.40

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	60.00	60.00	60.00	60.00	
Strongly Agree	5.00	4	40.00	100.00	40.00	100.00	
Total Valid		10	100.00			100.00	

Q8 Graded materials and activities covered the major points of the course Mean: 4.30

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	10.00	10.00	10.00	10.00	
Neutral	3.00	0	0.00	10.00	0.00	10.00	
Agree	4.00	4	40.00	50.00	40.00	50.00	
Strongly Agree	5.00	5	50.00	100.00	50.00	100.00	
Total Valid		10	100.00			100.00	

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.20

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	10.00	10.00	10.00	10.00	
Neutral	3.00	0	0.00	10.00	0.00	10.00	
Agree	4.00	5	50.00	60.00	50.00	60.00	
Strongly Agree	5.00	4	40.00	100.00	40.00	100.00	
Total Valid		10	100.00			100.00	

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.70

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	30.00	30.00	30.00	30.00	
Strongly Agree	5.00	7	70.00	100.00	70.00	100.00	
Total Valid		10	100.00			100.00	

Q11 The instructor was well prepared for classes Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	5	50.00	100.00	50.00	100.00	
Total Valid		10	100.00			100.00	

Q12 I was able to get help in this course if I needed it Mean: 3.80

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	5	50.00	50.00	50.00	50.00	
Agree	4.00	2	20.00	70.00	20.00	70.00	
Strongly Agree	5.00	3	30.00	100.00	30.00	100.00	
Total Valid		10	100.00			100.00	

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	50.00	50.00	50.00	50.00	
Strongly Agree	5.00	5	50.00	100.00	50.00	100.00	
Total Valid		10	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.30

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	10.00	10.00	10.00	10.00	
Agree	4.00	5	50.00	60.00	50.00	60.00	
Strongly Agree	5.00	4	40.00	100.00	40.00	100.00	
Total Valid		10	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 4.20

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	10.00	10.00	10.00	10.00	
Agree	4.00	6	60.00	70.00	60.00	70.00	
Strongly Agree	5.00	3	30.00	100.00	30.00	100.00	
Total Valid		10	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.60

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	40.00	40.00	40.00	40.00	
Strongly Agree	5.00	6	60.00	100.00	60.00	100.00	
Total Valid		10	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.40

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	10.00	10.00	10.00	10.00	
Agree	4.00	4	40.00	50.00	40.00	50.00	
Strongly Agree	5.00	5	50.00	100.00	50.00	100.00	
Total Valid		10	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 4.20

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	10.00	10.00	10.00	10.00	
Disagree	2.00	0	0.00	10.00	0.00	10.00	
Neutral	3.00	1	10.00	20.00	10.00	20.00	
Agree	4.00	2	20.00	40.00	20.00	40.00	
Strongly Agree	5.00	6	60.00	100.00	60.00	100.00	
Total Valid		10	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	10.00	10.00	10.00	10.00	
Disagree	2.00	0	0.00	10.00	0.00	10.00	
Neutral	3.00	1	10.00	20.00	10.00	20.00	
Agree	4.00	4	40.00	60.00	40.00	60.00	
Strongly Agree	5.00	4	40.00	100.00	40.00	100.00	
Total Valid		10	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 3.90

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	10.00	10.00	10.00	10.00	
Disagree	2.00	1	10.00	20.00	10.00	20.00	
Neutral	3.00	1	10.00	30.00	10.00	30.00	
Agree	4.00	2	20.00	50.00	20.00	50.00	
Strongly Agree	5.00	5	50.00	100.00	50.00	100.00	
Total Valid		10	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 4.30

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	10.00	10.00	10.00	10.00	
Neutral	3.00	0	0.00	10.00	0.00	10.00	
Agree	4.00	4	40.00	50.00	40.00	50.00	
Strongly Agree	5.00	5	50.00	100.00	50.00	100.00	
Total Valid		10	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	10.00	10.00	10.00	10.00	
Disagree	2.00	0	0.00	10.00	0.00	10.00	
Neutral	3.00	0	0.00	10.00	0.00	10.00	
Agree	4.00	6	60.00	70.00	60.00	70.00	
Strongly Agree	5.00	3	30.00	100.00	30.00	100.00	
Total Valid		10	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	10.00	10.00	10.00	10.00	
Disagree	2.00	0	0.00	10.00	0.00	10.00	
Neutral	3.00	1	10.00	20.00	10.00	20.00	
Agree	4.00	4	40.00	60.00	40.00	60.00	
Strongly Agree	5.00	4	40.00	100.00	40.00	100.00	
Total Valid		10	100.00		100.00		

Q24 I was required to take this course

Mean: 1.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	10	100.00	100.00	100.00	100.00	
No	2.00	0	0.00	100.00	0.00	100.00	
Total Valid		10	100.00		100.00		

DS 9.30

LOPEZ...2010-09-03...10SP...LLAW:253-001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.14

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Val. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	10	71.43	78.57	71.43	78.57	
Strongly Agree	5.00	3	21.43	100.00	21.43	100.00	
Total Valid		14	100.00			100.00	

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.29

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Val. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	1	7.14	14.29	7.14	14.29	
Agree	4.00	5	35.71	50.00	35.71	50.00	
Strongly Agree	5.00	7	50.00	100.00	50.00	100.00	
Total Valid		14	100.00			100.00	

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 4.07

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Val. Percent	Val. Percent	Graph
Strongly Disagree	1.00	1	7.14	7.14	7.14	7.14	
Disagree	2.00	0	0.00	7.14	0.00	7.14	
Neutral	3.00	1	7.14	14.29	7.14	14.29	
Agree	4.00	7	50.00	64.29	50.00	64.29	
Strongly Agree	5.00	5	35.71	100.00	35.71	100.00	
Total Valid		14	100.00			100.00	

Q4 The course was well organized

Mean: 4.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	5	35.71	50.00	35.71	50.00	
Strongly Agree	5.00	7	50.00	100.00	50.00	100.00	
Total Valid		14	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations

Mean: 4.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	1	7.14	14.29	7.14	14.29	
Agree	4.00	4	28.57	42.86	28.57	42.86	
Strongly Agree	5.00	8	57.14	100.00	57.14	100.00	
Total Valid		14	100.00		100.00		

Q6 The instructor generally followed the stated course outline

Mean: 4.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	7	50.00	57.14	50.00	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner

Mean: 4.07

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	0	0.00	7.14	0.00	7.14	
Agree	4.00	10	71.43	78.57	71.43	78.57	
Strongly Agree	5.00	3	21.43	100.00	21.43	100.00	
Total Valid		14	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course

Mean: 4.07

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	21.43	21.43	21.43	21.43	
Agree	4.00	7	50.00	71.43	50.00	71.43	
Strongly Agree	5.00	4	28.57	100.00	28.57	100.00	
Total Valid		14	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials

Mean: 4.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	2	14.29	14.29	14.29	14.29	
Neutral	3.00	1	7.14	21.43	7.14	21.43	
Agree	4.00	6	42.86	64.29	42.86	64.29	
Strongly Agree	5.00	5	35.71	100.00	35.71	100.00	
Total Valid		14	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching

Mean: 4.77

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	21.43	21.43	23.08	23.08	
Strongly Agree	5.00	10	71.43	92.86	76.92	100.00	
Total Valid		13	92.86		100.00		
Missing		1	7.14				
Total		14	100.00				

Q11 The instructor was well prepared for classes

Mean: 4.57

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	42.86	42.86	42.86	42.86	
Strongly Agree	5.00	8	57.14	100.00	57.14	100.00	
Total Valid		14	100.00		100.00		

Q12 I was able to get help in this course if I needed it

Mean: 4.50

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	0	0.00	7.14	0.00	7.14	
Agree	4.00	4	28.57	35.71	28.57	35.71	
Strongly Agree	5.00	9	64.29	100.00	64.29	100.00	
Total Valid		14	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.36

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	5	35.71	50.00	35.71	50.00	
Strongly Agree	5.00	7	50.00	100.00	50.00	100.00	
Total Valid		14	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.21

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	14.29	14.29	14.29	14.29	
Agree	4.00	7	50.00	64.29	50.00	64.29	
Strongly Agree	5.00	5	35.71	100.00	35.71	100.00	
Total Valid		14	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 4.14

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	2	14.29	21.43	14.29	21.43	
Agree	4.00	5	35.71	57.14	35.71	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	1	7.14	7.14	7.14	7.14	
Disagree	2.00	1	7.14	14.29	7.14	14.29	
Neutral	3.00	1	7.14	21.43	7.14	21.43	
Agree	4.00	5	35.71	57.14	35.71	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00			100.00	

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.43

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	8	57.14	57.14	57.14	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00			100.00	

Q18 The instructor was receptive to the expression of student views

Mean: 4.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	1	7.14	7.14	7.14	7.14	
Disagree	2.00	0	0.00	7.14	0.00	7.14	
Neutral	3.00	3	21.43	28.57	21.43	28.57	
Agree	4.00	4	28.57	57.14	28.57	57.14	
Strongly Agree	5.00	6	42.86	100.00	42.86	100.00	
Total Valid		14	100.00			100.00	

Q19 The instructor stimulated my interest in the subject

Mean: 4.21

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	2	14.29	14.29	14.29	14.29	
Neutral	3.00	0	0.00	14.29	0.00	14.29	
Agree	4.00	5	35.71	50.00	35.71	50.00	
Strongly Agree	5.00	7	50.00	100.00	50.00	100.00	
Total Valid		14	100.00			100.00	

Q20 The subject matter in this course is difficult

Mean: 3.93

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	2	14.29	14.29	14.29	14.29	
Neutral	3.00	2	14.29	28.57	14.29	28.57	
Agree	4.00	5	35.71	64.29	35.71	64.29	
Strongly Agree	5.00	5	35.71	100.00	35.71	100.00	
Total Valid		14	100.00			100.00	

Q21 I was interested in the subject matter before I took this course

Mean: 4.64

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Valid Cum. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	7.14	7.14	7.14	7.14	
Agree	4.00	3	21.43	28.57	21.43	28.57	
Strongly Agree	5.00	10	71.43	100.00	71.43	100.00	
Total Valid		14	100.00			100.00	

Q22 Overall, I rate this an an excellent course

Mean: 3.93

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	7.14	7.14	7.14	7.14	
Neutral	3.00	3	21.43	28.57	21.43	28.57	
Agree	4.00	8	42.86	71.43	42.86	71.43	
Strongly Agree	5.00	4	28.57	100.00	28.57	100.00	
Total Valid		14	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.29

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	21.43	21.43	21.43	21.43	
Agree	4.00	4	28.57	50.00	28.57	50.00	
Strongly Agree	5.00	7	50.00	100.00	50.00	100.00	
Total Valid		14	100.00		100.00		

Q24 I was required to take this course

Mean: 1.08

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	12	85.71	85.71	92.31	92.31	
No	2.00	1	7.14	92.86	7.69	100.00	
Total Valid		13	92.86		100.00		
Missing		1	7.14				
Total		14	100.00				

**Student Assessment of Instruction – Comments Summary – LLAW 253-001 S10
Gayle S. Lopez**

What did you like about this course?

“The teacher was fun & informative.”

“Everything.”

“Once a week is awesome.”

“Grading rubrics clearly state what is expected from every assignment.”

“Interesting, hard, made me have a good idea of what is to come in the future.”

“We draft things we are expected to be able to do after college.”

“Assignments were very helpful in making connections with real life situations.”

What changes would you recommend?

“None.”

“More than one day a week.”

“Some assignments could have used a little more instruction/guidance on requirements.”

“I still do not understand the memo. I thought I got it after meeting with you but still did poorly.”

“More communication w/ the students outside of class.”

“Directions must be more clear!”

LLAW

LOPEZ...2010-02-12...09F...BLAW 280-001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	7	58.33	58.33	58.33	58.33	
Strongly Agree	5.00	5	41.67	100.00	41.67	100.00	
Total Valid		12	100.00			100.00	

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 4.33

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	6	50.00	58.33	50.00	58.33	
Strongly Agree	5.00	5	41.67	100.00	41.67	100.00	
Total Valid		12	100.00			100.00	

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 4.58

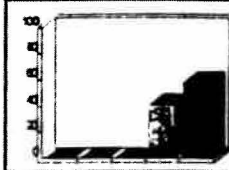
Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00			100.00	

Q4 The course was well organized

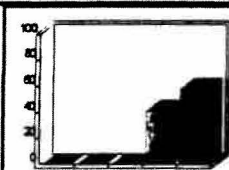
Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	4	33.33	41.67	33.33	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00			100.00	

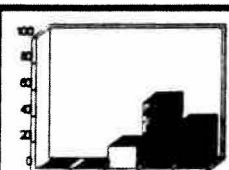
Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00			100.00	

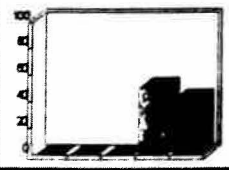
Q6 The instructor generally followed the stated course outline Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00			100.00	

Q7 The instructor presented material in a clear and understandable manner Mean: 4.17

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	16.67	16.67	16.67	16.67	
Agree	4.00	6	50.00	66.67	50.00	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00			100.00	

Q8 Graded materials and activities covered the major points of the course Mean: 4.45

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	50.00	50.00	54.55	54.55	
Strongly Agree	5.00	5	41.67	91.67	45.45	100.00	
Total Valid		11	91.67			100.00	
Missing		1	8.33				
Total		12	100.00				

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	7	58.33	58.33	58.33	58.33	
Strongly Agree	5.00	5	41.67	100.00	41.67	100.00	
Total Valid		12	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	8	66.67	100.00	66.67	100.00	
Total Valid		12	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	8	66.67	100.00	66.67	100.00	
Total Valid		12	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 4.08

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	25.00	25.00	25.00	25.00	
Agree	4.00	5	41.67	66.67	41.67	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.75

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	3	25.00	25.00	25.00	25.00	
Strongly Agree	5.00	9	75.00	100.00	75.00	100.00	
Total Valid		12	100.00		100.00		

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.08

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	25.00	25.00	25.00	25.00	
Agree	4.00	5	41.67	66.67	41.67	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00		100.00		

Q15 The instructor displayed an interest in students and their learning

Mean: 4.58

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	41.67	41.67	41.67	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00		100.00		

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.25

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	7	58.33	66.67	58.33	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	8	66.67	100.00	66.67	100.00	
Total Valid		12	100.00			100.00	

Q18 The instructor was receptive to the expression of student views

Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	7	58.33	58.33	58.33	58.33	
Strongly Agree	5.00	5	41.67	100.00	41.67	100.00	
Total Valid		12	100.00			100.00	

Q19 The instructor stimulated my interest in the subject

Mean: 4.50

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	8.33	8.33	8.33	8.33	
Agree	4.00	4	33.33	41.67	33.33	41.67	
Strongly Agree	5.00	7	58.33	100.00	58.33	100.00	
Total Valid		12	100.00			100.00	

Q20 The subject matter in this course is difficult

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	8.33	8.33	8.33	8.33	
Neutral	3.00	2	16.67	25.00	16.67	25.00	
Agree	4.00	5	41.67	66.67	41.67	66.67	
Strongly Agree	5.00	4	33.33	100.00	33.33	100.00	
Total Valid		12	100.00			100.00	

Q21 I was interested in the subject matter before I took this course

Mean: 4.25

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	16.67	16.67	16.67	16.67	
Agree	4.00	5	41.67	58.33	41.67	58.33	
Strongly Agree	5.00	5	41.67	100.00	41.67	100.00	
Total Valid		12	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 4.42

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	7	58.33	58.33	58.33	58.33	
Strongly Agree	5.00	5	41.67	100.00	41.67	100.00	
Total Valid		12	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 4.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	33.33	33.33	33.33	33.33	
Strongly Agree	5.00	8	66.67	100.00	66.67	100.00	
Total Valid		12	100.00		100.00		

Q24 I was required to take this course

Mean: 1.09

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	10	83.33	83.33	90.91	90.91	
No	2.00	1	8.33	91.67	9.09	100.00	
Total Valid		11	91.67		100.00		
Missing		1	8.33				
Total		12	100.00				

Student Assessment of Instruction – Comments Summary – LLAW 280-001 F09
Gayle S. Lopez

What did you like about this course?

“The teacher was great, information was explained, and help was available.”

“This was one of the hardest courses I’ve taken at FSU, but it is definitely THE most rewarding and productive classes.”

“The whole civil litigation process.”

“Clear instructions and course outline.”

“Hands on course.”

“The enthusiasm of the instructor.”

What changes would you recommend?

“None! Great class.”

“None.”

“Nothing.”

“Criticism too harsh.”

“Get on Ferris connect.”

“There are WAY too many handouts.”

Ferris State University

Student Assessment of Instruction Report

Semester: 2009 Winter Course: LLA*253 Section: 001 Record Count: 10 Report date: 5/14/2009
 Instructor's Name: LOPEZ, G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.1	5	50	2	20	2	20	1	10	0	0	0
2 Course activity helped me learn material	4.1	3	30	5	50	2	20	0	0	0	0	0
3 Graded projects returned in reasonable time	4.2	5	50	3	30	1	10	1	10	0	0	0
4 Course was well organized	4.3	5	50	3	30	2	20	0	0	0	0	0
5 Connections made to real situations	4.0	3	30	4	40	3	30	0	0	0	0	0
6 Instructor followed course outline	4.3	5	50	3	30	2	20	0	0	0	0	0
7 Material presented in clear manner	4.3	4	40	5	50	1	10	0	0	0	0	0
8 Graded materials covered major points	4.5	7	70	1	10	2	20	0	0	0	0	0
9 Helpful examples to explain application	3.9	2	20	5	50	3	30	0	0	0	0	0
10 Instructor genuinely interested	4.4	6	60	2	20	2	20	0	0	0	0	0
11 Instructor was well prepared	4.5	6	60	3	30	1	10	0	0	0	0	0
12 I was able to get help if needed	4.4	6	60	2	20	2	20	0	0	0	0	0
13 Instructor put effort in teaching	4.3	4	40	5	50	1	10	0	0	0	0	0
14 Instructor available outside of class	4.3	5	50	3	30	2	20	0	0	0	0	0
15 Instructor interested in student learning	4.3	5	50	3	30	2	20	0	0	0	0	0
16 I had to work to complete requirements	4.2	3	30	6	60	1	10	0	0	0	0	0
17 Instructor enthusiastic about subject	4.2	3	30	6	60	1	10	0	0	0	0	0
18 Instructor receptive to student views	4.3	5	50	3	30	2	20	0	0	0	0	0
19 Instructor stimulated my interest	3.6	1	10	4	40	5	50	0	0	0	0	0
20 Subject matter in course is difficult	3.6	2	20	4	40	3	30	0	0	1	10	0
21 I was interested in subject before	3.8	2	20	5	50	2	20	1	10	0	0	0
22 I rate this as an excellent course	3.5	3	30	2	20	3	30	1	10	1	10	0
23 I rate this instructor as excellent	4.2	4	40	4	40	2	20	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	9	100	1
25	1.0	0	0	0	0	0	0	0	0	1	100	9
26	0.0	0	0	0	0	0	0	0	0	0	0	10
27	0.0	0	0	0	0	0	0	0	0	0	0	10
28	0.0	0	0	0	0	0	0	0	0	0	0	10
29	0.0	0	0	0	0	0	0	0	0	0	0	10

Grand Average (Items 1-23): 4.1

Student Assessment of Instruction – Comments Summary – LLAW 253-001 S09
Gayle S. Lopez

What did you like about this course?

“The structure: always knew exactly what’s expected from you and when.”

“That it was only once a week and helped refresh my research memory.”

“Class was relaxed. Got assignments & time to work on them.”

What changes would you recommend?

“Should be an online course most material could be covered online.”

“Make it an online course.”

Ferris State University

Student Assessment of Instruction Report

2608

Semester: 2009 Fall Course: LL*W280 Section: 001 Record Count: 14 Report date: 1/6/2009
 Instructor's Name: LOPEZ G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.1	3	21	10	71	1	7	0	0	0	0	0
2 Course activity helped me learn material	4.2	5	36	8	57	0	0	1	7	0	0	0
3 Graded projects returned in reasonable time	4.5	7	50	7	50	0	0	0	0	0	0	0
4 Course was well organized	4.4	6	43	8	57	0	0	0	0	0	0	0
5 Connections made to real situations	4.3	5	36	8	57	1	7	0	0	0	0	0
6 Instructor followed course outline	4.4	5	36	9	64	0	0	0	0	0	0	0
7 Material presented in clear manner	4.4	5	36	9	64	0	0	0	0	0	0	0
8 Graded materials covered major points	4.3	4	29	10	71	0	0	0	0	0	0	0
9 Helpful examples to explain application	4.3	4	29	10	71	0	0	0	0	0	0	0
10 Instructor genuinely interested	4.4	6	43	8	57	0	0	0	0	0	0	0
11 Instructor was well prepared	4.5	7	50	7	50	0	0	0	0	0	0	0
12 I was able to get help if needed	4.2	4	29	9	64	1	7	0	0	0	0	0
13 Instructor put effort in teaching	4.4	5	36	9	64	0	0	0	0	0	0	0
14 Instructor available outside of class	4.1	3	21	9	64	2	14	0	0	0	0	0
15 Instructor interested in student learning	4.3	5	36	8	57	1	7	0	0	0	0	0
16 I had to work to complete requirements	4.4	6	43	8	57	0	0	0	0	0	0	0
17 Instructor enthusiastic about subject	4.1	4	29	8	57	2	14	0	0	0	0	0
18 Instructor receptive to student views	4.1	5	36	6	43	3	21	0	0	0	0	0
19 Instructor stimulated my interest	3.9	2	14	10	71	1	7	1	7	0	0	0
20 Subject matter in course is difficult	4.0	2	14	10	71	2	14	0	0	0	0	0
21 I was interested in subject before	4.0	2	14	10	71	2	14	0	0	0	0	0
22 I rate this as an excellent course	4.3	5	36	8	57	1	7	0	0	0	0	0
23 I rate this instructor as excellent	4.2	7	50	5	36	1	7	0	0	1	7	0
24 I was required to take this course		0	0	0	0	0	0	1	9	10	91	3
25	2.0	0	0	0	0	0	0	1	100	0	0	13
26	0.0	0	0	0	0	0	0	0	0	0	0	14
27	0.0	0	0	0	0	0	0	0	0	0	0	14
28	0.0	0	0	0	0	0	0	0	0	0	0	14
29	0.0	0	0	0	0	0	0	0	0	0	0	14

Grand Average (Items 1-23): 4.3

**Student Assessment of Instruction – Comments Summary – LLAW 280-001 F08
Gayle S. Lopez**

What did you like about this course?

“Mrs. Lopez is a good and intelligent professor. I like her teaching style.”

“She knows what she is talking about and has good lessons & examples; writes on board rather than reading from powerpoint.”

“The teacher was interested and knowledgeable about subject.”

“Although assignments can be stressful, they were very helpful to understand the course.”

“That we could make connections with the material and real life situations and have the ability to see how the processes actually work.”

“Well outlined and clearly communicated.”

“Expectations/directions were very clear, which I appreciate.”

What changes would you recommend?

“N/A. Good Course.”

“None.”

“More homework & point possibilities.”

“More feedback on graded assignments.”

“Allow students to redo assignments to better understand them.”

“Perhaps she could go over the assignments more.”

Ferris State University

Student Assessment of Instruction Report

Semester: 2008 Winter Course: LLAW253 Section: 001 Record Count: 15 Report date: 5/15/2008
 Instructor's Name: LOPEZ G , G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.6	10	67	4	27	1	7	0	0	0	0	0
2 Course activity helped me learn material	4.7	11	73	3	20	1	7	0	0	0	0	0
3 Graded projects returned in reasonable time	4.5	9	60	5	33	1	7	0	0	0	0	0
4 Course was well organized	4.6	10	67	4	27	1	7	0	0	0	0	0
5 Connections made to real situations	4.5	9	60	5	33	1	7	0	0	0	0	0
6 Instructor followed course outline	4.6	10	67	4	27	1	7	0	0	0	0	0
7 Material presented in clear manner	4.4	8	53	5	33	2	13	0	0	0	0	0
8 Graded materials covered major points	4.5	9	60	4	27	2	13	0	0	0	0	0
9 Helpful examples to explain application	4.5	9	60	5	33	1	7	0	0	0	0	0
10 Instructor genuinely interested	4.7	12	80	2	13	1	7	0	0	0	0	0
11 Instructor was well prepared	4.7	11	73	3	20	1	7	0	0	0	0	0
12 I was able to get help if needed	4.7	11	73	3	20	1	7	0	0	0	0	0
13 Instructor put effort in teaching	4.7	11	73	3	20	1	7	0	0	0	0	0
14 Instructor available outside of class	4.6	11	73	2	13	2	13	0	0	0	0	0
15 Instructor interested in student learning	4.7	12	80	2	13	1	7	0	0	0	0	0
16 I had to work to complete requirements	4.2	5	33	8	53	2	13	0	0	0	0	0
17 Instructor enthusiastic about subject	4.8	13	87	1	7	1	7	0	0	0	0	0
18 Instructor receptive to student views	4.5	9	60	4	27	2	13	0	0	0	0	0
19 Instructor stimulated my interest	4.5	9	60	4	27	2	13	0	0	0	0	0
20 Subject matter in course is difficult	3.6	5	33	4	27	2	13	3	20	1	7	0
21 I was interested in subject before	4.3	7	47	6	40	2	13	0	0	0	0	0
22 I rate this as an excellent course	4.5	9	60	4	27	2	13	0	0	0	0	0
23 I rate this instructor as excellent	4.7	11	79	2	14	1	7	0	0	0	0	1
24 I was required to take this course		0	0	0	0	0	0	1	7	14	93	0
25	0.0	0	0	0	0	0	0	0	0	0	0	15
26	0.0	0	0	0	0	0	0	0	0	0	0	15
27	0.0	0	0	0	0	0	0	0	0	0	0	15
28	0.0	0	0	0	0	0	0	0	0	0	0	15
29	0.0	0	0	0	0	0	0	0	0	0	0	15

Grand Average (Items 1-23): 4.5

Student Assessment of Instruction – Comments Summary – LLAW 253-001 W08
Gayle S. Lopez

What did you like about this course?

“I love this professor.”

“Only meeting once a week.”

“I liked the content, teacher and people in the class.”

“I liked the way everything was explained.”

“The professor and assignments.”

“Nothing.”

“Clearly spelled out grading criteria.”

“Assignments were related to the real world.”

What changes would you recommend?

“None.” – 5

“Eliminating it.”

Ferris State University

Student Assessment of Instruction Report

Semester: 2007 Fall Course: LL*W280 Section: 001 Record Count: 16 Report date: 1/9/2007
 Instructor's Name: LOPEZG , G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.0	7	44	5	31	2	12	1	6	1	6	0
2 Course activity helped me learn material	4.4	8	50	6	37	2	12	0	0	0	0	0
3 Graded projects returned in reasonable time	4.6	11	69	3	19	2	12	0	0	0	0	0
4 Course was well organized	4.4	8	50	7	44	1	6	0	0	0	0	0
5 Connections made to real situations	4.5	9	56	6	37	1	6	0	0	0	0	0
6 Instructor followed course outline	4.2	7	44	5	31	4	25	0	0	0	0	0
7 Material presented in clear manner	4.3	6	37	9	56	0	0	1	6	0	0	0
8 Graded materials covered major points	4.6	10	62	6	37	0	0	0	0	0	0	0
9 Helpful examples to explain application	4.5	9	56	6	37	1	6	0	0	0	0	0
10 Instructor genuinely interested	4.8	13	81	3	19	0	0	0	0	0	0	0
11 Instructor was well prepared	4.3	5	31	11	69	0	0	0	0	0	0	0
12 I was able to get help if needed	4.0	4	25	8	50	4	25	0	0	0	0	0
13 Instructor put effort in teaching	4.5	8	50	8	50	0	0	0	0	0	0	0
14 Instructor available outside of class	4.4	9	56	4	25	3	19	0	0	0	0	0
15 Instructor interested in student learning	4.4	8	50	6	37	2	12	0	0	0	0	0
16 I had to work to complete requirements	4.0	6	37	6	37	2	12	2	12	0	0	0
17 Instructor enthusiastic about subject	4.2	6	37	8	50	1	6	1	6	0	0	0
18 Instructor receptive to student views	4.4	8	50	7	44	0	0	1	6	0	0	0
19 Instructor stimulated my interest	4.3	8	50	5	31	3	19	0	0	0	0	0
20 Subject matter in course is difficult	3.6	1	6	11	69	1	6	3	19	0	0	0
21 I was interested in subject before	4.1	4	25	9	56	3	19	0	0	0	0	0
22 I rate this as an excellent course	4.6	10	62	5	31	1	6	0	0	0	0	0
23 I rate this instructor as excellent	4.6	10	67	4	27	1	7	0	0	0	0	1
24 I was required to take this course		0	0	0	0	0	0	0	0	16	100	0
25	0.0	0	0	0	0	0	0	0	0	0	0	16
26	0.0	0	0	0	0	0	0	0	0	0	0	16
27	0.0	0	0	0	0	0	0	0	0	0	0	16
28	0.0	0	0	0	0	0	0	0	0	0	0	16
29	0.0	0	0	0	0	0	0	0	0	0	0	16

Grand Average (Items 1-23): 4.3

**Student Assessment of Instruction – Comments Summary – LLAW 280-001 F07
Gayle S. Lopez**

What did you like about this course?

“I loved all of it. This professor is my favorite.”

“It interests me.”

“The examples (real life) that I can use in the workplace as references.”

“The assignments helped me understand the lectures.”

“Not much.”

“The course material.”

“This course prepares us for what we will be doing in our jobs in the future.”

“The practical examples given. The process of civil litigation through the assignment.”

“The assignments put us in a really good position to learn the material and for real life situations.”

“Interesting, learned a lot.”

“I liked how the material we learned and homework related to what we are going to be doing in life.”

“This interests me and what I hope to be doing after I graduate.”

“Interesting stories and real life situations applied to the materials.”

“I enjoyed JD Lopez’s real life cases and examples, she must have been one hell of an attorney to oppose. I loved that she spoke in colorful language which helped my vocabulary. Lopez doesn’t “dumb it down” for you and that is awesome. She lets you know if you are a moron.”

“Nothing.”

What changes would you recommend?

“Nothing.” - 2

“More interactivity in the learning process.”

“Make it 2 semesters to be able to be more in depth.”

“More explanation of requirements, less reading of the court rules book. Please stop putting me to sleep!!!”

“Split up the 2 hr lab.”

“Explaining the assignments to a greater extent.”

“When the examples are given, give examples that pertain to the assignments so we understand the type of questions to be asked or the references that should be made.”

“More help on the projects, often had no idea what I was doing.”

“The 2 hour lab I think is pointless.”

“Break up the big assignments a little more.”

“Better clarification on what is expected on assignments; return previous assignment prior to collecting new ones when they build off of one another – clearer review for tests not just the weeks worth of lectures in 30 minutes.”

“Assignments returned more quicker, allow for group work.”

“Requirements for assignments are not clearly conveyed and it feels like being tossed in an ocean.”

“Talk to us like we’re students, not like we’re attorneys! We’re trying to learn material.”

Ferris State University

Student Assessment of Instruction Report

Semester: 2007 Winter Course: LLAW253 Section: 001 Record Count: 13 Report date: 5/11/2007
 Instructor's Name: LOPEZ , G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.5	6	46	7	54	0	0	0	0	0	0	0
2 Course activity helped me learn material	4.5	7	54	5	38	1	8	0	0	0	0	0
3 Graded projects returned in reasonable time	4.4	6	46	6	46	1	8	0	0	0	0	0
4 Course was well organized	4.5	7	54	6	46	0	0	0	0	0	0	0
5 Connections made to real situations	4.5	7	54	5	38	1	8	0	0	0	0	0
6 Instructor followed course outline	4.7	9	69	4	31	0	0	0	0	0	0	0
7 Material presented in clear manner	4.5	8	62	4	31	1	8	0	0	0	0	0
8 Graded materials covered major points	4.6	8	62	5	38	0	0	0	0	0	0	0
9 Helpful examples to explain application	4.5	7	54	5	38	1	8	0	0	0	0	0
10 Instructor genuinely interested	4.7	9	69	4	31	0	0	0	0	0	0	0
11 Instructor was well prepared	4.7	9	69	4	31	0	0	0	0	0	0	0
12 I was able to get help if needed	4.5	7	54	5	38	1	8	0	0	0	0	0
13 Instructor put effort in teaching	4.6	9	69	3	23	1	8	0	0	0	0	0
14 Instructor available outside of class	4.6	8	62	5	38	0	0	0	0	0	0	0
15 Instructor interested in student learning	4.5	7	54	6	46	0	0	0	0	0	0	0
16 I had to work to complete requirements	4.4	6	46	6	46	1	8	0	0	0	0	0
17 Instructor enthusiastic about subject	4.6	8	62	5	38	0	0	0	0	0	0	0
18 Instructor receptive to student views	4.6	8	62	5	38	0	0	0	0	0	0	0
19 Instructor stimulated my interest	4.5	7	54	5	38	1	8	0	0	0	0	0
20 Subject matter in course is difficult	3.8	3	25	4	33	5	42	0	0	0	0	1
21 I was interested in subject before	4.5	7	54	5	38	1	8	0	0	0	0	0
22 I rate this as an excellent course	4.6	9	69	3	23	1	8	0	0	0	0	0
23 I rate this instructor as excellent	4.7	10	77	2	15	1	8	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	1	8	12	92	0
25	0.0	0	0	0	0	0	0	0	0	0	0	13
26	0.0	0	0	0	0	0	0	0	0	0	0	13
27	0.0	0	0	0	0	0	0	0	0	0	0	13
28	0.0	0	0	0	0	0	0	0	0	0	0	13
29	0.0	0	0	0	0	0	0	0	0	0	0	13

Grand Average (Items 1-23): 4.5

Student Assessment of Instruction – Comments Summary – LLAW 253-001 W07
Gayle S. Lopez

What did you like about this course?

“Classes are fun, short and helpful. The professor is funny and is very smart. She cares about helping us succeed.”

“The research.”

“Doing projects that will need to be done on the job.”

“Gayle is great!! She is an excellent professor.”

“It was a good review and well taught.”

“Instructions were clearly communicated and help was always available.”

“Prof!”

“It was laid back – not very much pressure.”

What changes would you recommend?

“Nothing.” - 4

“More examples.”

“None!! She really helped me learn!!”

“None, excellent course.”

**Student Assessment of Instruction – Comments Summary – LLAW 280-001 F06
Gayle S. Lopez**

What did you like about this course?

“Connections to real life situations.”

“The instructor was always concise in her teaching, and was able to explain the questions that were presented to her.”

“I liked that I was able to use the information gained in real life situations.”

“Everything.”

“This course was very well taught and organized. I feel I have learned a great deal throughout this course.”

“Professor Lopez really helped make connections with the content and real life situations!”

“The lectures covered the material relevant to the class so it was really easy to learn.”

“I liked almost everything about the course; right down to the teacher.”

“Trip to courthouse and real like examples.”

“Assignments were helpful to learning the material.”

“The handouts were very helpful for the assignments and general understanding of the course. Lopez is available for extra help.”

“Learned a lot of interesting information so it was easy to pay attention and learn.”

“The stories about old cases and relating the open discussions to current events.”

“The teachers ability to get her points across.”

“Interesting, real hands on.”

What changes would you recommend?

“None.” – 5

“None; this course was my favorite so far. I liked it all.”

“I would not have a 2 hour block, its just too long.”

“For homework stick with one case with everything.”

“I would suggest more voice fluctuations in order to state a change in point during lecture. Even though you may verbalize it, sometimes its not enough. Cues are needed.”

“I would’ve liked more practical. This is what we’ll be doing – impossible to do, though.”

“The way things were graded I felt was a bit harsh. Also the way some of the test questions were presented was difficult to understand.”

“I wouldn’t have a 2 hour class day, instead make the class 4 days a week.

“More examples for assignments – many were not clear. Change class time to 50 min. 4 times a week – 2 hr class is overkill and its tough to stay awake for 2nd half.”

“More research on Westlaw to serve as a way to keep the students abilities in the area of research at higher levels.”

Ferris State University

Student Assessment of Instruction Report

Semester: 2006 Winter Course: LLA*253 Section: 001 Record Count: 15 Report date: 5/17/2006
 Instructor's Name: LOPEZ , G

	Avg	SA(5)		A(4)		N(3)		D(2)		SD(1)		Omit
		N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N
1 Expectations for assignments communicated	4.4	7	47	7	47	1	7	0	0	0	0	0
2 Course activity helped me learn material	4.7	10	67	5	33	0	0	0	0	0	0	0
3 Graded projects returned in reasonable time	4.6	9	60	6	40	0	0	0	0	0	0	0
4 Course was well organized	4.6	9	60	6	40	0	0	0	0	0	0	0
5 Connections made to real situations	4.5	8	53	7	47	0	0	0	0	0	0	0
6 Instructor followed course outline	4.6	9	60	6	40	0	0	0	0	0	0	0
7 Material presented in clear manner	4.6	10	67	4	27	1	7	0	0	0	0	0
8 Graded materials covered major points	4.6	9	60	6	40	0	0	0	0	0	0	0
9 Helpful examples to explain application	4.5	8	53	6	40	1	7	0	0	0	0	0
10 Instructor genuinely interested	4.7	10	67	5	33	0	0	0	0	0	0	0
11 Instructor was well prepared	4.7	11	73	4	27	0	0	0	0	0	0	0
12 I was able to get help if needed	4.7	10	67	5	33	0	0	0	0	0	0	0
13 Instructor put effort in teaching	4.8	12	80	3	20	0	0	0	0	0	0	0
14 Instructor available outside of class	4.6	9	60	6	40	0	0	0	0	0	0	0
15 Instructor interested in student learning	4.6	9	60	6	40	0	0	0	0	0	0	0
16 I had to work to complete requirements	4.0	6	40	6	40	1	7	1	7	1	7	0
17 Instructor enthusiastic about subject	4.6	9	60	6	40	0	0	0	0	0	0	0
18 Instructor receptive to student views	4.5	8	53	7	47	0	0	0	0	0	0	0
19 Instructor stimulated my interest	4.3	7	47	6	40	2	13	0	0	0	0	0
20 Subject matter in course is difficult	4.2	7	47	5	33	2	13	1	7	0	0	0
21 I was interested in subject before	4.4	8	53	5	33	2	13	0	0	0	0	0
22 I rate this as an excellent course	4.7	10	67	5	33	0	0	0	0	0	0	0
23 I rate this instructor as excellent	4.9	13	87	2	13	0	0	0	0	0	0	0
24 I was required to take this course		0	0	0	0	0	0	0	0	14	100	1
25	0.0	0	0	0	0	0	0	0	0	0	0	15
26	0.0	0	0	0	0	0	0	0	0	0	0	15
27	0.0	0	0	0	0	0	0	0	0	0	0	15
28	0.0	0	0	0	0	0	0	0	0	0	0	15
29	0.0	0	0	0	0	0	0	0	0	0	0	15

Grand Average (Items 1-23): 4.6

**Student Assessment of Instruction – Comments Summary – LLAW 253-001 W06
Gayle S. Lopez**

What did you like about this course?

“Projects really helped relate to the field.”

“I like that it was self motivated.”

“I enjoyed this course more than I had expected. Really enjoyed the memorandum on a subject of our choice, made the assignment much more enjoyable to complete.”

“Laid back and able to do things at my own pace.”

“I liked how she let us be independent!”

“I Love Gayle.”

“How it was very relaxed and got to do everything on your own.”

“What we learned was valuable and can be used in the future and the real world.”

“Teaching styles in general.”

What changes would you recommend?

“None.” - 6

“Some clearer examples and instructions on assignments.”

“Maybe clearer cut expectations for format of assignments.”

“Took a lot of effort to complete the motion at the end only due to end of semester burnout!”

VERMEER...2011-05-12...2011 SPRING...LLAW 251 001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 4.11

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	22.22	22.22	22.22	22.22	
Agree	4.00	4	44.44	66.67	44.44	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00		100.00		

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 3.89

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	8	88.89	100.00	88.89	100.00	
Strongly Agree	5.00	0	0.00	100.00	0.00	100.00	
Total Valid		9	100.00		100.00		

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 3.33

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	11.11	11.11	11.11	11.11	
Disagree	2.00	1	11.11	22.22	11.11	22.22	
Neutral	3.00	2	22.22	44.44	22.22	44.44	
Agree	4.00	4	44.44	88.89	44.44	88.89	
Strongly Agree	5.00	1	11.11	100.00	11.11	100.00	
Total Valid		9	100.00		100.00		

Q4 The course was well organized

Mean: 3.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	33.33	33.33	33.33	33.33	
Agree	4.00	6	66.67	100.00	66.67	100.00	
Strongly Agree	5.00	0	0.00	100.00	0.00	100.00	
Total Valid		9	100.00		100.00		

Q5 The instructor helped me make connections between the content of this course and real life situations Mean: 4.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	55.56	55.56	55.56	55.56	
Strongly Agree	5.00	4	44.44	100.00	44.44	100.00	
Total Valid		9	100.00		100.00		

Q6 The instructor generally followed the stated course outline Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	9	100.00	100.00	100.00	100.00	
Strongly Agree	5.00	0	0.00	100.00	0.00	100.00	
Total Valid		9	100.00		100.00		

Q7 The instructor presented material in a clear and understandable manner Mean: 3.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	22.22	22.22	22.22	22.22	
Agree	4.00	7	77.78	100.00	77.78	100.00	
Strongly Agree	5.00	0	0.00	100.00	0.00	100.00	
Total Valid		9	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course Mean: 4.22

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	7	77.78	77.78	77.78	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials Mean: 4.22

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	7	77.78	77.78	77.78	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	44.44	44.44	44.44	44.44	
Strongly Agree	5.00	5	55.56	100.00	55.56	100.00	
Total Valid		9	100.00		100.00		

Q11 The instructor was well prepared for classes Mean: 4.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	55.56	55.56	55.56	55.56	
Strongly Agree	5.00	4	44.44	100.00	44.44	100.00	
Total Valid		9	100.00		100.00		

Q12 I was able to get help in this course if I needed it Mean: 4.33

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	4	44.44	55.56	44.44	55.56	
Strongly Agree	5.00	4	44.44	100.00	44.44	100.00	
Total Valid		9	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.33

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	66.67	66.67	66.67	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00			100.00	

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.33

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	6	66.67	66.67	66.67	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00			100.00	

Q15 The instructor displayed an interest in students and their learning

Mean: 4.56

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	4	44.44	44.44	44.44	44.44	
Strongly Agree	5.00	5	55.56	100.00	55.56	100.00	
Total Valid		9	100.00			100.00	

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.88

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	12.50	12.50	
Strongly Agree	5.00	7	77.78	88.89	87.50	100.00	
Total Valid		8	88.89			100.00	
Missing		1	11.11				
Total		9	100.00				

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.78

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	2	22.22	22.22	22.22	22.22	
Strongly Agree	5.00	7	77.78	100.00	77.78	100.00	
Total Valid		9	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 4.22

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	7	77.78	77.78	77.78	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 4.00

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	1	11.11	22.22	11.11	22.22	
Agree	4.00	4	44.44	66.67	44.44	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 4.44

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	3	33.33	44.44	33.33	44.44	
Strongly Agree	5.00	5	55.56	100.00	55.56	100.00	
Total Valid		9	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 4.11

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	6	66.67	77.78	66.67	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 3.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	33.33	33.33	33.33	33.33	
Agree	4.00	6	66.67	100.00	66.67	100.00	
Strongly Agree	5.00	0	0.00	100.00	0.00	100.00	
Total Valid		9	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 3.67

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	1	11.11	11.11	11.11	11.11	
Disagree	2.00	0	0.00	11.11	0.00	11.11	
Neutral	3.00	2	22.22	33.33	22.22	33.33	
Agree	4.00	4	44.44	77.78	44.44	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q24 I was required to take this course

Mean: 1.13

Response	Value	Frequency	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Yes	1.00	7	77.78	77.78	87.50	87.50	
No	2.00	1	11.11	88.89	12.50	100.00	
Total Valid		8	88.89		100.00		
Missing		1	11.11				
Total		9	100.00				

205, 10-1

VERMEER...2010-09-07...10SP...LLAW:251-001...SAI

Q1 Expectations for graded assignments were clearly communicated

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	3	33.33	33.33	33.33	33.33	
Neutral	3.00	0	0.00	33.33	0.00	33.33	
Agree	4.00	3	33.33	66.67	33.33	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00			100.00	

Q2 Course activities (lectures, projects, etc.) helped me learn the course material

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	3	33.33	44.44	33.33	44.44	
Agree	4.00	3	33.33	77.78	33.33	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00			100.00	

Q3 Examinations, papers and other graded projects were returned in a reasonable amount of time

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	4	44.44	55.56	44.44	55.56	
Agree	4.00	1	11.11	66.67	11.11	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00			100.00	

Q4 The course was well organized

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	4	44.44	44.44	44.44	44.44	
Agree	4.00	4	44.44	88.89	44.44	88.89	
Strongly Agree	5.00	1	11.11	100.00	11.11	100.00	
Total Valid		9	100.00			100.00	

Q5 The instructor helped me make connections between the content of this course and real life situations

Mean: 4.56

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	2	22.22	33.33	22.22	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00			100.00	

Q6 The instructor generally followed the stated course outline

Mean: 4.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	6	66.67	77.78	66.67	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00			100.00	

Q7 The instructor presented material in a clear and understandable manner

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	5	55.58	55.58	55.58	55.58	
Agree	4.00	2	22.22	77.78	22.22	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q8 Graded materials and activities covered the major points of the course

Mean: 3.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	2	22.22	33.33	22.22	33.33	
Agree	4.00	3	33.33	66.67	33.33	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00		100.00		

Q9 The instructor gave helpful illustrations and examples in explaining application of the course materials

Mean: 4.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Cum. Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	1	11.11	22.22	11.11	22.22	
Agree	4.00	4	44.44	66.67	44.44	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00		100.00		

Q10 The instructor seemed to be genuinely interested in what she/he was teaching

Mean: 4.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	1	11.11	11.11	11.11	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q11 The instructor was well prepared for classes

Mean: 4.44

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	55.56	55.56	55.56	55.56	
Strongly Agree	5.00	4	44.44	100.00	44.44	100.00	
Total Valid		9	100.00		100.00		

Q12 I was able to get help in this course if I needed it

Mean: 4.56

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	2	22.22	33.33	22.22	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q13 I felt that the instructor put considerable effort into teaching this class

Mean: 4.11

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	22.22	22.22	22.22	22.22	
Agree	4.00	4	44.44	66.67	44.44	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00			100.00	

Q14 The instructor was available outside of the regularly scheduled class time

Mean: 4.44

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	0	0.00	0.00	0.00	0.00	
Agree	4.00	5	55.56	55.56	55.56	55.56	
Strongly Agree	5.00	4	44.44	100.00	44.44	100.00	
Total Valid		9	100.00			100.00	

Q15 The instructor displayed an interest in students and their learning

Mean: 4.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	2	22.22	22.22	22.22	22.22	
Agree	4.00	3	33.33	55.56	33.33	55.56	
Strongly Agree	5.00	4	44.44	100.00	44.44	100.00	
Total Valid		9	100.00			100.00	

Q16 I really had to work to successfully complete the requirements in this course

Mean: 4.78

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	0	0.00	11.11	0.00	11.11	
Strongly Agree	5.00	8	88.89	100.00	88.89	100.00	
Total Valid		9	100.00		100.00		

Q17 The instructor was enthusiastic about the subject matter of this course

Mean: 4.56

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	2	22.22	33.33	22.22	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q18 The instructor was receptive to the expression of student views

Mean: 3.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	33.33	33.33	33.33	33.33	
Agree	4.00	4	44.44	77.78	44.44	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q19 The instructor stimulated my interest in the subject

Mean: 3.67

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	1	11.11	11.11	11.11	11.11	
Neutral	3.00	2	22.22	33.33	22.22	33.33	
Agree	4.00	5	55.56	88.89	55.56	88.89	
Strongly Agree	5.00	1	11.11	100.00	11.11	100.00	
Total Valid		9	100.00		100.00		

Q20 The subject matter in this course is difficult

Mean: 4.22

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	5	55.56	66.67	55.56	66.67	
Strongly Agree	5.00	3	33.33	100.00	33.33	100.00	
Total Valid		9	100.00		100.00		

Q21 I was interested in the subject matter before I took this course

Mean: 4.56

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	1	11.11	11.11	11.11	11.11	
Agree	4.00	2	22.22	33.33	22.22	33.33	
Strongly Agree	5.00	6	66.67	100.00	66.67	100.00	
Total Valid		9	100.00		100.00		

Q22 Overall, I rate this an an excellent course

Mean: 3.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	33.33	33.33	33.33	33.33	
Agree	4.00	4	44.44	77.78	44.44	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q23 Overall, I rate this instructor as an excellent teacher

Mean: 3.89

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Strongly Disagree	1.00	0	0.00	0.00	0.00	0.00	
Disagree	2.00	0	0.00	0.00	0.00	0.00	
Neutral	3.00	3	33.33	33.33	33.33	33.33	
Agree	4.00	4	44.44	77.78	44.44	77.78	
Strongly Agree	5.00	2	22.22	100.00	22.22	100.00	
Total Valid		9	100.00		100.00		

Q24 I was required to take this course

Mean: 1.00

Response	Value	Freq.	Percent	Cum. Percent	Valid Cum. Percent	Val. Percent	Graph
Yes	1.00	9	100.00	100.00	100.00	100.00	
No	2.00	0	0.00	100.00	0.00	100.00	
Total Valid		9	100.00		100.00		

****Unit Assessment Report - Four Column**
Ferris State University
Program - Legal Studies (A.A.S.)

Mission Statement: The mission of the Legal Studies Program at Ferris State University is to equip students with both the technical and human 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 legal specialty courses, and option which enable students to specialize and to integrate into Bachelor degree programs at Ferris State University.

More specifically, the Mission Statement for the Legal Studies Program identifies the following goals for the program.

Purpose

1. To increase student knowledge in relevant substantive and procedural areas of the law.
2. To demonstrate competence in legal research
3. To increase problem solving and communication skills.
4. To demonstrate competent writing skills in the creation of pleadings and legal documents.
5. To increase student participation in appropriate professional organizations and other extracurricular activities that contributes to their professional and personal growth.
6. To increase knowledge and skills for adapting to a dynamic society by continuing require appropriate liberal arts courses.
7. To increase the students? utilization of data base retrieval systems in legal research.
8. To increase the students? knowledge of microcomputer systems and the appropriate software.
9. To increase the students? understands of ethical dilemmas in all area of the legal profession.

The goals are accomplished by offering a curriculum that emphasizes the following:

Goals

1. Legal research and writing.
2. A board survey of all major substantive and procedural areas of the law.
3. Computer Skills
4. Document and pleading preparation, and
5. A strong liberal arts background.

Advisory Board/Committee Twice per year

Meetings:

Next FSU Academic 2013-2014

Program Review:

Accreditation Body: American Bar Association & SEE COLLEGE OF BUSINESS UNIT ACBSP

Academic Year of Next 2011-2012

Accreditation Review:

College: COB

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Legal Studies (A.A.S.) - Legal 1 - 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.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		
<p>Program - Legal Studies (A.A.S.) - Legal 2 - Demonstrate competence in legal research</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Program - Legal Studies (A.A.S.) - Legal 3 - Demonstrate competence in the creation of pleadings and legal documents</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance.</p>	<p>12/17/2009 - Results: Results were obtained from LLAW 253 Advanced Legal Research & Writing. The following student work was evaluated: Statute Assignment: 80% of the student work evaluated showed a medium or high evaluation. Motion Assignment : 60% of the student work evaluated showed a medium or high evaluation.</p> <p>Research Exam : 90% of the student work evaluated showed a medium or high evaluation.</p> <p>Overall Results : 80% of the student work evaluated showed a medium or high level of performance in demonstrating competence in legal research.</p> <p>Notes: Action and Follow-Up The criterion for success was met. Continue reviewing written assignments to address areas for improvement.</p> <p>Classification: Criterion Met</p> <p>Action: 1 - No Action Required</p>	
<p>Program - Legal Studies (A.A.S.) - Legal 4 - Demonstrate the ability to solve problems thru issue analysis, appropriate research, organizing information in a logical manner, to arrive at a solution.</p> <p>Outcome Status: Active</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate</p>		

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		
<p>Program - Legal Studies (A.A.S.) - Legal 5 - Recognize ethical dilemmas in the legal profession and demonstrate the skills to logically analyze the problem and arrive at an acceptable solution.</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		
<p>Outcome Status: Active</p>			
<p>Program - Legal Studies (A.A.S.) - Legal 6 - Demonstrate an understanding of legal office organization, responsibilities of the paralegal, commonly used legal software, and processes.</p>	<p>Assessment Method: Over one or two semester improvement cycles, program faculty (e.g. program capstone-course faculty) will: (1) target one or two program outcomes; (2) select (e.g. randomly) ten senior capstone course students; (3) select capstone course work demonstrating student competence levels for each targeted outcome; (4) evaluate</p>		
<p>Outcome Status: Active</p>			

Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	<p>selected student work as hi, med, low with respect to their performance on selected capstone work related to each targeted outcome; (5) formulate and implement an improvement action plan for each targeted outcome yielding more than four of ten students scoring low.</p> <p>Criterion for Success: At least 60% of students showing med or hi level performance</p>		

Unit Course Assessment Report - Four Column

Ferris State University

Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 280 - Civil Litigation - Outcome 1 - Identify and apply various law office procedures and professional responsibilities of the legal assistant in a civil litigation case. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Tests and Class Discussions</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve 75% average on the 4 exams.</p>	<p>12/18/2009 - 4 Exams: Average percentage of 14 students - 84%. Lowest percentage - 70%; highest percentage - 93%. Evaluation: Students perform better if engaged in class discussion and review material for exam in class.</p> <p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	
<p>Z - LLAW Courses - LLAW 280 - Civil Litigation - Outcome 2 - Explain the ethical and professional conduct obligations of a legal assistant and apply legal ethics to factual situations. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Ethics assignment and class discussions.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve an 85% on the ethics assignment.</p>	<p>12/17/2009 - Ethics assignment: Average percentage of 14 students - 87%. Lowest percentage - 60%; highest percentage - 100%. Evaluation: Students perform better if they are engaged in class discussions and review the Michigan Rules of Professional Conduct.</p> <p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	
<p>Z - LLAW Courses - LLAW 280 - Civil Litigation - Outcome 3 - Draft the pleadings and legal documents necessary to initiate and defend a civil litigation case pursuant to the Michigan Rules of Court . (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Prepare the summons, complaint, answer and discovery requests.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve a 75% average on the 3 assignments.</p>	<p>12/17/2009 - 3 assignments: Average percentage of 14 students - 80%. Lowest percentage - 56%; highest percentage - 93%. Evaluation: Students perform better if they are given examples and a grading rubric.</p> <p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	
<p>Z - LLAW Courses - LLAW 280 - Civil Litigation - Outcome 4 - Compare and contrast the most commonly used</p>	<p>Assessment Method: Class written assignment and discussion.</p> <p>Assessment Method Category:</p>	<p>12/17/2009 - average percentage of 14 students - 100%. Evaluation: Students perform better if they work in groups for class discussion.</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>mechanisms for alternative dispute resolution. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 85% on written assignment and participation in class discussion.</p>	<p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	
<p>Z - LLAW Courses - LLAW 280 - Civil Litigation - Outcome 5 - Research primary sources of law and apply the rules of law to formulate a legal opinion. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will prepare a legal memorandum of law which incorporates the research findings and analysis.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve a score of 38 points out of 50 points or 76%. Components include: Correct legal memorandum format including proper legal citations, thorough research and analysis of the law to the facts and issues identified.</p>	<p>12/17/2009 - Memorandum: Average grade of 14 students was 41.6 points or 83%. Lowest score was 66%; highest score was 98%. Evaluation: Students perform better if they are provided with a sample memorandum of law and a grading rubric along with a legal situation they can relate to.</p> <p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	

Unit Course Assessment Report - Four Column

Ferris State University

Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 253 - Adv Legal Research-Writing - Outcome 1 - Research legal issues using print sources and Westlaw/Lexis as well as internet based resources. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Research exam, citation assignment, research assignment and internet assignment.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve an average percentage of 75% on the 4 assignments.</p>	<p>05/14/2009 - Average percentage of 12 students - 82%. Lowest percentage - 75% highest percentage - 98%. Evaluation: Students perform better if they are provided with a review sheet for the exam and classroom examples and discussion on citation format.</p> <p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	
<p>Z - LLAW Courses - LLAW 253 - Adv Legal Research-Writing - Outcome 2 - Analyze the law and apply to a factual situation to arrive at a solution or recommendation. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will engage in a thorough internet based research assignment and submit a business letter to the client which analyzes the law and provides recommendations.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve a score of 40 points out of 50 or 80%. Components include: Professional business letter and thorough research which is clearly presented through the legal analysis and recommendations given.</p>	<p>05/14/2009 - Client Letter: Average grade of 12 students was 41.6 or 86%. Lowest score was 68%; highest score was 96%. Evaluation: Students perform better if they are provided with sample business letters and a grading rubric.</p> <p>Classification: Criterion Met</p> <p>Action: 3 - Action Completed</p>	
<p>Z - LLAW Courses - LLAW 253 - Adv Legal Research-Writing - Outcome 3 - Apply rules of professional conduct and legal ethics to dilemmas encountered by a legal assistant. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p>	<p>Assessment Method: Research assignment and class presentation assignment.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve an average percentage of 75% on</p>	<p>05/14/2009 - **new outcome for 2010 spring semester class.</p> <p>Classification: Inconclusive</p> <p>Action: 1 - No Action Required</p>	

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Course Outcome Status: Active</p>	<p>the 2 assignments.</p>		
<p>Z - LLAW Courses - LLAW 253 - Adv Legal Research-Writing - Outcome 4 - Draft documents incorporating various legal writing techniques. (Created By Z - LLAW Courses) Start Date: 12/14/2009 Course Outcome Status: Active</p>	<p>Assessment Method: Prepare a demand letter, memorandum of law and a motion Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Achieve an average of 75% on the 3 assignments.</p>	<p>05/14/2009 - Average percentage of 12 students - 73%. Lowest percentage - 0%; highest percentage - 93%. Evaluation: Students perform better if they are provided with samples and grading rubrics. Classification: Criterion Met Action: 3 - Action Completed</p>	
<p>Z - LLAW Courses - LLAW 253 - Adv Legal Research-Writing - Outcome 5 - Research employment opportunities and prepare the documents necessary for a successful job search. (Created By Z - LLAW Courses) Start Date: 12/14/2009 Course Outcome Status: Active</p>	<p>Assessment Method: Prepare a cover letter and resume. Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: Achieve 90% of the students receive credit for the written assignment.</p>		

Unit Course Assessment Report - Four Column

Ferris State University

Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 160 - Law in the United States 1 - Outcome 1 - Identify the sources of law in the US legal system. (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - LLAW Courses - LLAW 160 - Law in the United States 1 - Outcome 2 - Have a basic understanding of the US and Michigan constitutions. (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test;</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - LLAW Courses - LLAW 160 - Law in the United States 1 - Outcome 3 - Be able to identify and evaluate basic ethical obligations of the legal profession. (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - LLAW Courses - LLAW 160 - Law in the United States 1 - Outcome 4 - Understand the types of employment opportunities in the legal profession and the education requirements for occupations in the legal community. (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Z - Other - specify</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Z - LLAW Courses - LLAW 160 - Law in the United States 1 - Outcome 5 - Understand the subject matter jurisdiction of state and federal courts.. (Created By Z - LLAW Courses)	Assessment Method: Test; Assessment Method Category: Z - Other - specify		
Start Date: 05/06/2010 Course Outcome Status: Active			
Z - LLAW Courses - LLAW 160 - Law in the United States 1 - Outcome 6 - Understand the role of administrative agencies in making and enforcing laws in the United States. (Created By Z - LLAW Courses)	Assessment Method: Test; Assessment Method Category: Z - Other - specify		
Start Date: 05/06/2010 Course Outcome Status: Active			
Z - LLAW Courses - LLAW 160 - Law in the United States 1 - Outcome 7 - Understand the basic concepts of tort law. (Created By Z - LLAW Courses)			
Start Date: 05/06/2010 Course Outcome Status: Active			

Unit Course Assessment Report - Four Column

Ferris State University

Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 161 - Law in the United States 2 - Outcome 1 - Demonstrate the ability to do basic legal research of state and federal law and to utilize correct legal citations. (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will complete 7 research assignments each having 6 to 10 questions.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% if the students who complete the assignments will achieve a score of at least 70%.</p>		
<p>Z - LLAW Courses - LLAW 161 - Law in the United States 2 - Outcome 2 - Understand the basic concepts of family law (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will complete 7 research assignments each having 6 to 10 questions.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% if the students who complete the assignments will achieve a score of at least 70%.</p>		
<p>Z - LLAW Courses - LLAW 161 - Law in the United States 2 - Outcome 3 - Understand the basic concepts of labor and employment law (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students will complete 7 research assignments each having 6 to 10 questions.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% if the students who complete the assignments will achieve a score of at least 70%.</p>		
<p>Z - LLAW Courses - LLAW 161 - Law in the United States 2 - Outcome 4 - Understand</p>	<p>Assessment Method: Students will complete 7 research</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>the basic concepts of Motor Vehicle law to include the Michigan no-fault statute. (Created By Z - LLAW Courses)</p> <p>Start Date: 05/06/2010</p> <p>Course Outcome Status: Active</p>	<p>assignments each having 6 to 10 questions.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: 70% if the students who complete the assignments will achieve a score of at least 70%.</p>		

Unit Course Assessment Report - Four Column

Ferris State University Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 251 - Criminal Law and Procedures - Criminal Law and Procedure - Differentiate between criminal law and criminal procedure and understand the principle components of each. (Created By Z - LLAW Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam and/or Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: 70%</p> <hr/> <p>Assessment Method: Written case analysis and/or presentation</p> <p>Assessment Method Category: Case Studies/Problem-based Assignments</p> <p>Criterion for Success: 70%</p>		
<p>Z - LLAW Courses - LLAW 251 - Criminal Law and Procedures - Legal Terminology - Demonstrate an understanding of and be conversant with basic legal terminology used in the field of criminal law and procedure. (Created By Z - LLAW Courses)</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Exam and/or Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success: Achieve an average of 70%</p> <hr/> <p>Assessment Method: Written Assignments</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p> <p>Criterion for Success: Achieve 70%</p>		
<p>Z - LLAW Courses - LLAW 251 - Criminal Law and Procedures - Criminal Laws - Analyze criminal laws (both statutory and common law) and apply them to factual situations. (Created By Z - LLAW Courses)</p> <p>Course Outcome Status:</p>	<p>Assessment Method: Exam and/or Quiz</p> <p>Assessment Method Category: Test - Internally Developed - Pre/Post or Post</p> <p>Criterion for Success:</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
Active	Achieve average of 70% Assessment Method: Written Assignments Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.) Criterion for Success: 70%		
	Assessment Method: Written case analysis and/or presentation Assessment Method Category: Case Studies/Problem-based Assignments Criterion for Success: 70%		
	Assessment Method: Class participation Assessment Method Category: Z - Other - specify Criterion for Success: Active participation		

Unit Course Assessment Report - Four Column

Ferris State University

Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 260 - Real Estate Law - Outcome 1 - Demonstrate an understanding of the types of ownership interests in real property, in Michigan, by individuals, concurrent owners and other entities. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test Preparing a Note, Mortgage, Land Contract and the appropriate pleadings, using SCAO documents, for foreclosure and forfeiture.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve a percentage score of 75%</p>		
<p>Z - LLAW Courses - LLAW 260 - Real Estate Law - Outcome 2 - Illustrate knowledge of documents that are used for the purchase and sale of real property, including, deeds, purchase agreements, listing agreements and closing statements. (Created By Z - LLAW Courses)</p> <p>Start Date: 12/14/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test; Preparing all documents for a real property transaction, including a Purchase Agreement, Warranty Deed, Quik Claim Deed, and Closing Statement.</p> <p>Assessment Method Category: Z - Other - specify</p> <p>Criterion for Success: Achieve a percentage score of 85%</p>		

Unit Course Assessment Report - Four Column

Ferris State University Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 261 - Probate and Estate Planning - Outcome 1 - Demonstrate and understanding of the subject matters under probate court jurisdiction, in Michigan (Created By Z -</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - LLAW Courses - LLAW 261 - Probate and Estate Planning - Outcome 2 - Illustrate knowledge of estate planning document tools such as Wills, Health Care directives and Power of Attorney (Created By Z - LLAW Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test; Preparing a Will, Health Care Directive and Power Of Attorney</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - LLAW Courses - LLAW 261 - Probate and Estate Planning - Outcome 3 - Apply knowledge of the statutory material as it relates to decedents Estates and Guardianships and Conservatorships of Incapacitated Individuals and Minors (Created By Z - LLAW Courses)</p> <p>Start Date: 12/02/2009</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Test; Prepare and assemble all applicable SCAO documents, required by the Probate Court, for the various types of decedents estates as well as for Guardianships and Conservatorships of Incapacitated Individuals and Minors.</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - LLAW Courses - LLAW 261 - Probate and Estate Planning - Outcome 4 - Recognize the types of adoptions, under the Michigan Adoption Code, and the procedures for each (Created By Z - LLAW</p> <p>Start Date:</p>	<p>Assessment Method: Test</p> <p>Assessment Method Category: Z - Other - specify</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
12/02/2009 Course Outcome Status: Active			

Unit Course Assessment Report - Four Column

Ferris State University

Z - LLAW Courses

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 291 - Practice Studies - Outcome 1 - Create academic outcomes for the internship in conjunction with the employer and Legal Studies Program Coordinator. (Created By Z - LLAW Courses)</p> <p>Start Date: 04/08/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Approval of completed objectives by Legal Studies Coordinator in collaboration with student and employer. A minimum of 4 specific, clearly stated objectives, coordinated with the site supervisor.</p> <p>Assessment Method Category: Z - Other - specify</p>		
<p>Z - LLAW Courses - LLAW 291 - Practice Studies - Outcome 2 - Complete and submit employer evaluation at the end of the internship (Created By Z - LLAW Courses)</p> <p>Start Date: 04/08/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Submit a completed "End of Term" Employer Evaluation of Intern Form. Each question must be answered. The form must be signed by the student and the site supervisor. This form must be submitted at the conclusion of the internship along with the final report.</p> <p>Assessment Method Category: Internship Evaluation</p>		
<p>Z - LLAW Courses - LLAW 291 - Practice Studies - Outcome 3 - Item will be evaluated twice during the internship, and will use the feedback for any improvement efforts. (Created By Z - LLAW Courses)</p> <p>Start Date: 04/08/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Submit a completed "Interim" Employer Evaluation of Intern Form. Each question must be answered. The form must be signed by the student and the site supervisor. This form must be submitted at the conclusion of the internship along with the final report. This form must also be submitted at the time of evaluation so corrective actions can be taken in the spirit of continuous improvement.</p> <p>Assessment Method Category: Internship Evaluation</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
<p>Z - LLAW Courses - LLAW 291 - Practice Studies - Outcome 4 - Complete and submit exit interview form at the end of the internship (Created By Z - LLAW Courses)</p> <p>Start Date: 04/08/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Submit a completed Exit Interview Form at the conclusion of the internship along with the final report. The Legal Studies Program Coordinator will assess this document for completeness, accuracy, and quality.</p> <p>Assessment Method Category: Interview</p>		
<p>Z - LLAW Courses - LLAW 291 - Practice Studies - Outcome 5 - Create and submit an essay detailing the work experience in relation to the academic outcomes established at the beginning of the internship. (Created By Z - LLAW Courses)</p> <p>Start Date: 04/08/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: An essay must be submitted at the conclusion of the experience. For a three credit hour internship, the minimum requirement is six pages, double spaced. The Legal Studies Program Coordinator will assess this report, and judge the quality based on content, proper grammar, neatness, spelling, and minimum length. Reports that do not meet reasonable standards expected of a college student will be returned with notations identifying needed changes and improvements. Students will be given an opportunity to resubmit the improved version.</p> <p>Assessment Method Category: Written Product (essay, research paper, journal, newsletter, etc.)</p>		
<p>Z - LLAW Courses - LLAW 291 - Practice Studies - Outcome 6 - Create and submit weekly reports to the Legal Studies Program Coordinator (Created By Z - LLAW Courses)</p> <p>Start Date: 04/08/2010</p> <p>Course Outcome Status: Active</p>	<p>Assessment Method: Students must submit a complete report each week, in a timely fashion as specified in the internship agreement. The Legal Studies Program Coordinator will read these reports and assess them based on accuracy, completeness, and content. Feedback will be provided the student after each weekly report.</p> <p>Assessment Method Category: Written Product (essay, research paper,</p>		

Course Outcomes	Means of Assessment & Criteria for Success / Tasks	Results	Action & Follow-Up
	journal, newsletter, etc.)		

Program - Legal Studies (A.A.S.) - Curriculum Map

Legend: (A) - Program Assessment, (I) - Introduced, (M) - Mastery, (R) - Reinforced

Courses	ACCT 201	BLAW 321	COMM 121	ENGL 150	ENGL 250	ISYS 105	LLAW 160	LLAW 161	LLAW 251	LLAW 253	LLAW 260	LLAW 261	LLAW 280	LLAW 291	MATH 115
Legal 1		I					I	I, R	I		I	I	I, R		
Legal 2								I	R	A, M, R			R		
Legal 3										A, M, R	I, R	I, R	I, R		
Legal 4		I					I	I, R	I, R	A, R	I, R	I, R	R		
Legal 5							A, I	R	R	R	R	R	R		
Legal 6							A, I	I, R	R		R	R	R		

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 comining 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



Program 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 I selected the Legal Studies Program because I was interested in the legal field and thought this was a good introduction. Plus it is always good to have a little legal background in any job	2		1	Student Government
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	none
I have always been interested 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, omecron 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	8b	8c	8d	8e	8f	8g	8h
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

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<p>LLAW 160, 161, 280, 253, 261</p> <p>Criminal law and procedure was the class I feel I maintained more information from</p>	<p>LLAW 251 & 260</p> <p>Real Estate Law</p>	<p>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.</p>	<p>No, just improved as mentioned above</p> <p>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</p>
<p>Civil litigation. Gayle Lopez has given very beneficial information and I will be keeping a system folder for future reference.</p>	<p>Probate Estate and Real Estate. The professor doesn't care about the class and does not engage students in learning.</p>	<p>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.</p>	<p>No. Real Estate, I didn't get anything out of the class that I remember so I don't think it helped me.</p>
<p>Civil Litigation and Advance Legal Research & Writing</p>	<p>None</p>	<p>I think probate could be improved because it is relevant but not well taught</p>	<p>No. Real Estate, I didn't get anything out of the class that I remember so I don't think it helped me.</p>
<p>Civil litigation LLAW 160 & 161 and Advanced legal Research</p>	<p>Real Estate Law</p>	<p>I think probate could be improved because it is relevant but not well taught</p>	<p>No. Real Estate, I didn't get anything out of the class that I remember so I don't think it helped me.</p>
<p>Civil litigation, Real Estate, Probate & Estate Planning</p>	<p>Law in the United States</p>	<p>Real Estate and Probate and Estate Planning because there is a lot of information and the classes seem rushed</p>	<p>none</p>
<p>Probate and Estate Planning, Civil litigation, the advanced legal research</p>	<p>Criminal, real estate</p>	<p>criminal go into a little more depth, explain topics better. Also, make the internship mandatory to give us experience.</p>	
<p>I thought that the first 2 classes 160,161 were the most beneficial because that was the bases for the other classes.</p>	<p>I really didn't think any were the least because they are all important to understand the law</p>	<p>NA</p>	<p>NA</p>
<p>Civil Litigation, Advanced Research & Writing</p>	<p>N/A</p>	<p>Real Estate & Probate - new teacher who actually enjoys the subjects & doesn't discourage student questions</p>	<p>No</p>
<p>Civil Litigation, law in the United States 1 & 2</p>	<p>I believe all of the classes are relevant</p>	<p>Real Estate Law & Criminal Law could be improved in the way in which they are taught.</p>	<p>No</p>

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
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 (1-5)	13b (1-5)	13c (1-5)	13d (1-5)	13e (1-5)	13f (1-5)	13g (1-5)	13h (1-5)
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1	2	3	2	2	2	2	2
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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-Legal Studies Program Review-Student Survey (1st yr)

1 (1 - 4)	2 (1 - 2)	2 Other	3	4	5a Y=1, N=2	5b	6 Y=1, N=2	7
1	2		Siblings went here I heard that the class sizes were small, which I thought would be beneficial to me.	The 2 years seemed convenient 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.	2		2	FSU Outdoor Club
2	2		It had the bst program for what I'm going for. Because of the legal studies program	I enjoy the legal system	1	Applied Science, Pre-med	2	n/a
2	1		Close to home	It is something that I am interested in	1	MCC	1	
3	1		Close to home	I like business & law	2	CIS	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 boyfrnend 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 smaller school that had the exact program I was looking for		I have always been interested in the law, and I had the opening/opportunity to take it on	1		2	It was just in Business Administration to begin with n/a
1	1				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		2	mid-michigan community, GRCC, central michigan 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 LLAW 161	None	? Critical Thinking/philosophy No
1	1	1						crim law and procedure	none	not as of now.
1	1	1						Business Administration w/ legal Studies law 2	2 Science courses Criminal	No 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 All have been relevant so far	?
1	1		1		1			LLAW 161		
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 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						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	
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 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 :)
1	1	1						They are all relevant, they fit like a puzzle take one away and an important piece will be missing		

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.



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

Committee Members:
William Boras -Retired
Van Edgerton
John Kane - Chair
Gayle Lopez
David Scott
John Vermeer

Prepared by: Special Counsel

With the cooperation of:

- Legal Assistants Section of the State Bar of Michigan
- Paralegal Section of Detroit Metro Bar Association
- Eastern Michigan University Paralegal Studies Program
- Ferris State University Legal Studies Program
- Kellogg Community College Legal Assistant Program
- Lansing Community College Legal Assistant Program
- Macomb Community College Legal Assistant Program
- Madonna University Legal Assistant Program
- Oakland Community College Legal Assistant Program

Special thanks to Professor Robert Kushler of Oakland University for Statistical Calculations



About Special Counsel

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- Legal Secretaries
- Litigation Support Personnel
- Docket Clerks

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- Special Counsel has worked with more than 35% of the country's largest corporate legal departments
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Contact Us:

50 W. Big Beaver, Suite 475
Troy, Michigan 48084
Tel: (248) 524-9131
Fax: (248) 524-9131
www.specialcounsel.com



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Background & Methodology

The primary objective of this study is to document statistics on Michigan Legal Assistants regarding:

- Demographics
- Experience/Employment History
- Areas of practice
- Salary, Compensation, & Benefits

In April of this year, two thousand nine hundred and eighty (2980) surveys were mailed to the members of the Legal Assistants Section of the State Bar of Michigan, Paralegal Section of the Detroit Metro Bar Association and to the alumni of the Legal Assistant Programs of Eastern Michigan University, Ferris State University, Kellogg Community College, Lansing Community College, Macomb Community College, Madonna University, and Oakland Community College.

A total of 584 surveys were completed, resulting in a response rate of approximately 19% *.

*Note: The actual response rate was slightly higher due to some inherent duplication in the mailing lists. For example, a member of the LA Section who graduated from Madonna University likely received two surveys, but completed and returned only one.

Statistics – Except as otherwise noted, all calculations were made based upon the percent of respondents to a particular survey question. Thus, non-responses were counted as missing data and excluded from the denominator.

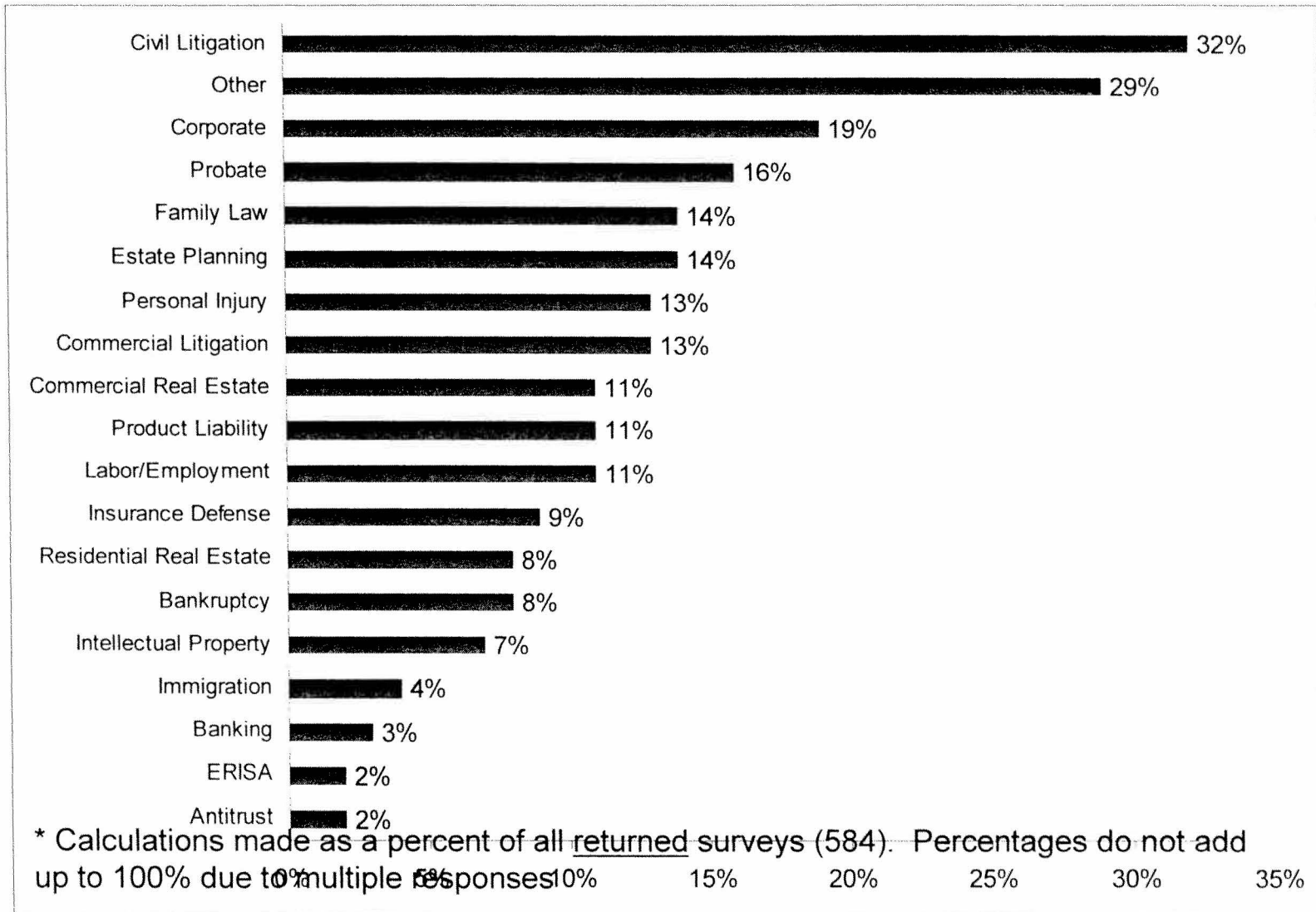
Demographics Section

Type of Employer

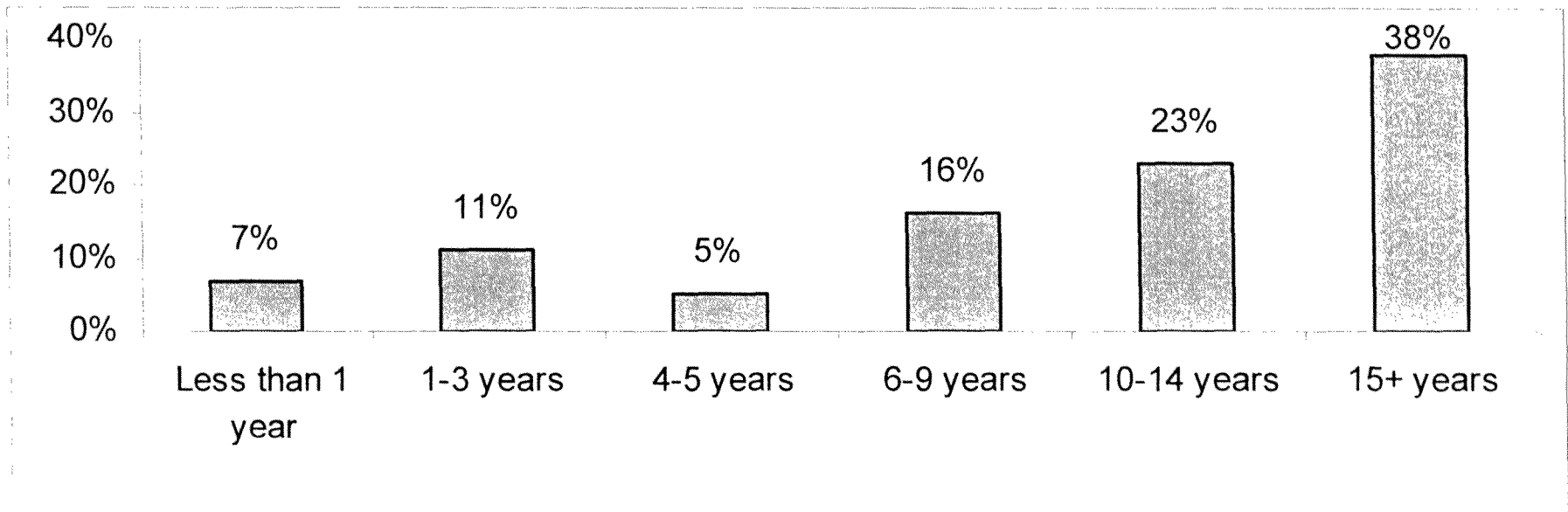
- Almost two-thirds (63%) of respondents are employed by a Law Firm
- Seventeen percent (17%) of respondents are employed by a Corporation

<u>Employed By:</u>	<u>Percent of Respondents</u>
Firm	63%
Corporation	17%
Government Agency	7%
Freelance	2%
Other	11%

Specialty Areas



Years of Experience



Education

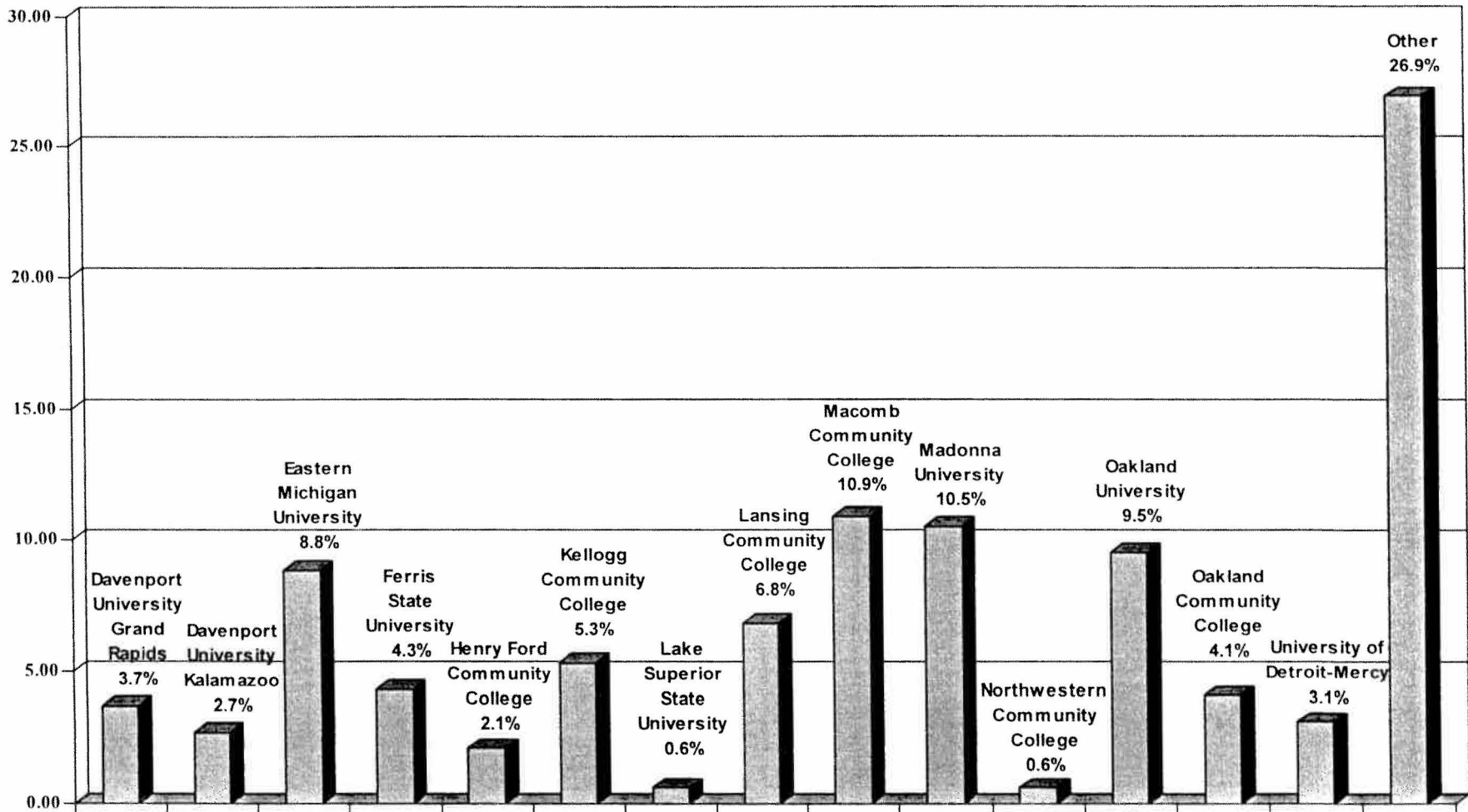
- Bachelor Degree 58%
- Paralegal Certificate 40%
- Associate Degree 40%
- Masters/Doctorate 8%

Degree in Legal Assistant Studies

- Yes 63%
- No 37%

*Calculations made as a percent of all returned surveys (584).

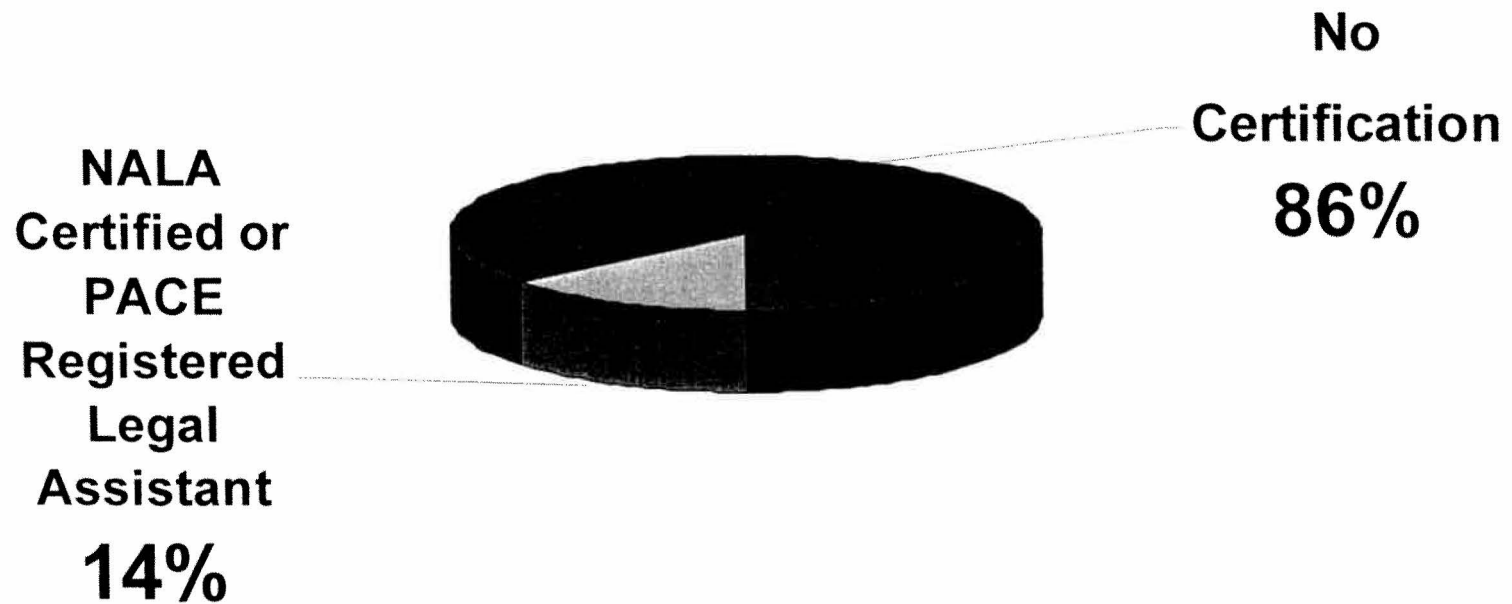
Legal Assistant School Attended



Membership in Legal Assistant Organizations

- **Legal Assistants Section of the State Bar of Michigan** **52%**
- **Paralegal Section of Detroit Metro Bar Association** **12.7%**
- **National Association of Legal Assistants (NALA)** **12.7%**
- **National Federal of Paralegal Associations (NFPA)** **1%**

Certification



In addition to pursuing a Legal Assistant education, Legal Assistants have the opportunity to sit for a Legal Assistant competency exam, much like the bar exam for attorneys. These exams are offered by the two national legal assistant organizations, NALA & NFPA.

Work Environment Section



Number of Attorneys Supported

- 1-3 attorneys 46%
- 4-6 attorneys 25%
- 7-10 attorneys 9%
- 11-15 attorneys 3%
- 16-20 attorneys 2%
- More than 20 3%
- Not Applicable 12%

Number of Employees

Attorneys

Percentage of Respondents

1-5	34%
6-10	10%
11-20	10%
21-40	10%
41-75	7%
76-100	5%
More than 100	24%

Legal Assistants

1-3	44%
3-5	12%
6-10	11%
11-15	7%
16-20	5%
21-35	7%
More than 35	14%

Legal Assistants Receiving Secretarial & Clerical Support

Secretarial Support

- Full-time 27%
- Part-time 8%
- Occasionally 18%
- Not At All 47%

Clerical Support

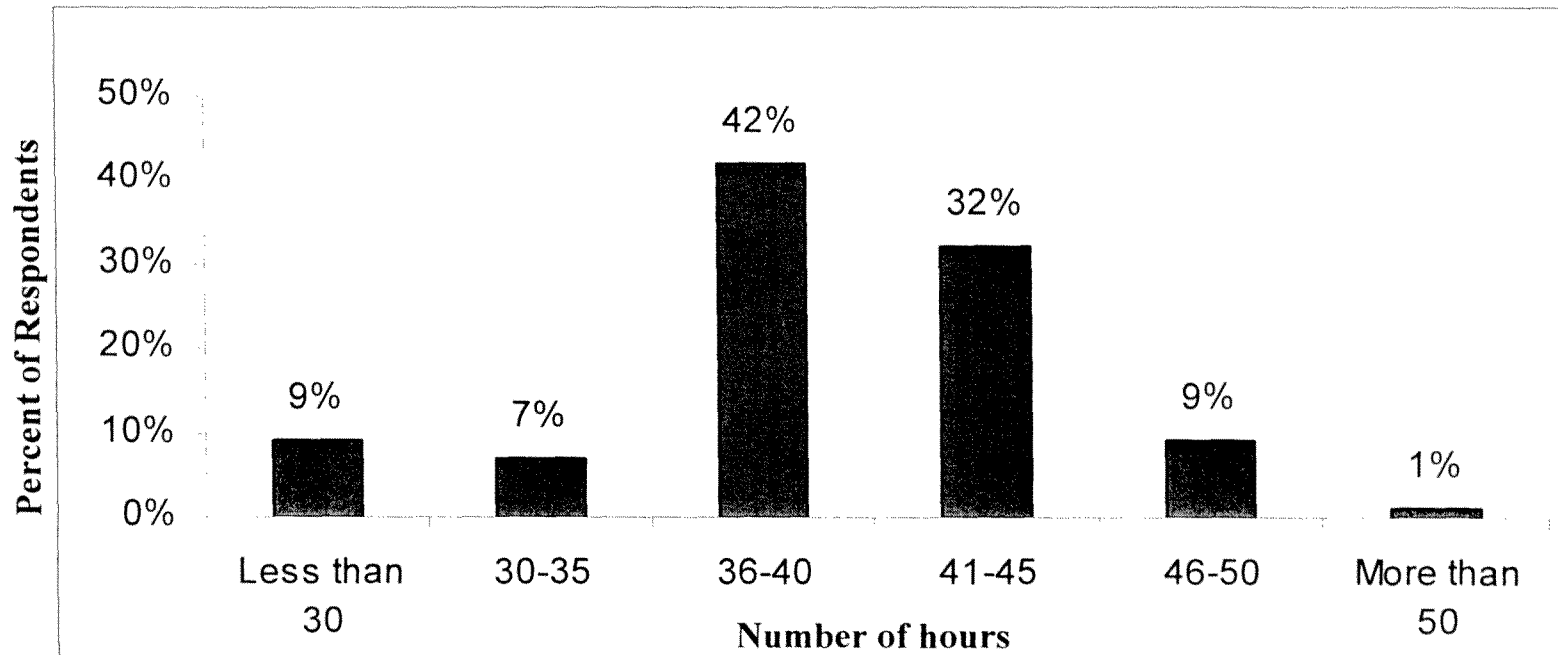
- Full-time 28%
- Part-time 10%
- Occasionally 33%
- Not At All 29%

Hours Worked Section

Required Billable Hours

<u>Required Billable Hours Per Year</u>	<u>Percent of Respondents</u>
Billable Hours Not Required	57%
Less than 1,400 hours	7%
1,400-1,500 hours	12%
1,501-1,600 hours	14%
1,601 - 1,700 hours	4%
1,701-1,800 hours	4%
More than 1,800 hours	2%
<u>Amount of Time Spent on Non-Billable Tasks</u>	
0-10%	23%
11-30%	23%
31-50%	10%
51-70%	5%
Over 70%	2%
Not Applicable	37%

Average Work Week



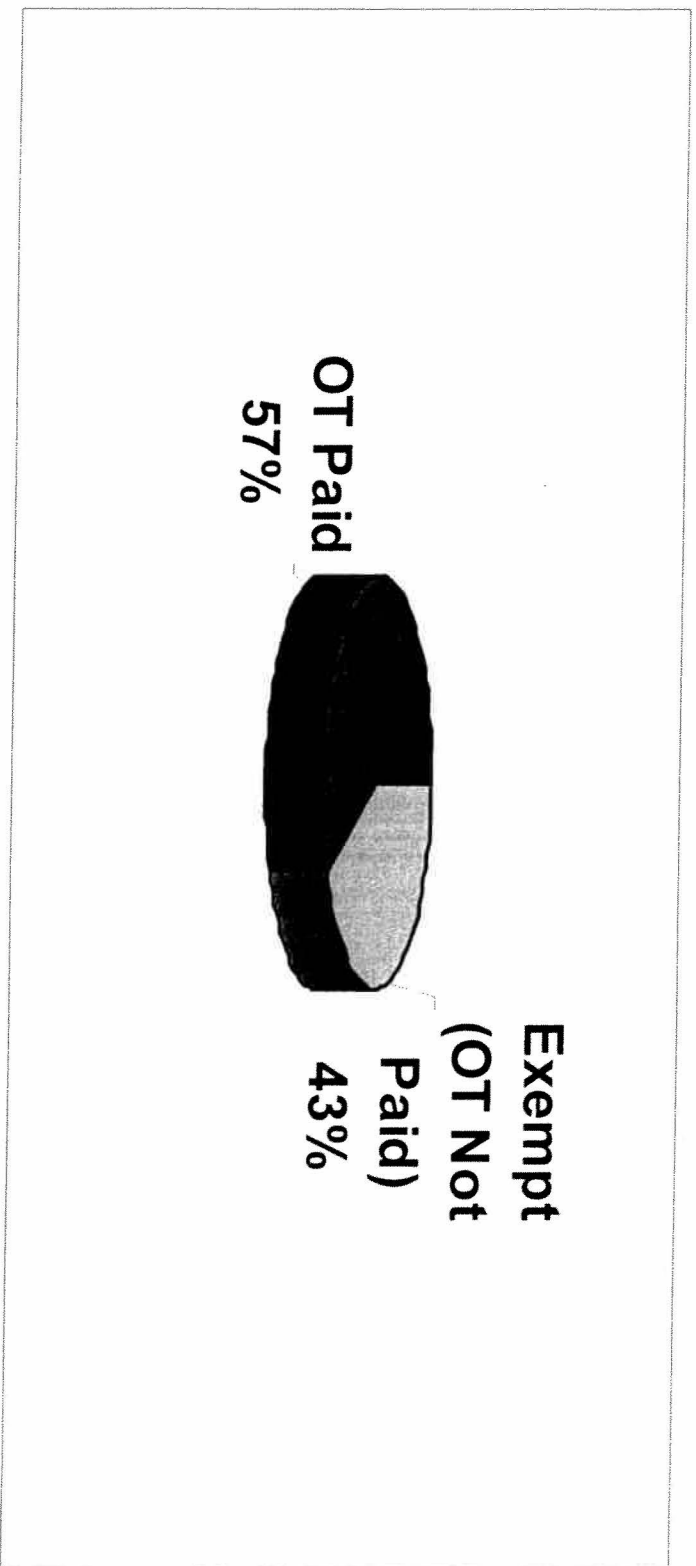
Salary and Benefits Section

Salary

- Fifty (50%) of respondents have an annual base salary between \$31,000 - \$50,000.
- Thirty-three (33%) of respondents have an annual base salary of over \$50,000.

<u>Salary</u>	<u>Percent of Respondents</u>
Under \$25K	10%
\$26-30K	7%
\$31-35K	9%
\$36-40K	13%
\$41-45K	15%
\$46-50K	13%
\$51-60K	19%
Over \$60K	14%

Overtime



Bonuses

Merit-Based or Discretionary Bonus

Yes
No

Percentage of Respondents

57%
43%

Formula or Structured Bonus

Yes
No

29.5%
70.5%

Annual Raises

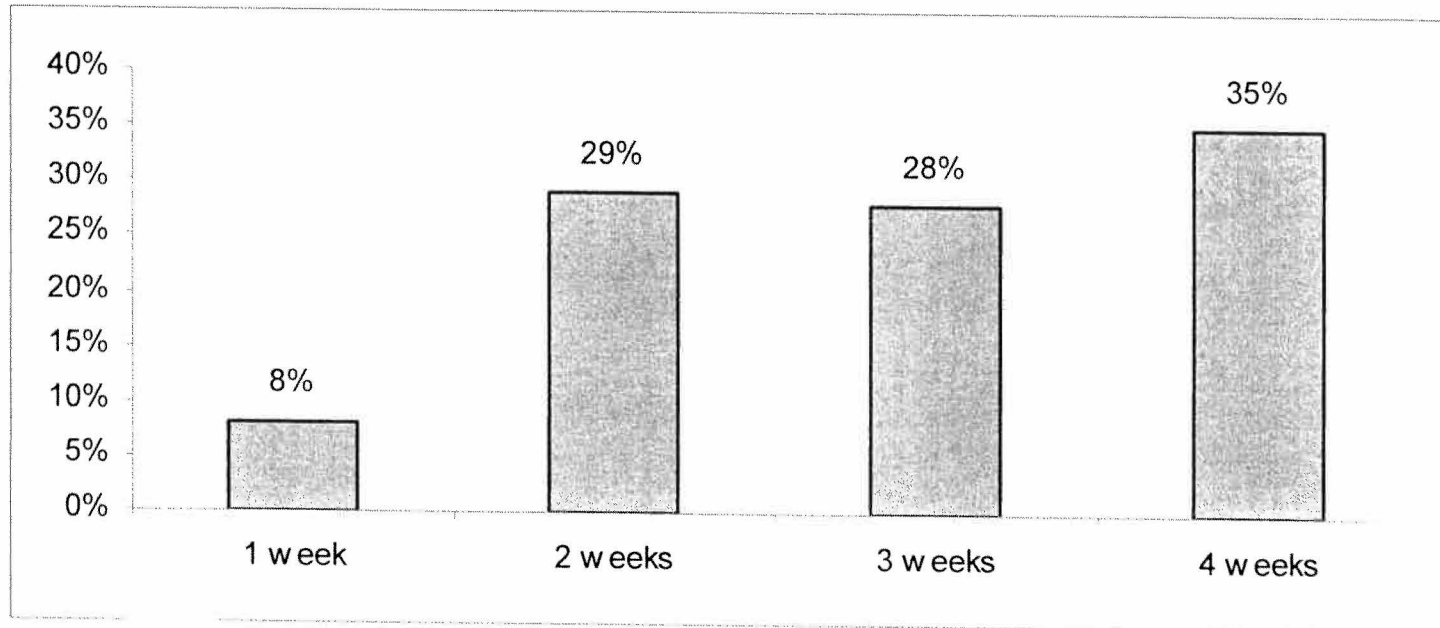
<u>Annual Raise</u>	<u>Percent of Respondents</u>
Yes	80%
No	20%

<u>Raise As a Percent of Annual Salary</u>	
0-2%	32.5%
3%-5%	58.5%
6%-9%	7%
10% or more	2%

Benefits

<u>Benefit</u>	<u>Fully</u>	<u>Partially</u>	<u>Employee Paid</u>
Medical	30%	59%	11%
Dental	26%	52%	22%
Vision	21%	46%	33%
Disability	47.5%	35%	17.5%
Prescription	21%	62.5%	16.5%
Parking	53%	24%	23%
Tuition Reimbursement	20%	40%	40%
Child Care	1%	4%	95%
Flex Time	41%	12%	47%

Vacation Time

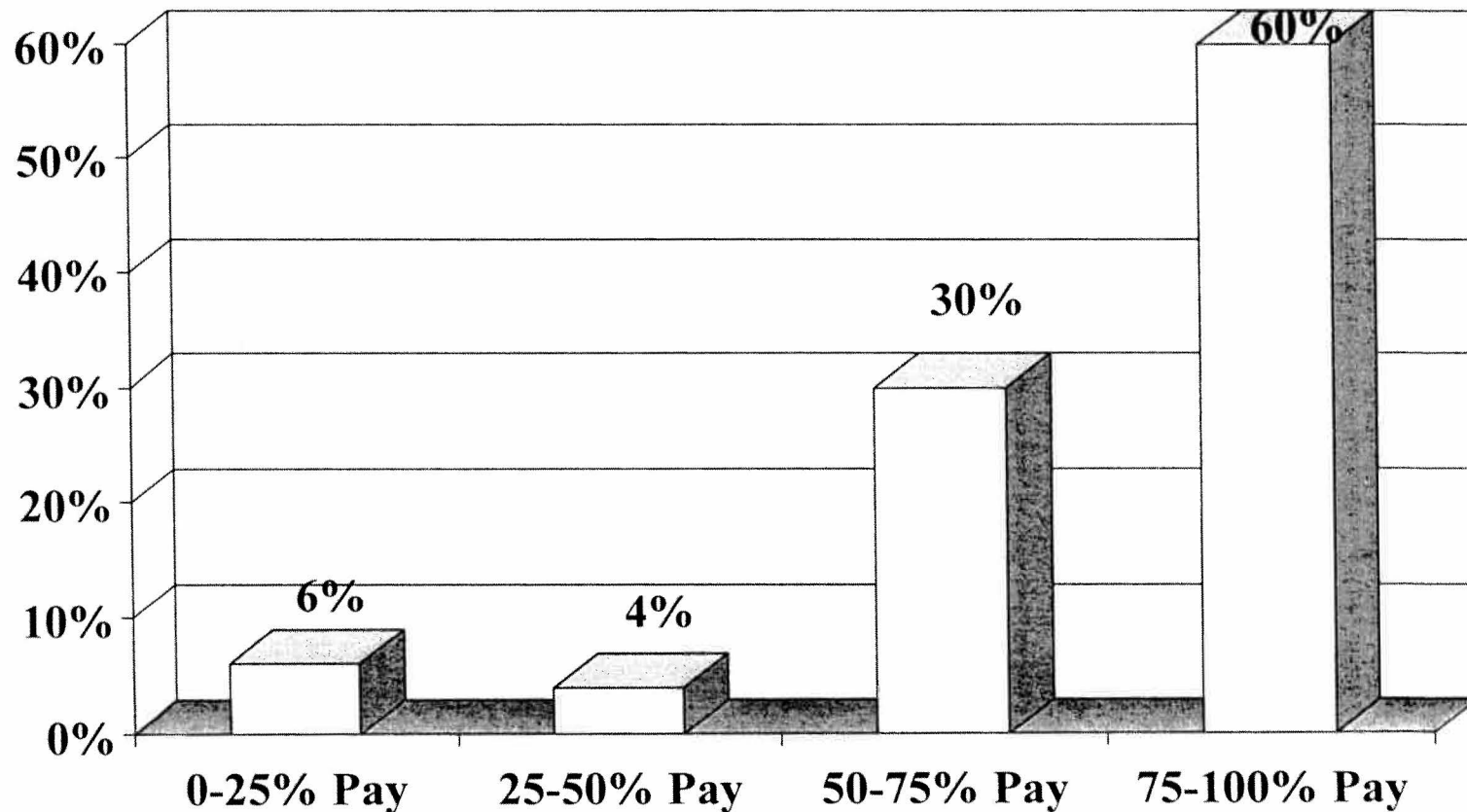


Maternity/Paternity Leave

	<u>Percent of Respondents</u>
Paid	54%
Unpaid	46%
<u>How Long</u>	
1-2 weeks	4%
3-4 weeks	7%
5-6 weeks	49%
7-8 weeks	16%
9-11 weeks	6%
12 or more weeks	18%

Maternity/Paternity Leave Pay

Of the respondents that indicated that they received paid maternity/paternity leave, the following chart indicates the percentage of annual salary received.



Job Satisfaction Section

Job Satisfaction

81% of respondents identified salary as “very important” in rating job satisfaction.

	Very Important	Important	Not Important
Salary	81%	19%	<1%
Benefits	67%	26%	7%
Flexible Hours	52%	39%	9%
Partner reported to	43%	36.5%	20.5%
Bonus	35%	51%	14%
Prestige	11%	40%	49%
Other*	39%	32%	29%

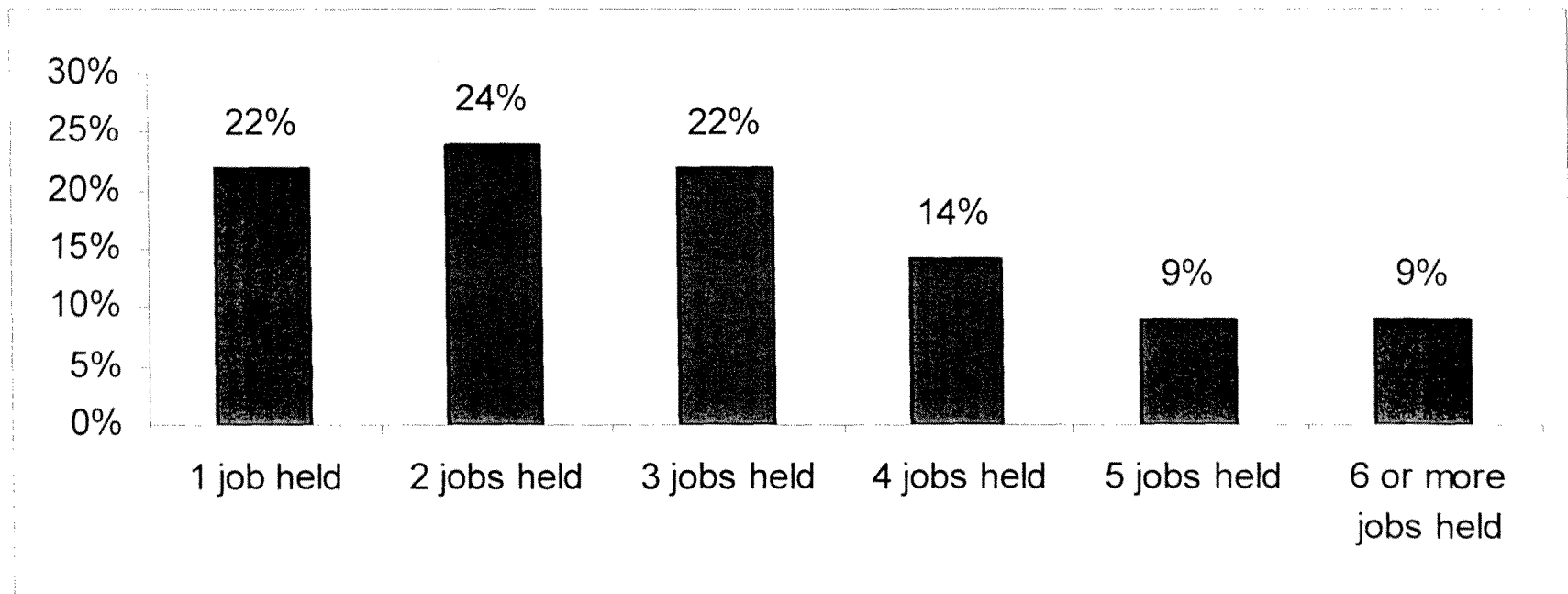
* "Other" includes: the environment, the people with whom respondents worked, the respect given by the attorneys, the type of legal work being performed, and the ability to enjoy their time at the office.

Legal Assistant Career



Jobs Held

Almost half of the respondents have had 2 or less jobs

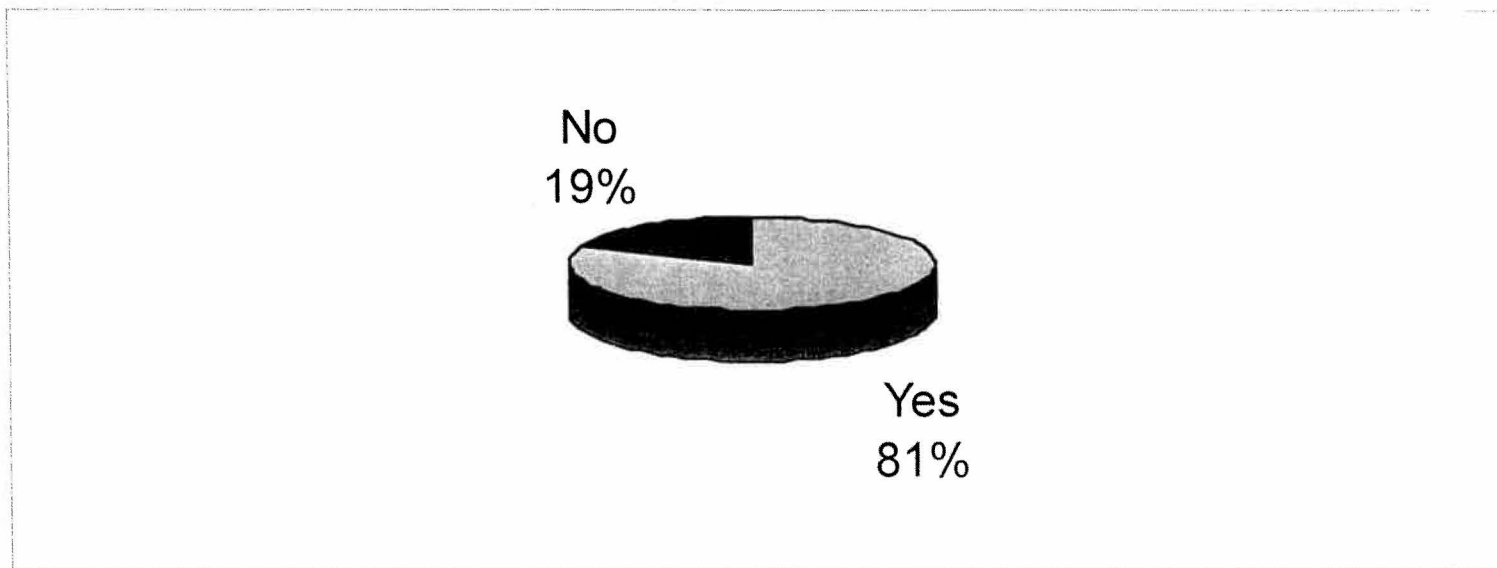


Length of Time at First Legal Assistant Job

- Less than 1 year 14%
- 1-2 years 27%
- 3-4 years 21%
- 5-6 years 13%
- 7-14 years 14%
- 15 or more years 11%

Career Legal Assistant

81% of all respondents consider themselves career legal assistants



Salary Linked to:

- A) Type of Employer
- B) Years of Experience
- C) Specialty – Transactional vs. Litigation
- D) Oakland & Wayne County Employers

Salary Linked to Type of Employer

	<u>Under \$25K</u>	<u>\$26-30K</u>	<u>\$31-35K</u>	<u>\$36-40K</u>	<u>\$41-45K</u>	<u>\$46-50K</u>	<u>\$51-60K</u>	<u>Over 60K</u>
Corporation	5%	4%	8.5%	8.5%	12%	13%	28%	21%
Firm	7%	7%	8%	12.5%	17.5%	15%	20%	13%
Government Agency	18%	3%	13%	18%	11%	8%	16%	13%
Freelance	23%	0%	8%	0%	31%	15%	8%	15%
Other	30%	11%	11%	23%	6%	7.5%	7.5%	4%

Salary Linked to Years of Experience

	<u>Under \$25K</u>	<u>\$26-30K</u>	<u>\$31-35K</u>	<u>\$36-40K</u>	<u>\$41-45K</u>	<u>\$46-50K</u>	<u>\$51-60K</u>	<u>Over 60K</u>
Less than 1 year	50%	17%	19%	6%	8%	0%	0%	0%
1-3 years	28%	16%	17%	20%	16%	1.5%	0%	1.5%
4-5 years	18%	11%	18%	36%	7%	7%	3%	0%
6-9 years	4%	5%	12%	20%	21%	18%	11%	9%
10-14 years	6%	6%	5%	11%	15%	20%	24%	13%
15+ years	2%	3%	4%	7%	15%	14%	31%	24%

Salary Linked to Specialty Transactional vs. Litigation

Transactional Specialties Include:

Banking
Commercial Real Estate
Corporate
ERISA
Estate Planning
Immigration
Intellectual property
Residential Real Estate

Litigation Specialties Include:

Antitrust
Bankruptcy
Civil Litigation
Commercial Litigation
Family
Insurance Defense
Labor/Employment
Personal Injury
Probate
Products Liability

	<u>Under \$25K</u>	<u>\$26-30K</u>	<u>\$31-35K</u>	<u>\$36-40K</u>	<u>\$41-45K</u>	<u>\$46-50K</u>	<u>\$51-60K</u>	<u>Over 60K</u>
Transactional Only	3%	4%	4%	13%	10%	9%	31%	26%
Litigation Only	5%	4%	12%	15%	19%	22%	13%	9%
BOTH Trans. & Lit.	16%	13%	9%	12%	14%	8%	19%	9%
Other	23%	9%	9%	9%	17%	8%	14%	11%

*Calculations made as a percent of all returned surveys (584).

Salary Differences by County

- 75% of Legal Assistants Employed IN Wayne or Oakland County earned \$41,000 or more
- 45% of Legal Assistants Employed Outside of Wayne and Oakland Counties earned \$41,000 or more

	<u>Under \$25K</u>	<u>\$26-30K</u>	<u>\$31-35K</u>	<u>\$36-40K</u>	<u>\$41-45K</u>	<u>\$46-50K</u>	<u>\$51-60K</u>	<u>Over 60K</u>
Employed <u>in</u> Wayne or Oakland County	3%	5%	5%	12%	15%	17%	24%	19%
Employed <u>Outside</u> of Wayne or Oakland County	18%	9%	13%	14%	16%	8%	14%	7%

2006 Survey Results
Ferris State University

1). Employed by:

Firm: 57%
Corporation: 5%
Gvmt. Agency: 14%
Freelance: 0%
Other: 24%

2). Work in Oakland or Wayne County

Yes: 14%
No: 86%

3). NALA or PACE Registered

Yes: 15%
No: 85%

4). Member of any Organizations

Legal Assistant Section: 40%
Detroit Metro Bar legal assit: 0%
Legal Assistant Assc. Of MI: 0%
NALA: 22%
NFPA: 5%
Other: 30%

5). What Degree did they earn:

Masters/PHD: 0%
Bachelor of Arts/Sciences: 43%
Associate: 100%
Paralegal Certificate: 5%

6). Was their degree in Legal Assistant Studies:

Yes: 100%
No: 0%

7). All FSU Graduates

8). Years of Experience:

Less than 1: 5%
1 – 3: 20%
4 – 5: 5%
6 – 9: 5%
10 – 14: 20%
15 or more: 45%

9). Base Salary Range:

Under \$25K: 25%
\$26 – 30K: 0%
\$31 – 35K: 20%
\$36 – 40K: 5%
\$41 – 45K: 5%
\$46 – 50K: 10%
\$51 – 60K: 20%
Over \$60K: 15%

10). Receive a merit-based or discretionary bonus:

Yes: 42%
No: 58%

11). Receive a formula or structured bonus:

Yes: 26%
No: 74%

12). Receive an annual raise:

Yes: 84%
No: 16%

13). If receive a raise, what percent of salary:

0 – 2%: 40%
3 – 5%: 53%
6 – 9%: 7%
10% or more: 0%

14). Yearly requirement for minimum billable hours:

Less than 1,400: 5%
1,400 – 1,500: 11%
1,501 – 1,600: 16%
1,601 – 1,700: 0%
1,701 – 1,800: 5%
More than 1,800: 0%
Billable hours not required: 63%

15). Percentage of time spent on non-billable hours:

0 – 10%: 21%
11 – 30%: 32%
31 – 50%: 0%
51 – 70%: 0%
Over 70%: 9%
Not Applicable: 47%

16). Average work hours a week:

Less than 30: 5%
30 – 35: 11%
36 – 40: 53%
41 – 45: 32%
46 – 50: 0%
More than 50: 0%

17). Do you receive overtime:

Exempt: 67%
Receive OT: 33%

18). Number of attorneys they support:

1 – 3: 55%
4 – 6: 10%
7 – 10: 5%
11 – 15: 5%
16 – 20: 0%
More than 20: 0%
N/A: 25%

19). Attorneys in the Company:

1 – 5: 40%
6 – 10: 0%
11 – 20: 7%
21 – 40: 20%
41 – 75: 7%
76 – 100: 7%
More than 100: 20%

20). Legal assistants in the company:

1 – 3: 47%
4 – 5: 0%
6 – 10: 13%
11 – 15: 13%
16 – 20: 7%
21 – 35: 13%
More than 35: 7%

21). Have a secretary:

Full-time: 33%
Part-time: 11%
Occasionally: 28%
Not at all: 28%

22). Have clerical support;

Full-time: 23%
Part-time: 23%
Occasionally: 23%
Not at all: 31%

23). Area of law primarily practiced:

Antitrust: 0%
Banking: 6%
Bankruptcy: 6%
Civil litigation: 44%
Comm. Lit.: 6%
Comm. Real Estate: 0%
Corporate: 13%
ERISA: 0%
Family: 19%
Immigration: 6%
Insurance defense: 19%
Intellectual Property: 19%
Labor/Employment: 6%
Personal Injury: 19%
Products liability: 6%
Residential Real Estate: 19%
Estate Planning: 13%
Probate: 13%
Other: 44%

24). Vacation time:

1 week: 7%
2 weeks: 20%
3 weeks: 27%
4 weeks or more: 47%

25). Next page

26). Maternity leave:

Paid: 40%
Unpaid: 60%

27). Length of maternity leave:

1 – 2 weeks: 29%
3 – 4 weeks: 14%
5 – 6 weeks: 29%
7 – 8 weeks: 0%
9 – 11 weeks: 0%
12 weeks or more: 29%

28). If maternity leave is paid for, what percent of salary:

0 – 25%: 0%
26 – 50%: 0%
51 – 75%: 0%
76 – 100%: 100%

29). Number of jobs held through legal profession:

1: 33%
2: 39%
3: 17%
4: 0%
5: 6%
6 or more: 6%

30). Length of time at first job:

Less than 1 year: 25%
1 – 2 years: 19%
3 – 4 years: 13%
5 – 6 years: 13%
7 – 14 years: 7%
15 years or more: 25%

31). Consider themselves a career Legal Assistant:

Yes: 75%
No: 5%

32). Next Page

25). Benefits:

	Fully Paid by Employer	Partially Paid by Employer	Employee Paid
Medical	44%	56%	6%
Dental	33%	33%	17%
Vision	22%	33%	22%
Disability	39%	22%	17%
Prescription	33%	39%	17%
Parking	22%	11%	17%
Tuition Reimbursement	22%	22%	22%
Child Care	0%	0%	39%
Flex Time	6%	0%	17%

32). Personal Importance:

	Very Important	Important	Not Important
Benefits	70%	30%	0%
Salary	70%	30%	0%
Partner you report to	50%	20%	20%
prestige	10%	60%	30%
Bonus	35%	35%	10%
Flexible Hours	40%	40%	15%
Other	10%	10%	5%

Results based on 21 surveys returned by FSU graduates.

Compiled 9-19-2006

Legal Studies Advisory Meeting Minutes

Friday, April 15, 2011

Present: Cavan Berry, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, David Steenstra, Wendy Taylor, John Vermeer, and Jim White.

Meeting started at 10:10 am.

Members were greeted and thanked for attending.

Updates:

The ABE re-approval report is due next November and a site visit will follow. We will focus on this at the spring meeting next year.

Gayle explained the AAFPE Conference, the focus was internships and assessment of both classes and everything else. She met with the ABA at the conference and she asked about having advisory meetings twice a year and was told it has to be. She also asked about the interim reporting, why she has to be back four to seven years when they were covered in the last reports.

Enrollment Update:

The enrollment is down, not significantly though and the department is up. There are more and more transfer students. Outside of business we're seeing fewer freshmen.

David suggested we come up with a number the program can hold. He talked about partnering around the state. The problem is each site would have to be ABA approved and the ABA doesn't like on-line courses. Completely on-line courses have to be approved by the ABA. You have to show the students still get all the hours. Hybrid classes are considered on-line also. One of the members asked how we determine who does the on-line class work. There is no way we can check it. Some programs have overall testing in a secure environment to test and show what you have learned.

A question was raised; what kind of focus do employers put on the ABA. Cheryl thinks that most larger law schools would want the ABA approval. Stacey said that at Chrysler Corporate their paralegals have to come from an ABA approved program. Gayle believes it would be death to the program to drop the approval, Wendy agreed. Jim wondered if enough schools drop the ABA requirements if the ABA would change. The ABA is being pushed to change their whole focus because it is a traditional model of paralegals working for law firms only and there is so much more. Grand Valley just got approval from the ABA and had to revamp their bachelors program to get approval, they believed it was necessary.

Most students are doing a bachelors degree, Gayle believes it is better to be with Business Administration to complete the bachelors rather than a BS in Legal Studies. Business Administration is the easiest program to do with legal studies because of the fit. John Kane mentioned that he thinks half of the students in the program want law school. Half of his LLAW 161 students are from other colleges and some aren't counted.

Kathleen draws a lot on her business classes. It pushes students to do something else with legal, it gets them further. The law knowledge helps give them a step up. Gayle agreed and added that one of her students is better than some attorneys.

Recruitment:

We need to push the information more to let students know they can do any bachelors degree with legal studies. Many students go into the pre-law associate degree; it is our biggest hold back. Pre-law is basically an associate degree in general education. The biggest change is LLAW 160 & 161 are now

recommended courses in per-law. The pre-law programs lets everyone in, sometimes their students can't do the work in class. The program advisor for pre-law isn't even a lawyer.

John Kane and Gayle are both on the honors pre-law committee and talk to the students. Paralegal RSO students are also in the Pre-Law RSO.

Jim wondered about visiting college counselors to talk to them or if high schools have career days. The Judge mentioned to also talk to the social studies high school teachers who would welcome faculty to speak to the students. There is so much legal studies students can do. Cavan suggested tapping into the marketing students; they might be able to help. Also, what about requiring the legal studies students to do community service by talking to high school students. Students are going to school closer to home; maybe have them do a 50 mile radius.

Stacey was an orientation leader and they did team building training as well as the RA's. They talked about their programs to high school students also. Face book was another tool that could be used, brochures could be made up, and what about a link for their phones. YouTube would be another idea or have a lip dub done. Grand Valley did an unbelievable job with a YouTube video. Also, Face book or YouTube would be low cost advertising.

Betsy mentioned that this is the future; technology is the way to reach the students. Wendy mentioned that when she came to FSU there was energy in the program and the word of mouth helped out.

John Vermeer told about a class project he sometimes does in his contracts class for extra credit. The students create a skit and post it in a class shell or YouTube. A story to explain a legal concept. There are some that get many hits.

Wendy mentioned that students are more sophisticated and heed humor, irony and to be much more creative and clever. Our program seems stogy, we need to beef it up. Kids struggle to graduate now and we're capturing them with legal forms or whatever. It is the approach. Kids want fun; have links to people in the industry.

We should show YouTube videos at the April meeting.

There is a new COB website being designed by our Graphic Design students and faculty. We are trying to look for points for the web page, we need to beef it up. We need pictures, photos, things to get students attention. There is a lot of potential ways to be tapped into.

Jim White will talk to the Reed City High School Counselor.

A high school teacher Cavan knows is driven to push students to higher education. He is getting his students involved in law education. He will get us the name.

Advisory Members:

We need someone on the board who employs our grads as well as a member of the general public.

Guidelines:

We focus on what the ABA wants the advisory boards to do. The coordinator has reviewed the guidelines for the DOB, they aren't good. We don't have term limits. Gayle doesn't like term limits for advisory board members. All of our members are very valuable. She feels blessed from what she hears from other faculty. She asked how members feel about term limits. Kathleen mentioned it might be to avoid stagnation. Cavan suggested to appoint someone for a term but not have term limits. At the end of the term reappoint them to the board, this way you have ABA approval. At the end of the term reapprove people that want reappointments. David mentioned that this group was dedicated and has lots of participation. Gayle hopes that people would be comfortable telling Gayle they can't be on the committee any longer.

Trends in Employment:

Kathleen mentioned that at Bissell there are changing client needs. Cheryl mentioned that their paralegal numbers are down, but slowly picking up, not back yet. She also said that some lawyer's horde hours too so not as much work for paralegals. Jim's paralegals do less because of technology because Jim can do it himself. There is much less legal secretarial work. Cheryl's secretaries and paralegals are being pinched out. Legal secretaries aren't needed any longer. Paralegals are time keepers so they want to keep them.

The question was raised as to what else can someone with this degree do. Juan said he is busy and he thinks it is what student make it. Technology has taken over, paper is non-existent. Update everything electronically. Juan sees it as more need - less money. There is a high demand for family law, need to make it for domestic violence, even the kind you can't see, the verbal abuse which has some people terrified.

Martha said that they are now using electronic data rooms. The upload due-diligence, everything is put into a PB works. They come to a data room and upload all kind of things; she doesn't have to mail or fed ex any longer. They load attachments from email.

Program Objectives:

Professionalism was added to the objectives, they don't like to use the word demonstrate, they like a variety of descriptions.

Gayle explained that her pay was taken away for being the coordinator. Martha moved that Gayle get release time for her work. The board all approved this.

Date for the next fall meeting is Oct. 28th possibly at the ATC.

Meeting adjourned at 11:55 am.

Legal Studies Advisory Meeting Minutes

Friday, November 5, 2010

Present: Cavan Berry, Stacey Carlson, Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, Juan Salazar, David Steenstra, Wendy Taylor, John Vermeer, and Jim White.

Meeting started at 10:10 am.

Members were greeted and thanked for attending.

Updates:

Gayle attended the AAfPE Conference last weekend. The push is in assessment and jobs for students. The next thing is how students find jobs and also, how to motivate them to seek jobs.

Gayle will be going back to Chicago to work on the ABA report. It is a lesson on ABA reports.

A heads up to the members, the ABA representatives will want to meet with board members while they are here.

The big push with the ABA this year is exams and licensing for students. Some like the testing and others don't. The new licensing has test spots around the country. The testing is on competencies. Testing federal rules of procedure, the ABA sent out surveys about what textbooks are used. The test is optional but students have to pay \$250 for it. The criteria are that they have to have graduated from an ABA approved program or worked in industry five years. It is expensive, \$250. Students would have to go to a testing agency. The ABA isn't pushing students to do the license. There are a lot of licensed jobs in Michigan.

Enrollment Update:

The numbers are down at this point. Gayle explained that many students graduate with both their bachelors and associate degree at the same time. Some students take BLAW 321, Contracts and Sales and decide they like the law. Graduates are moving up. More and more students are enrolled in other programs rather than business. Almost all of the students complete bachelor's degrees. People are going to school longer because there aren't any jobs. More students are going to law school also. We have a higher level of students, retention is better.

Gayle mentioned that this has been one of the worst classes she has ever had, lack of motivation. She is frustrated. Jim expressed some of the same with non-trads. A lot of energy is there, but not the work ethic. Many are failing tests, not high caliber. Most non-trads are motivated; it seems they don't have the mental capacity. Jim finds you have to spoon feed and their work product is terrible. Students come in with a lack of drive.

Internships & Employer Feedback:

The ABA wants feedback from employers of our student. Students in the recent past don't work for attorneys. Employers don't all like every student, could be work ethic or people skills. Students seem to be lacking people skills, motivation, writing skills, and bring motivated. It goes down to the caliber of legal work being down. The judge mentioned seeing it even in attorneys.

Wendy feels there is a sense of doom and gloom for young kids, they are sad, scared, everything is crumbling, falling apart, why be in a hurry to graduate and do what – not get a job.

Cavan has hired or worked with interns. They keep waiting to see what the students can do. Legal services in Muskegon are down; attorneys are trying for secretarial jobs.

At Martha's firm they aren't hiring and when people leave they aren't being replaced. Two paralegals were let go last year without being replaced.

Library Collection:

The ABA Guidelines for the library were reviewed. The ABA requires we have certain things in the library. Shepard's is no longer available at the library, but it is on an electronic website. Legal encyclopedia, we have the Michigan law, practice and the Michigan Jurisprudence all can also be electronic. Students do more on-line. Gayle has noticed that if students do everything on-line verses face-to-face, they do much better. For legal specialty planning they have to have books. It cost \$24,000 a year for the four big titles. Gayle is meeting with David Scott at the library to go over what is needed for our students.

Martha mentioned that she donates money to our program every year and wondered if she should start sending it to the library. The answer was no.

Gayle put the whole cost of the library for business on the last ABA report.

MISC:

Form books are needed for all areas of Legal Studies.

Gayle is sure the AGA will be pushing us to get a legal technology class. Students are all technology savvy. Davenport has a standalone legal technology course. Our students take ISYS 105, Microsoft Office.

Cavan thinks the state is moving to an electronic filing system. Martha told that she does all corporate filling on-line presently.

Wendy suggested a lip dup to recruit for the university.

The Paralegal Student Organization isn't doing much at this point. They can't get involvement with the first and second year student.

The COB is launching a new website and a new picture of the advisory board is needed.

Date for the next fall meeting is Oct. 28th possibly at the ATC.

Meeting adjourned at 11:55 am.

Legal Studies Advisory Meeting Minutes

April 16, 2010

Present: Cavan Berry, Stacey Carlson, Cheryl Coutchie, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, Juan Salazar, David Steenstra, John Vermeer and James White.

1. Introductions and updates:
 - a. ABA interim report was approved March 10, 2010.
 - b. Re-approval report due November 15, 2011, it is a seven year re-approval process.
2. Enrollment/Recruitment – John explained the numbers for the intro class, LLAW 160 being low at present. The incoming freshman will add to the numbers. Bachelor degrees are much more sought after. Spring 2010 shows 68 students total in the Legal Studies curriculum, 31 of them are in the Business Administration program as well as Legal Studies. Of the 68, only 7 are not dual enrolled in a bachelor degree program. There are never as many second year students; normally the number is cut in half.
3. Review program objectives/outcomes: oral communication skills/professionalism – graduate survey numbers were reviewed and explained. The most beneficial courses were Civil Litigation, Probate, Real Estate and Criminal Law. Students also show an interest in area we don't cover such as bankruptcies, family and intellectual property law. Any of these topics would require an adjunct and it would be hard to find one with these specialties. It was suggested to add topics to an existing course.

Gayle would like to have a computer course for legal study students and would like our new person to teach it. The problem would be developing a special class for possibly 15 students.

We also need continuous quality improvement for courses.

4. Objectives: Members were informed about TracDat and assessment measurements and results. Each item on the objectives is something that has to be done.

Gayle asked what the employer objectives are, should soft skills be taught and how would you assess them. The problem is they don't know how to dress, eat in public or speak professionally. Members raised the question, how can it be taught and measured. One more objective should be more oral communication skills.

Stacey mentioned that it is important to be able to recognize who your client is and to always conduct yourself with professionalism no matter who they are – treat them with respect. On the other side of that, to know if someone is being verbally abusive, know when to shut things down and end the phone call. How do we measure professionalism, it is their responsibility to be professional. It is felt that this needs to be added to the last objective for the program. The last objective was changed to the following:

Demonstrate an understanding of legal office organization, responsibilities of the paralegal as it pertains to a law office, commonly used technology, processes and professionalism.

The judge suggested having the students do a demonstration project and present it to staff and/or others. Grade them on professionalism.

Gayle described what she does in the last class she has them for, Advanced Legal Research & Writing and her struggles getting students to understand and get the assignments correct.

5/6. Job market and trends aren't very promising at present. Attorneys will do paralegal work to get a job. The problem is once the economy is better they would move on.

Cheryl believes in the future they will have to hire more corporate paralegals because some work needs to be done at a lower pay rate at that firm.

This year for the first time in a while there are some jobs for graduates in this area to try for. A title company in Cadillac, Government Relations at Ferris, the Federal Government has a position open in the Student Education Department and the FBI is hiring paralegals in Washington DC right now. Have students look on the federal government website, there are paralegal positions in all areas.

7. The fall advisory board meeting will be Nov. 5th, 2010 at the ATC in Grand Rapids.
8. Meeting was adjourned at 12:00 for lunch at the Rock.

Legal Studies Advisory Meeting Minutes

November 13, 2009

Present: Cavan Berry, Stacey Carlson, Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, Juan Salazar, David Steenstra, Wendy Taylor, John Vermeer and, James White. Also attending were guest speakers, Dale deLongpre and Stacy Whalen.

1. Introductions and updates:

- a. Thank you to Cheryl Coutchie and Warner Norcross and Judd for hosting the meeting.
- b. Two new members were introduced to the group. Stacy Carlson is from the Michigan Economic Development Corporation and is also an alumnus. Cavan Berry is the other new member and is with Legal Aid of Western Michigan out of the Muskegon office.
- c. Gayle announced that she is the new official Legal Studies Coordinator and thanked John Kane for his years of service to the program.
- d. The ABA Interim Report was submitted in August 2009. Gayle worked on it this summer. At this point no response has come from the ABA. The re-approval will be up again in two years. The ABA requires a lot of assessment and tracking students, as well as what is being taught.
- e. AAFPE National Conference was the end of October. Gayle attended the conference. It focused was on technology and the law office. What can we do for our students. Ethics has been infused throughout.
- f. Enrollment Update – it is down a little from spring 09. There are 29 students in the Business Administration program. There are 3 students who are also in Criminal Justice, 5 in Music Industry Management, 2 in Health Care Systems Administration and one each in History, Public Administration, Resort Management, Sociology, TV Production, University College and Vision Science, 9 who are in the associate program alone.

2. ABA Guidelines were included in the packet for the new members. Most of the rest of the agenda items are ABA requirements.

3. Changes and Trends in the practice of law – Martha told about a black Monday when five people lost their jobs at her firm. They eliminated positions that were determined would be least missed. Several took a decrease in pay. Jim White mentioned that his office has less work because of the real estate market being down. Wendy announced that at Gill Industries everyone in the company is taking a week without pay quarterly, all the way up to the president. Juan gave an update from Legal Aid. There are about 16,000 a month joining medicaid. It takes up to three years unless there is a dire need to get accepted. Catholic Social Services had to lay off people because of the state cuts also. There is an increase in bankruptcy at both corporate and individual levels.

Employment for our students is a big concern. Many end up doing work that isn't involved with the law and others are thinking of law school.

Stacy mentioned an area that is untapped is the paralegal area. Corporations employ people with legal background.

4. Technology in the Law Office – Dale de Longpre and Stacy Whalen are the technology experts with Warner, Norcross and Judd. They gave a wonderful demonstration on everything to do with legal technology. The power point presentation is attached.
5. Meeting was adjourned at 12:10 for lunch at the University Club.

Legal Studies Advisory Meeting Minutes

April 17, 2009

Present: Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, John Vermeer, and Jim White.

1. Introductions and updates:

- a) Gayle announced the two new board members who were both unable to attend. Cavan Berry a lawyer and technology person with Legal Aid of Western Michigan and Stacey Carlson a paralegal with the Michigan Economic Development Corporation.
- b) Members were informed that Gayle is going to receive pay for the equivalent of one course for summer to do the ABA updates. This is more in line with the ABA requirements as well as what other programs do.
- c) The ABA interim report is due on August 15, 2009, there are new reporting requirements.
- d) Gayle attended the AAFPE Regional Conference in Chicago. It was a two day conference focusing on the new ABA guidelines and technology, infusing legal software in courses. Technology is the push, Excell, grafting and charts. Gayle will be co-hosting the regional conference in Grand Rapids with Grand Valley next year.
- e) John Kane explained the enrollment numbers. There are 65 students in the legal law classes this spring. Of those, 37 of them are also in Business Administration, three of them are in Criminal Justice, seven in Music Industry Management, two each in Public Administration and Health Care Administration, one each in History, Political Science, Psychology, Technical Communication and TV Production. Nine of the students are in the Legal Studies Associate Degree Program


2/3. Review ABA Guidelines and Admission Standards - Members were guided to review page 14, d1. The COB is planning to reduce admission standards, but the Legal Studies Program is not going to change. Students need a 2.50 high school gpa as well as at least a 19 in reading and math on the ACT test.

4. Program Objectives – members were informed that they will be receiving an email about the program perceptions. Their input is needed for a Perkins Summary Report for Self-Study evaluation of Occupational Programs.

Members were also asked to review the six outcomes for this program. The norm is five to seven outcomes. They were also asked what we expect our students to have when they leave here. One suggestion was for students to have higher communication skills, both oral and written. A paralegal needs to be able to present their research writing and briefs to an attorney.

The four year plan was shown to the committee members. It is all laid out for students so they know what classes to take each term, this way they take their prerequisites when they need to.

Another update is changing the prerequisite for LLAW 261. By doing this students should also have BLAW 321 completed which will help them get through LLAW 261.


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5. Technology in the Law Office – Members were asked if there is anything new or updated in technology that our students should learn. The Legal Aid office added a scanner. All social security comes on disk now. All have electronic numbers on them. Also, the Federal Courts have gone paperless. There are a couple of test counties in the state, maybe the state will be next. Jim White's office has both computer and paper files. Norcross is starting to scan all of their files. The whole technology used in the court room is changing. Paralegals have to become more technology savvy or the other person will be getting the jobs. It would be a knitch for us to add technology to our program – and students need a range. Some feel that a specific program isn't necessary, just a knowledge of CIS.

Technology should be what the courts need. Infuse a law technology computer class; find an adjunct to teach it. Find out who is capable of getting or doing this kind of technology. Another idea was to see what our CIS area teaches and if any of that might help. The committee needs a better understanding of what we teach here, maybe have them do a presentation for the committee.


- 6/7. Job Market and Changes and Trends in the Practice of Law – Technology is needed. Software knowledge is needed.

This year's students are focusing more on finding a job.

Big items in business right now are salary freezes or increase in hours a week without more pay, decreasing time off and no more parties.

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8. Recruitment Recommendations – Students need to be taught how to become indispensable. It isn't just a lawyer's job any longer.
9. Fall Advisory Meeting will be held on November 17, 2009 instead of the fourth Friday in October. Gayle will be gone to her conference and will be able to attend.
10. Adjourned for lunch at 11:45 am.

Other: John Kane asked about the shrinking law library. He discovered this year that the Supreme. Court Reports were eliminated. More libraries at legal places are going paperless. Students have statutes and cases available on-line.



Legal Studies Advisory Meeting Minutes

October 24, 2008

Present: Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, David Steenstra, John Vermeer, and Jim White.

1. Introductions and updates:

- a. Juan was thanked for hosting the LS Advisory Board Meeting.
- b. Another ABA interim report is due August 15, 2009. Members were all given a copy of the new guidelines for the ABA reports so they could be aware of them. The ABA wants to know how changes and updates are completed. An assessment plan also needs to be completed. Gayle is the unofficial coordinator, the department head is trying to get release time for this.


The ABA also wants to know where the grads are and what they are doing. Graduates need to be contacted on a regular basis. Gayle wants to get a student assistant to make calls and talk to the grads to get the information. Martha offered to help with this. Cheryl mentioned that they keep in contact with their alumni and invite them to social events and it has been very fruit-full. Betsy also wondered about getting a grad list so see if any of the board members might know them.

- c. AAFPE Conference Report – Gayle attended the American Association for Paralegal Education in October. It was four days of seminars; the hot points were ethics, internships and technology.
- d. Enrollment Update – There are 71 students in one of the programs or taking the legal law classes. The goal is to have 40 students the first year and graduate 20 from that class. Enrollment and the quality of students are consistent from one year to the next. It is hard to do larger numbers of students in the upper level classes, if it is done the student grades suffer.
- e. Checksheets - Members were shown both of the two year and four year checksheets. If they want to do a bachelors' degree they do the Business Administration Professional Track with Legal Studies, but still have available the two year Legal Studies degree.

2. Review ABA Recommendation for New Advisory Board Members – Pg 14 of the new ABA Guidelines explain the requirements of what sector people are needed from to serve on the board and also what duties and functions are needed. Gayle wants to add more paralegals, someone with legal technology and a practicing attorney. Wendy Taylor will stay on the board as someone from the public sector. Adjuncts aren't supposed to be on the board because they are connected to the university.

Juan suggested Kevin Barry who is a lawyer and very technology oriented. The committee thought he would be great so Juan asked him and he accepted the position.

Gayle would also like to add a litigation paralegal. Susan thinks we should look at the grads for this. Another area lacking is the corporate legal department paralegal since Cathy Ford left the group. International experience was also mentioned. Cheryl is a member of the International Paralegal Association and will look into a member there.




Members were asked what other gaps should be filled on the board, what knowledge base or growth area. Health care and bio-tech areas are big in Grand Rapids at the present time.

3. Internships – The ABA is really pushing internships. Gayle has touched base with the COB Internship Coordinator, Barb Renee. If she would go out to the public sector legal students could do an internship that way. The requirements are too steep at the present time for employers. There is also a problem of trying to find people willing to work with the students to make it a learning experience for them. There isn't a lot of that kind of opportunity for students in Big Rapids and transportation is a problem to get internships in the city. Some students find their own internship for no credit. The ABA might start requiring this at least for bachelors' degrees.

Another thought was if the program required internships, who would the bad students be pushed off on. Students would have to brush up on their interviewing skills, do a complete resume, if you require an internship; all of this would have to be covered. Also is the point of matching up the student with the right attorney, match up the personalities and all. It is a huge commitment and one bad experience can do major damage.

4. Ethics – Infused in the legal specialty courses – Members were asked how ethics were being handled in the work place. Judge Grant said the state administrative offices came out with a new pamphlet for all employees. She is trying to get us a copy. They are talking about training the court staff on ethics. It is across the board, not just lawyers and judges.



The ABA has a huge push for ethics – we need to show how we cover it. All three of the lawyers cover it in parts of their classes. They touch on the hi-lights and not the rest. It was suggested to bring in speakers and do practice groups. The ABA wants specifics; they have ten legal ethical rules for paralegals. Gayle would like to give a book to the students and incorporate it into all of the legal classes. This would be evidence for the ABA. Betsey mentioned that a lawyer is nothing if not for ethics; it needs to be considered for everything.

It was suggested to try a proficiency test or interview to check on ethics or pamphlets to give the students. All trade publications have ethics. Cheryl mentioned that they do an ethics seminar and bring someone in. They use Vicky Voisin and Kathleen will email her information to us.

5. Technology in the Law Office Update – Technology is huge with the ABA and business. ~~Technology is infused into the classroom. The problem is there is so much to teach already,~~ trying to introduce new software and technology into existing classes is tough. Decisions need to be made as to if a stand-alone course with software and technology should be developed. Gayle also thought about switching the ISYS 105 course to a legal technology course. Cheryl worries that some of our students might become obsolete without the legal technology

Pro-bono Work - Juan had two of the people who work for him into the meeting to talk to us, Paul Abraham and Lacy Cook. They work in the pro-bono program which is a branch of Legal Aid. This program gets 45% of funding from the state. They extend legal aid to the public sector. Attorneys are asked to donate time pro-bono. There are over 192,000 people in the community that are poor and need help. The lawyers can help people that legal aid can't handle. Stacy and Paul go out to the private bar association which covers 17 counties. Last year \$100,000 was donated. Last year the average case was 23 hours of work. They also have a fund director who tries to come up with new ways for funding. There is a pro-bono standard of 30 hours or \$300.00 donated. There are 13 associates working right now.



Adjourned to tour the office and lunch at 11:45 pm.

Legal Studies Advisory Meeting Minutes

April 18, 2008

Present: Cheryl Coutchie, Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Juan Salazar, John Vermeer, and Jim White.

1. Introductions and updates:

- a. **ABA Interim Report Revisions:** Gayle had to update the ABA report after the visit to add in the new information wanted from the visit. As for the recommendations, we have already added Cheryl Couchie to the board. We need new members, Barb Kraft who teaches at Davenport and Ruth Stevens who teaches at Cooley were suggested as possibilities. Kevin Barry from Juan's office was also suggested. A litigation paralegal would be good too. Legal Assistants from the bar association were also suggested.
- b. **Enrollment Update:** This year there are 15 in the freshmen class. There were 64 total for fall term. The Business Administration with Legal Studies bachelor degree is very popular. Many other majors pick up the legal area, Music Industry Management is the newest, and it changes from year to year.
- c. **Library Materials:** Attached sheet was distributed to members. The members wondered if we could replace the items we delete with others we could use? John Kane is going to check to see if we are locked into WestLaw light. He also wondered if we should just get the WestLaw cases and skip the rest. The Law Library expenditures were \$79,000 in 06, almost \$90,000 in 07 and 07-08 \$40,000. Many law offices are getting rid of the books. Plans were made to visit Juan's office and check out his library on October 24th for the next meeting.

2. **Review ABA Site Team Recommendations:** Full list of recommendations attached. The ABA wants the library collection to include additional texts, practice manuals and form books in the legal specialty areas as well as updated texts on the paralegal profession.

3. **Recommendations for Recruiting New Students:** A newsletter or website were suggested as two great ways to recruit students.

4. **Discuss Entry Level Career Opportunities for Legal Studies Students:** More and more students want internships. They need experience to get their foot in the door. It is hard for firms to hire without experience. Many businesses are too busy in the summer for interns too; spring or fall would be easier. Many legal secretaries become paralegals – trained on the job. Internships are the only way to go. Juan thinks he can try one although space is an issue. Technology, personal work ethic, reading and writing are problems with many students.

There are challenges to get students hired. The ABA keeps coming back to internships. The standards are too high for employers and students.

5. **Technology in the Law Office:** A class is needed in legal technology. The local courts are trying new collection software. Gayle is looking at a textbook that uses technology for one of her classes. Students need to be introduced to legal software. Gayle would like to a legal technology

Legal Studies Advisory Meeting Minutes

November 2, 2007

Present: Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Kathleen Kasiorek, Gayle Lopez, David Steenstra, John Vermeer, and Jim White.

1. Introductions & Updates.

Judge Grant updated the board on giving a kidney to her husband, both are doing well. Also updated the board members on the changes in the court system for the two counties the judges cover.

a. Review ABA Recommendations.

The ABA Review was completed last year for the Legal Studies Program. The ABA recommended additional texts, practice manuals and form books to be put in the library for student use.

b. Program Review Completed.

The internal program review lets people know if there should be changes to the program, program closure or if money might be delegated for improvements or advertising.

c. Enrollment Update.

Enrollment data for fall 2007 consists of 64 students taking the legal studies courses. Last years official count was 66. Enrollment is way down from 2005, could be in part because admissions counselors don't seem to stay long so they don't learn the programs.

There is talk about getting together with other programs that require minors to push the legal classes. There can't be a minor in the legal area because the classes are 100-200 level.


d. New Combined Checksheet.

Members were shown the new Business Administration Professional Track w/ Legal Studies B.S. checksheet which reduced the hours students have to complete.

e. Gayle Lopez gave a report on the AAFPE regional conference she attends every year. This conference is a great way for her to keep updated on the ABA and is also a teaching conference which she gets a wealth of information from. Globalization was the dominant theme. She attended the writing workshops to help with her Legal Research and Writing class.

2. Review of ABA Recommendation for more Library Resources.

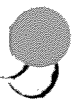
Members were asked to email John ideas on what is needed – the ABA wants more library resources added. Some suggestions were the two volume set of Real Estate Books by Lyle Deems, a three volume set of Probate Administration books, and the ICLE books. Also, the Legal Assistant Today magazine has a book review that might give



class added such as ISYS 105 but for the legal students. The Michigan Association of Justice Organization (MAJ) is a possibility for getting the legal software for our students.

6. What's New in the Practice of Law/Paralegal Profession: Paralegal do lots, case management, time management are just a couple. Time management still needs to be taught to the students.

Adjourned for lunch at 12:00 pm.



Legal Studies Advisory Meeting Minutes

April 20, 2007

Present: Martha Ducham, Elizabeth Ford, Susan Hennigan Grant, John Kane, Gayle Lopez, Cheryl Coutchie, Juan Salazar, Wendy Taylor, Bill Boras, John Vermeer, Jim White and guest Cavan Berry.

1. Introductions. Attorney Cavan Berry from West Michigan Legal Services was introduced to the advisory board members. He was invited to give a presentation to the advisory board members about the case management software used by all of the legal services programs in Michigan.
2. Members moved to an adjoining classroom for a 40 minute demonstration of PIKA software.
3. Members were informed that final ABA approval was received last month. The first interim report is due in August of 2007.
4. Gayle Lopez gave a report on the AAFPE regional conference. Ethics and technology were the dominant themes.
5. John Kane reviewed an enrollment update. 66 students are enrolled in the program for the spring semester of 2007. 46 of them are also enrolled in Business Administration. Second year courses for next fall are over capacity.
6. A list of library resources that are both on line and in book form were distributed. Pressure is increasing to eliminate some of the books. It was agreed we should go slowly in the process. Sheppard's, the Federal Digest, and ALR were suggested as books we could live without. Others thought that duplicate coverage of Michigan case law (Mich and Mich App along with NW2d) was not needed. John Kane will meet with librarian David Scott to discuss the matter and report back to the advisory board.
7. Members were reminded that we would appreciate employer surveys on an ongoing basis.
8. A summary of the graduate exit survey was distributed and reviewed. Student assessment of the program was very positive. Over 70% of the students completing the surveys indicated they were in BS programs.
9. The last ½ hour was spent with a continued discussion of the advisory board survey. A summary of the discussion is below.

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.




ideas.

3. Review of ABA Recommendation on Law Office Computer Applications.
The ABA wants a specific course for our students in legal studies. A possible suggestion is to add to the ISYS 105 – Introduction to Micro Systems and Software, to cover more the law students need.

Members agree that students need exposure to a time keeping system and electronic filing. They need the exposure to technology used in law firms, at least a couple of different programs. Getting a technology intense person from a law firm might be a good source for teaching the class. Students also need to know excel because it is used for legal aspects.

Students need to know how to download forms from a website for probate items. Also, real estate dealings have special software. Martha will check into it and get back with us. There is also some kind of data scrubber that emails go through, it tells when paper work was done and changes made to documents.

4. Review and Approve Transfer Policy.
Members were shown the transfer policy that was developed and gave their approval. It was suggested to change the content to 75% instead of 70% to stay in sync with the rest of the university.
5. New Advisory Board Members.
New members are needed to replace Wendy and Kathy. One or two new members need to be appointed. Another lawyer was suggested, but they are sometimes too busy for meetings. It has to be someone that employs paralegals to stay within the ABA requirements. A suggestion was made to get a technical legal person that knows software and hardware maybe check with Juan's co-worker, attorney Cavan Berry.
6. Jim White mentioned that if we switched his two classes around, students would have more knowledge and it might be easier for them to succeed. More of them would have BLAW 321 prior which would help them.

-
7. Ethic Discussion.
Covering ethics in every class is a requirement of the ABA. There is an ethics class that the humanities dept. teaches that could be used. However, at least one member thought that it shouldn't be taught alone, but that it should be infused though out the whole program. It is in the class outlines. In the legal area, there is a code of professional responsibility already. The ABA keeps suggesting a course.
 8. Will continue with topics, what is new in the practice of law and recruitment at lunch. Adjourned for a tour of the new addition and lunch at 11:45 am.
- 

Advisory Board Survey – October 27, 2006
FSU Legal Studies Program

The following topics were discussed with the 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.

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.

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.

**additional notes from John – prior discussion regarding 39 skills/characteristics

Internships:

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

e-mails – proper form – no smiley faces or background.

- 
- 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.

10. Adjourned for lunch at 12:25 pm.







EXHIBIT 11 – Curriculum for Each Program Option

EXHIBIT 11

Curriculum for Each Program Option

Program Option^(A) AAS Legal Studies

Type of Credits/Units used in Program Option^(B) Semester Credits

1. Total Number of Legal Specialty Credits/Units^(C) 22
2. Total Number of General Education Credits/Units^(C) 21/22
3. Total Number of Other Credits/Units To Complete the Program^(C) 21

Total Number of Credits/Units (Total of #1, #2 and #3 above)^(C) 64/65

Course Number	Course Name	Number of Credits/Units ^(C)	Prerequisites or Co-requisites	Course Designation ^(D)
LLAW 160	Law in the United States I	3	None	LS-R
LLAW 161	Law in the United States II	4	LLAW 160	LS-R
LLAW 251	Criminal Law and Procedures	3	LLAW 160	LS-R
LLAW 260	Real Estate Law	3	LLAW 161	LS-R
LLAW 261	Probate and Estate Planning	3	LLAW 161	LS-R
LLAW 280	Civil Litigation	4	LLAW 161	LS-R

Course Number	Course Name	Number of Credits/Units^(C)	Prerequisites or Co-requisites	Course Designation^(D)
LLAW 253	Advanced Legal Research & Writing	2	LLAW 280	LS-R (if no internship)
LLAW 291	Practice Studies	2	LLAW 280	LS-E
COMM 121	Fundamentals of Public Speaking	3	None	GE
ENGL 150	English I	3	ENGL 074 or min. score of 14 ACT or 370 SAT	GE
ENGL 250	English II	3	ENGL 150 C- or better	GE
MATH 115	Intermediate Algebra	3	Math 110 C- or better or 19 ACT or 460 SAT	GE
	Lab Science Elective	3-4	Depends on the elective	GE
	Cultural Enrichment Elective	3	Depends on the elective	GE
	Social Awareness Elective	3	Depends on the elective	GE
ACCT 201	Principles of Accounting I	3	MATH 110 C- or better or 19 ACT or 460 SAT	OPR
BLAW 321	Contracts and Sales	3	None	OPR
ISYS 105	Microcomputer Applications	3	None	OPR
	Elective	3	Depends on the elective	OPR
	Elective	3	Depends on the elective	OPR
	Elective	3	Depends on the elective	OPR
	Elective	3	Depends on the elective	OPR

**EXHIBIT 12 – Exemptions from General Education and
Total Unit Requirements – Not Applicable**

NOT APPLICABLE

EXHIBIT 12

Exemptions from General Education and Total Unit Requirements

Year ^(A) _____ (Provide a separate Exhibit for each reporting year.)

Total Number of Students Admitted to the Program for Year _____

	Name	# of General Education Credits Completed	# of General Education Credits Exempted	# Of College Credits Completed	# of College Credits Exempted	Reason For Admission ^(B)
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

EXHIBIT 13 – List of Legal Specialty Courses by Term

EXHIBIT 13

List of Legal Specialty Courses by Term

Year^(A) 08/10-05/11

	Semester/ Quarter (B)	Course Title	Course No. ^(C)	Instructor	# of Students Enrolled	# of Credits/ Units ^(D)	Method of Delivery ^(E)
1	Fall 2010	Law in the United States I	LL 160	John Kane	29	3	Traditional Delivery
2	Fall 2010	Probate and Estate Planning	LL 261	James White	17	3	Traditional Delivery
3	Fall 2010	Civil Litigation	LL 280	Gayle Lopez	15	4	Traditional Delivery
4	Fall 2010	Practice Studies	LL 291	Gayle Lopez	0	2	Internship
5	Spring 2011	Law in the United States II	LL 161	John Kane	21	4	Traditional Delivery
6	Spring 2011	Criminal Law and Procedures	LL 251	John Vermeer	17	3	Traditional Delivery
7	Spring 2011	Real Estate Law	LL 260	James White	13	3	Traditional Delivery
8	Spring 2011	Advanced Legal Research and Writing	LL 253	Gayle Lopez	13	2	Traditional Delivery
9	Spring 2011	Practice Studies	LL 291	Gayle Lopez	0	2	Internship
10							

EXHIBIT 13

List of Legal Specialty Courses by Term

Year^(A) 08/09-05/010

	Semester/ Quarter (B)	Course Title	Course No. (C)	Instructor	# of Students Enrolled	# of Credits/ Units (D)	Method of Delivery^(E)
1	Fall 2009	Law in the United States I	LL 160	John Kane	29	3	Traditional Delivery
2	Fall 2009	Probate and Estate Planning	LL 261	James White	16	3	Traditional Delivery
3	Fall 2009	Civil Litigation	LL 280	Gayle Lopez	16	4	Traditional Delivery
4	Fall 2009	Practice Studies	LL 291	Gayle Lopez	0	2	Internship
5	Spring 2010	Law in the United States II	LL 161	John Kane	20	4	Traditional Delivery
6	Spring 2010	Criminal Law and Procedures	LL 251	John Vermeer	23	3	Traditional Delivery
7	Spring 2010	Real Estate Law	LL 260	James White	16	3	Traditional Delivery
8	Spring 2010	Advanced Legal Research and Writing	LL 253	Gayle Lopez	16	2	Traditional Delivery
9	Spring 2010	Practice Studies	LL 291	Gayle Lopez	0	2	Internship
10							

EXHIBIT 13

List of Legal Specialty Courses by Term

Year^(A) 08/08-05/09

	Semester/ Quarter (B)	Course Title	Course No.^(C)	Instructor	# of Students Enrolled	# of Credits/ Units^(D)	Method of Delivery^(E)
1	Fall 2008	Law in the United States I	LL 160	John Kane	39	3	Traditional Delivery
2	Fall 2008	Probate and Estate Planning	LL 261	James White	15	3	Traditional Delivery
3	Fall 2008	Civil Litigation	LL 280	Gayle Lopez	16	4	Traditional Delivery
4	Fall 2008	Practice Studies	LL 291	John Kane	0	2	Internship
5	Spring 2009	Law in the United States II	LL 161	John Kane	24	4	Traditional Delivery
6	Spring 2009	Criminal Law and Procedures	LL 251	John Vermeer	18	3	Traditional Delivery
7	Spring 2009	Real Estate Law	LL 260	James White	16	3	Traditional Delivery
8	Spring 2009	Advanced Legal Research and Writing	LL 253	Gayle Lopez	13	2	Traditional Delivery
9	Spring 2009	Practice Studies	LL 291	John Kane	3	2	Internship
10							

EXHIBIT 13

List of Legal Specialty Courses by Term

Year^(A) 08/07 – 05/08

	Semester/ Quarter (B)	Course Title	Course No.^(C)	Instructor	# of Students Enrolled	# of Credits/ Units^(D)	Method of Delivery^(E)
1	Fall 2007	Law in the United States I	LL 160	John Kane	25	3	Traditional Delivery
2	Fall 2007	Real Estate Law	LL 260	James White	22	3	Traditional Delivery
3	Fall 2007	Civil Litigation	LL 280	Gayle Lopez	26	4	Traditional Delivery
4	Fall 2007	Practice Studies	LL 291	John Kane	0	2	Internship
5	Spring 2008	Law in the United States II	LL 161	John Kane	19	4	Traditional Delivery
6	Spring 2008	Criminal Law and Procedures	LL 251	John Vermeer	21	3	Traditional Delivery
7	Spring 2008	Probate and Estate Planning	LL 261	James White	22	3	Traditional Delivery
8	Spring 2008	Advanced Legal Research and Writing	LL 253	Gayle Lopez	17	2	Traditional Delivery
9	Spring 2008	Practice Studies	LL 291	John Kane	3	2	Internship
10							

EXHIBIT 14 – Legal Specialty Course Information Sheet

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Law in the United States I
Course Number:	LLAW 160
Credits/Units:	3
Course Description:	<p>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.</p>
Course Objectives:	<ol style="list-style-type: none">a. To introduce students to the study of law and the United States legal system so they will develop skill 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

	<ul style="list-style-type: none"> 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.
Required Text & Other Materials:	<p><u>Understanding the Law, fifth edition</u>, by Carper and West</p> <p>Michigan Freedom of Information Act and Open Meetings Act</p> <p><u>Crime and Criminals, Address to the Prisoners in the Cook County Jail</u>, by Clarence Darrow</p> <p>National Association of Legal Assistants, Inc</p> <p><u>Model Standards and Guidelines for Utilization of Legal Assistants</u>, September, 1997</p> <p>Michigan Court System handout</p>
Methods of Evaluation of Student Performance:	Exams and homework assignments. 90% of above is an A; 80-89%B etc.
Practical Assignments that Develop Paralegal Competencies:	<ul style="list-style-type: none"> a) Clarence Darrow assignment. Students must read and write a paper reacting 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.

	<ul style="list-style-type: none"> d) Review statutes and cases that are handouts to understand the content and citations – both codified and uncodified. 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 studies to demonstrate knowledge in the area.
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(Part II)

**Detailed Outline of Topics and Other Classroom Activities
With Time Devoted to Each Topic/Activity**

Topic^(A)	Time Allocation^(B)
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.	1
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.	3
Exam one.	1
Review Federal Constitution includes the concept of constitutionalism, natural law, judicial review, separation of powers, supremacy clause and extensive discussion of the	3

Bill of Rights and 14 th Amendment.	
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> .	3
Collect homework on Michigan and US constitutions and discuss. Review for exam.	2
Exam two on federal and Michigan constitutions.	1
Review the attorney-client relationship, practice of law, various types of law practices.	1
Professional ethics, NALA standards, confidentiality, attorney-client privilege, conflicts of interests, attorney fee arrangements, legal malpractice, unauthorized practice of law, and role of paralegals.	3
Alternate dispute resolution	1
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.	3
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.	3
Exam 4.	1

Review of course for final exam	1
Final exam	1
Total Time Allocated to Topics: ^(D)	45

Other Classroom Activities ^(C)	Time Allocation ^(B)
Total Time Allocated To Other Classroom Activities: ^(D)	

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Law in the United States II
Course Number:	LLAW 161
Credits/Units:	4
Course Description:	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.
Course Objectives:	<ol style="list-style-type: none">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 WESTLAW
Required Text & Other Materials:	<u>Understanding the Law, fifth edition</u> , by Carper and West Michigan Uniform System of Citations Legal Research handouts.
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.
Practical Assignments that Develop Paralegal Competencies:	The students do 15 legal research projects over the course of the semester. The assignments will require the students to use the following resources:

	<p>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</p> <p>Assignments will require use of the law collection and WESTLAW.</p>
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(Part II)

**Detailed Outline of Topics and Other Classroom Activities
With Time Devoted to Each Topic/Activity**

Topic^(A)	Time Allocation^(B)
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.	3
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	1
Motor Vehicle Law:	
Licenses for automobiles and drivers, and registration.	1
Contracts to purchases or lease.	1
Responsibility of vehicle owners. Review types of automobile Insurance and the no-fault statute in Michigan.	2
Guest speaker from an insurance agency	1
Traffic laws, points and license suspensions.	1

Exam 2	1
Business Organizations:	
Law of Agency and the doctrine of respondent superior.	2
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.	2
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 Law.	3
American with Disabilities Act	1
Pensions to include developing an understanding of defined benefit and contribution plans.	1
Exam 4	1
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:	
Researching the Michigan Constitution and Michigan Statutes using MCLA and MCLS	2
Understanding annotations and the West Key No. System and annotations in MCLA & MCCS	2
Organization of Michigan Case law in Reporters and researching Michigan Case Law using annotations in the Statutes	2
Researching Michigan Case Law using the West Michigan Digest	1
Key cite on WESTLAW	1
Researching Michigan Administrative Law in the Michigan Administrative Code and Michigan Register.	2

Using secondary authorities to research Michigan law. Encyclopedias and treatises.	3
Researching the US Constitution and Federal statutes in USCA and on WESTLAW	3
Researching the Statutes at Large and Legislative History in the US Code Congressional and Administrative News	2
Researching Federal case law using annotations in USCA.	3
Researching Federal administrative law in the Code of Federal Regulations	2
Using secondary authority to do legal research, encyclopedias, ALR and treatises.	3
Review for exam	2
Research Exam	1
Total Time Allocated to Topics: ^(D)	59

Other Classroom Activities^(C)	Time Allocation^(B)
Total Time Allocated To Other Classroom Activities: ^(D)	

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Criminal Law and Procedure
Course Number:	LLAW 251
Credits/Units:	3
Course Description:	<p>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.</p> <p>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.</p> <p>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.</p>
Course Objectives:	<p>The primary objectives of the course are to:</p> <ol style="list-style-type: none">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

	<p>to its' impact on the criminal justice process</p> <ol style="list-style-type: none"> 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 and 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.
Required Text & Other Materials:	<p><u>Criminal Law and Procedure</u>, 6th edition, by Daniel Hall, J.D., Ed.D, published by Delmar Cengage Learning</p> <p>Reference is also made to:</p> <ul style="list-style-type: none"> • Michigan Rules of Court • Michigan Rules of Professional Conduct • Sample pleadings, discovery, motions and pre-trial materials
Methods of Evaluation of Student Performance:	<p>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.</p>
Practical Assignments that Develop Paralegal Competencies:	<p>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.</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> i. Complaint

	<ul style="list-style-type: none"> ii. Arrest Warrant iii. Appearance. iv. Subpoena v. Victim Rights form vi. Pretrial Conference form vii. Motion <p>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.</p>
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(Part II)

**Detailed Outline of Topics and Other Classroom Activities
With Time Devoted to Each Topic/Activity**

Topic^(A)	Time Allocation^(B)
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. This will include a discussion about the importance of ethics in the practice of law and of the regulation of attorneys through their state bar associations and by implication, their staff including paralegals. Students are given the “wrongful conviction” assignment.	3
The distinction between criminal law and criminal procedure is discussed before beginning the general exploration of Criminal Law which then begins 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. The ethical obligations of prosecutors and defense counsel is discussed and compared along with an introduction into the paralegal’s role within each office.	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.	1.5
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	3

requirement that the students determine the appropriate statute(s).	
Test on Crimes to date	1.5
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.	3
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., including a discussion of Constitutional defenses. Finally, ethical obligation of a vigorous and effective assistance of counsel is discussed with the possible ramifications should a defendant be able to show ineffective assistance of counsel.	1.5
Second test on Crimes	1.5
An introduction to Criminal Procedure, the parties involved in the process and the paralegal's role within the system. This will include a continued 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.	3
An introduction 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.	1.5
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 – including the ethical obligation of disclosure, 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.	3
Final Exam covering Criminal Procedure	1.5
Total Time Allocated to Topics: ^(D)	45 + 1.5 in exam week

Other Classroom Activities^(C)	Time Allocation^(B)
Total Time Allocated To Other Classroom Activities: ^(D)	45 + 1.5 in exam week

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Real Estate Law
Course Number:	LLAW 260
Credits/Units:	3
Course Description:	Concerns the study of the law that governs real property transactions. Includes surveys and land descriptions, real estate contracts, deeds, financing, title examinations, leases, and ethical consideration for the real estate legal assistant.
Course Objectives:	The objective of this course is to provide the student with sufficient knowledge of real estate law to allow them to draft documents and perform appropriate paralegal functions relating to real estate transactions
Required Text & Other Materials:	Smith & Roberson Business Law (15Ed) (Various Chapters) Miscellaneous Handouts and materials
Methods of Evaluation of Student Performance:	Three exams of 100 points, each, as well as substantial drafting of documents and pleadings which amount to approximately 1200 points.
Practical Assignments that Develop Paralegal Competencies:	<ol style="list-style-type: none">1. Draft legal description from survey maps and mapping out legal descriptions, using protractors and rulers.2. Draft a purchase Agreement for residential real estate transactions.3. Draft a Warranty Deed and a Quit Claim Deed4. Draft a Land Contract5. Search a legal description at the Register of Deeds Office and develop a chain of title along with any encumbrances.6. Draft closing documents including a closing or settlement statement.7. Draft pleadings for a land Contract Forfeiture from the Forfeiture Notice through the Order of Possession (Writ of Restitution)8. Draft a residential lease agreement9. Draft pleadings for a Landlord-Tenant Eviction for the Summons and Complaint through the Order of

	Possessions 10. Draft initial pleadings for an action to determine interest in real property. (Quiet Title)
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(Part II)

**Detailed Outline of Topics and Other Classroom Activities
With Time Devoted to Each Topic/Activity**

Topic^(A)	Time Allocation^(B)
Introduction to estates and land. Review of freehold estates (i.e. fee simple, life estates. Future interests, fee simple determinable, and fee simple subject to conditions subsequent).	3
Concurrent ownership of land (i.e. tenancy by entireties, tenancy in common, joint tenancy, joint tenancy with full rights of survivorship).	3
General discussion of surveys and legal descriptions including rectangular survey system, meets and bounds, and land division act.	3
Actual Time spent drafting legal descriptions, per the United States Survey System	2
Actual time spent drafting metes and bounds legal descriptions using protractors and rulers.	2
Public and private restrictions on land use (i.e. eminent domain. Zoning, building codes, and deed restrictions).	3
Test 1	1 1/2
Easements. Characteristics of easements, types of easements, and methods of creations and termination. Licenses and profits.	3
Review of law relating to drafting warranty and quit claim deeds and requirements for executing deeds in Michigan.	3
Real Estate financing to include reviewing and drafting of notes, mortgages, and land contracts.	2
Register of deeds. Review of recording statutes in Michigan and visit to Mecosta County Register of Deeds.	3
Abstracts and title insurance. Review of coverage's of title insurance an how to review abstracts and prepare opinion letter.	3
Real estate closings. Review of purchase agreements and title work to determine documents needed for real estate closing. Preparation of documents to include closing statements.	3
Test 2	1 1/2
Discuss Non-Freehold interests and Michigan Residential	2

Leases	
Review of truth in renting act and security deposits act in Michigan, review and preparation of leases and security deposit documents.	2
Review of Michigan laws on forfeiture, foreclosure and evictions.	2
Preparation of pleadings in forfeiture and foreclosure proceedings and evictions.	2
Review of pleading for an action to determine interest in real property (Quiet Title)	3
Test 3	1 1/2
Total Time Allocated to Topics: ^(D)	48 1/2

Other Classroom Activities ^(C)	Time Allocation ^(B)
Total Time Allocated To Other Classroom Activities: ^(D)	

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Probate and Estate Planning
Course Number:	LLAW 261
Credits/Units:	3
Course Description:	A survey of probate law including intestate succession, wills, trusts, probating of estates, guardians and conservators. Students prepare documents and pleadings necessary for probate and estate planning.
Course Objectives:	This course introduce students to the area of probate law including Intestate Succession, Wills, Trusts, Probating decedent estates, Guardianships and Conservatorships of both incapacitated individuals and minors, and direct placement and step-parent adoptions. This also includes miscellaneous juvenile and family law issues.
Required Text & Other Materials:	Wills, Trusts and Probate Law For Paralegals – Pamela S. Gibson, J.D. (2009) ICLE - Estates and Protected Individuals Code (2011) Miscellaneous handouts and instructional material including all relevant court forms for drafting necessary documents.
Methods of Evaluation of Student Performance:	Three exams of 100 points, each, as well as substantial drafting of documents and pleadings which amount to approximately 1200 points.
Practical Assignments that Develop Paralegal Competencies:	<ol style="list-style-type: none">1. Intestate Succession Exercise2. Drafting two Wills with both trust and non-trust provisions.3. Drafting of a Durable Power of Attorney for Health Care and Durable Power of Attorney4. Draft all documents relating to the commencement of a decedents estate, both formal and informal5. Draft interim documents, subsequent to appointment of personal representative, including inventory6. Draft all documents relating to the closing of a decedents estate, including drafting final account.7. Draft all documents related to a Guardianship of an incapacitated Individual from the commencement up to and including the appointment of a Guardian

	<p>8. Drafting all documents relating to a conservatorship of a minor up to and including the appointment of the Conservator</p> <p>9. Draft all documents regarding the Guardianship of a minor up to and including the appointment of a Guardian for the minor, including a limited placement plan.</p> <p>10. Draft all documents related to a step-parent adoption including the consent and release by a non-custodial parent and also drafting all documents for the termination of parental rights of a non-custodial parent</p>
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(Part II)

**Detailed Outline of Topics and Other Classroom Activities
With Time Devoted to Each Topic/Activity**

Topic ^(A)	Time Allocation ^(B)
General information regarding probate court and the types of action which come under probate court jurisdiction	2
Review of the Intestate Succession Act	3
Review Spousal Rights including Election and Allowances	2
Discuss and review Wills, including will substitutes such as joint tenancy property and beneficiary accounts. This includes review of actual Wills and discussing the criteria to consider when drafting	3
Discussion of Living and Testamentary Trusts, including reviewing actual trust documents and the criteria to consider when drafting trust documents.	3
Durable Power of Attorney and Durable Power of Attorney for Health Care along with discussing the issues of the need for medical directives as well as the pros and cons of powers of attorney and the possibility of misuse by family members.	2
Test I	1 1/2
Review of the procedures of the Estates and Protected Individuals Code as it relates to decedents estates. Ethical discussion of responsibility of attorney and staff and who the attorney represents in a probate proceeding.	2
Reviewing and drafting documents regarding commencement of a formal probate proceeding.	3
Review and prepare documents regarding commencement of an informal probate proceeding	3
Review interim requirements by the personal representative, after appointment; documents required to be sent to heirs	3

and devisees and discussion of the preparation of those documents	
Review and prepare an inventory of the decedents estate	2
Review and prepare documents regarding filing a claim against a decedent's estate; discussion of time requirements for objecting to claims; filing an action to collect on the debt.	3
Review and prepare documents to close an estate including discussion of keeping track of income and expenses and preparing a final account	3
Test 2	1 1/2
Review the law regarding Guardianships and Conservatorships of both incapacitated individuals and minors, including discussion of ethical considerations of a Guardian ad litem and attorney for incapacitated individual.	3
Review and prepare documents regarding a Guardianship of an incapacitated individual, including the rights of the incapacitated individual and the procedure for such Guardianship.	2
Conservatorship for an incapacitated individual and minor along with reviewing the documents and discussion of the rights of both the incapacitated individual and minor.	2
Guardianship of a minor, including reasons for the guardianship and also discussion of full and limited guardianship including the discussion for the drafting of a limited placement plan and the rights and liabilities of the natural parents in entering into a Limited Placement Plan.	2
Discussion of the adoption code in Michigan including a discussion of the law regarding direct placement adoptions as well as step-parent adoptions	2
Discussion and drafting of the forms required to petition for adoption as well as the discussion of documents regarding supplemental petitions for termination of the parental rights of the non-custodial parent.	2
Discussion and drafting of the forms required for identifying and notifying a putative father for termination of parental rights.	2
Discussion and drafting documents regarding forms for the inability to locate and identify a putative father as well as discussion and drafting the documents regarding release and consent by both a non-custodial parent and putative father.	2
Test 3	1 1/2
Total Time Allocated to Topics: ^(D)	55 1/2

Other Classroom Activities ^(C)	Time Allocation ^(B)

Total Time Allocated To Other Classroom Activities: ⁽¹⁾	

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Civil Litigation
Course Number:	LLAW 280
Credits/Units	4
Course Description:	<p>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.</p>
Course Objectives:	<ol style="list-style-type: none">a. Introducing the student to various law office procedures and technology, and to the many professional duties and 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 with reference 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

	<p>the service of the complaint. Drafting the answer, counterclaims, various motions, amendments, and other procedures, along with the accompanying documents.</p> <ul style="list-style-type: none"> g. Giving the student and 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.
<p>Required Text & Other Materials:</p>	<p><u>The Litigation Paralegal, A Systems Approach</u>, 5th edition, by James W.H. McCord Michigan Rules of Court - State Michigan S.C.A.O. Approved Forms Michigan Rules of Professional Conduct Sample pleadings, discovery, motions and pre-trial and post-trial materials</p>
<p>Methods of Evaluation of Student Performance:</p>	<p>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.</p>

<p>Practical Assignments that Develop Paralegal Competencies:</p>	<ol style="list-style-type: none"> a. Preparation of a confirmation letter to the client confirming the interview and draft releases for medical and employment information. The students work on their written communication skills. b. Preparation of questions for an in class interview. Students 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. Review various ethical situations and determine the correct ethical and professional responses and discuss the proposed outcomes in class. Critical thinking and ethical and professional responsibility is further developed along with written and oral communication skills. f. 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 citation form and to confirm that the law they are citing has not been overturned. g. In class group assignment to draft the summons and complaint from the facts from the client interview. Skills for working in groups along with writing skills are developed. h. Draft the summons and complaint to initiate a lawsuit from the law and facts of the assigned memorandum. The students are given examples to review and then draft the necessary pleadings and documents to enhance their written communication skills. i. 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
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	<p>response time for an answer or motion after the summons and complaint have been served.</p> <ul style="list-style-type: none"> j. Draft the documents necessary to obtain a default judgment. k. Draft an answer to the complaint and proof of service. l. 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. m. Draft a motion to compel including all the supporting documents such as the Notice of Hearing, Affidavit, Proposed Order and Proof of Service. n. Systems Folder/Notebook which requires the students to organize the materials discussed in class including their completed assignments. o. 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. p. Exams on content of the class to demonstrate knowledge of civil litigation and procedures. q. Review the movie, A Civil Action which is used to enhance the students understanding of the discovery, settlement and trial process. Class discussion to enhance oral communication skills.
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(Part II)

**Detailed Outline of Topics and Other Classroom Activities
With Time Devoted to Each Topic/Activity**

Topic^(A)	Time Allocation^(B)
Law office structure and technology. 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	2

limitations.	
Overview of a civil case from commencement through trial. Discussion regarding the differences between civil and criminal cases. Review various types of civil cases including torts and contracts.	2
Client interviewing. Developing interview plans and check sheets, drafting correspondence to clients, waivers/releases and fee agreements.	2
Review ethical issues involving clients	1
Conduct in-class mock interviews.	2
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 and ethical issues.	2
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.	3
Review Michigan Rules of Professional Conduct, NALA Rules. Class discussion regarding written assignment and responses to ethical fact patterns and problems.	2
Review for Exam I	1
Exam I	1
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. Draft complaint in class (group assignment).	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, substitute 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, insufficient service of process, improper venue, or failure to state a cause of action. Review of motions attacking the complaint – 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 including affirmative defenses, cross claims, counterclaims and third party complaints. Discuss joinder of claims and parties and intervention. Review and discuss requirements of obtain a default judgment.	3

Review for Exam II	1
Exam II	1
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. Ethical considerations. E-Discovery.	3
Review check list for preparing discovery responses. Discuss ethical responsibilities when handling discovery matters. Discuss privileges, attorney work product and confidential client information and other ethical issues. 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.	2
Review for Exam III	1
Exam III	1
Mecosta County Court Visit – Meet with judges and court personnel and view court sessions.	2
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. Ethical issues surrounding settlement and ADR.	3
Movie – A Civil Action and discussion regarding discovery, settlement issues, trial and post trial.	2
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. Ethical discussions.	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. Discuss regarding collection 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.	3
Exam IV – Final Comprehensive Exam	2
Total Time Allocated to Topics: ^(D)	62

Other Classroom Activities^(C)	Time Allocation^(B)
**all stated above including exams	
Total Time Allocated To Other Classroom Activities: ^(D)	

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Advanced Legal Research and Writing
Course Number:	LLAW 253
Credits/Units	2
Course Description:	This course continues the development of the student's legal research, analysis and writing skills. The course starts with a review of legal research and writing techniques that were introduced during the past two years. Book and computer (Lexis and Westlaw) research will be reviewed as well as internet based research. Throughout the semester, students will conduct individual and/or group research and writing projects.
Course Objectives:	<ol style="list-style-type: none">a. Research legal issues using print sources and Westlaw/Lexis as well as internet based resources.b. Analyze the law and apply to factual situations to arrive at a solution or recommendation.c. Apply rules of professional conduct and legal ethics to dilemmas encountered by a paralegal.d. Draft documents incorporating various legal writing techniques.e. Research employment opportunities and prepare the documents necessary for a successful job search.
Required Text & Other Materials:	Gilbert Law Summaries – <i>Legal Research Writing & Analysis</i> , Peter Jan Honigsberg Michigan Uniform System of Citation Sample documents, motions and writing samples Materials to draft a business letter Resume and job search materials
Methods of Evaluation of Student Performance:	The students are graded on the homework assignments, research and writing assignments and a final exam on legal research given during the semester. Each research and/or writing assignment has an attached grading rubrics with total points available. Attendance is mandatory. Final grades are calculated on a straight percentage scale.

**Practical Assignments
that Develop
Paralegal
Competencies:**

- a. Students are given various citations and are required to explain the various citation parts. They are also given incorrect citations and are required to put them in correct citation form pursuant to the Michigan Uniform System of Citation.
- b. Library scavenger hunt.
- c. Case law/constitution/statute assignment. Students are required to research various legal issues and locate the correct primary authority and write the answers to the issues and include the proper citation form.
- d. Internet research assignment. Students have to research and respond to various questions using the internet (not Westlaw or Lexus) for their responses.
- e. Student brief a case and write a paragraph on the analysis of why the case chosen is more on point than another case. Prepare an outline/rough draft for memorandum assignment.
- f. Prepare a legal memorandum.
- g. Write a demand letter utilizing the correct format for a business letter.
- h. Students conduct internet research on a topic regarding a client request for information. The student then writes a business letter to the client outlining their findings.
- i. Conduct legal research and draft a motion including the Notice of Hearing, Points and Authority in Support of the Motion, Affidavit, Proposed Order and Proof of Service.
- j. Obtain a legal job advertisement and prepare a cover letter and resume.
- k. Ethics/Professional Responsibilities presentation. Students give an educational powerpoint presentation on an ethics topic as a training session for new paralegals.
- l. Current event – legal article discussion/presentation.

(Part II)

Detailed Outline of Topics and Other Classroom Activities With Time Devoted to Each Topic/Activity

Topic ^(A)	Time Allocation ^(B)
An overview of the course. Discuss sources of law, including primary and secondary sources. Review Michigan Uniform System of Citations regarding proper citation form.	2
Law library visit. An overview of the library legal resources. Review State and Federal Constitutions, statutes, reporters, digests, West key number system and Shepards/key cite. Library scavenger hunt.	2
Review State and Federal Administrative Law utilizing the internet. Discuss secondary sources of law including encyclopedias, law reviews, ALR and treatises. Review Lexis and West Law searches and internet based research. Current legal event presentation/discussion.	2
Discuss various writing styles and techniques including IRAC. Review drafting case briefs and legal memorandums. Current legal event presentation/discussion.	2
Individual assistance on memorandum assignment. Review for Legal Research and Citation Exam. Current legal event presentation/discussion.	2
Legal Research and Citation Exam	2
Overview of writing demand letters and client letters and requirements for a professional business letter. Current legal event presentation/discussion.	2
Assist students on internet research and client letters. Current legal event presentation/discussion.	2
Discuss Ethics and Professional Responsibilities. Ethics presentation assignment. Current legal event presentation/discussion.	2
Review argumentative briefs and drafting motions. Current legal event presentation/discussion.	2
Ethics Presentations	3
Ethics Presentations	3
Guest speaker – FSU Job Placement Services	2
Discuss job searches, resumes, cover letters, interviewing and thank you notes. Professionalism.	2
Total Time Allocated to Topics: ^(D)	30

Other Classroom Activities ^(C)	Time Allocation ^(B)
*All activities including exams are included above.	2 final exam
Total Time Allocated To Other Classroom Activities: ^(D)	

EXHIBIT 14

Legal Specialty Course Information Sheet

(Part I)

Course Title:	Practice Studies
Course Number:	LLAW 291
Credits/Units:	2
Course Description:	The purpose of this course is to provide experience for the Legal Studies student in a law office or other relevant legal environment.
Course Objectives:	The primary objective of the practice 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 law office or other legal environment.
Required Text & Other Materials:	None.
Methods of Evaluation of Student Performance:	This course is offered on a credit/no credit basis. If the student completes the required 90 hours and submits a detailed report along with the assessment of performance by their supervisor, they receive credit.
Practical Assignments that Develop Paralegal Competencies:	At the end of the semester, 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 law office. Employers must verify the interns report and complete an evaluation of the intern.

(Part II)

Detailed Outline of Topics and Other Classroom Activities With Time Devoted to Each Topic/Activity

Topic ^(A)	Time Allocation ^(B)
Law Office Activities	
Total Time Allocated to Topics: ^(D)	90 hours

Other Classroom Activities ^(C)	Time Allocation ^(B)

Total Time Allocated To Other Classroom Activities: ^(D)	

**EXHIBIT 15 – Information on Courses Offered in
Alternative Formats – Not Applicable**

**EXHIBIT 16 – Assessment Results for Courses Offered
in Alternative Formats – Not Applicable**

**EXHIBIT 17 – Resumes of Persons with Responsibilities for
Program Direction**

DAVID J. STEENSTRA, Ph.D.

11460 Alpine Road
Stanwood, MI 49346
Telephone 231-972-7278
Cell 231-349-1392
Fax 231-972-8572
E-Mail [djsteenstra @ centurytel.net](mailto:djsteenstra@centurytel.net)
www.djsteenstra.com

EDUCATIONAL BACKGROUND

H.S.	1968	Calvin Christian High School, Grandville, MI
A.S.	1970	Davenport University, Grand Rapids, MI Business Administration
B.S.	1972	Central Michigan University, Mt. Pleasant, MI Business Management
M.B.A.	1975	Central Michigan University, Mt. Pleasant, MI Marketing & Finance
Ph.D.	1985	Michigan State University, East Lansing, MI Higher Education Administration
Ed.D. ABD	1988	University of Michigan, Ann Arbor, MI Adult Education - Business Training (no degree conferred)

CONTINUING EDUCATION

1999	The University of Chicago "Strategic Management" Executive Education
2000	Michigan State University "Strategic Management" Executive Education
2001	Harvard Business School "AgriBusiness Management" Executive Education
2002	The Wharton School, University of Pennsylvania "Implementing Strategy" Executive Education

EDUCATIONAL EXPERIENCE

- 2007 – Present Ferris State University, Big Rapids, MI
Management Department Head
- 1975 - 1997 Davenport University, Grand Rapids, MI
Faculty - Management, Marketing, Accounting, International
Business
- 1985 - 1987 Davenport University, Grand Rapids, MI
Director, W. A. Lettinga Business Training Center
- 1983 - 1985 Davenport University, Grand Rapids, MI
Dean of Business
- 1981 - 1983 Davenport University, Grand Rapids, MI
Chair, Business Administration Division

ADJUNCT EXPERIENCE

- 1980 Grand Valley State University, Allendale, MI
Accounting
- 1983 Detroit College of Business, Dearborn, MI
Management, Marketing, & Accounting
- 1987 Muskegon Community College, Muskegon, MI
Management & Marketing
- 1989 Aquinas College Graduate Management School, Grand Rapids, MI
Management
- 1993 Arkansas State University, Jonesboro, AR
Executive Management Program
- 1996 Hogeschool, Holland University, Amsterdam, Netherlands
Management
- 1997 St. Petersburg State University, St. Petersburg, Russia
Management

- 1998 – Present Michigan State University - Cooperative Extension
Fastrack Business Planning for Entrepreneurs
Advanced Leadership Development
- 2002 – 2005 The University of Minnesota, Minneapolis, MN
Executive Education; Strategic Planning
- 1999 – 2001 Sneden Graduate School, Davenport University
Faculty, M.B.A. Program
- 2007 – Present Ferris State University, Big Rapids, MI
Faculty, Business Management

BUSINESS EXPERIENCE

- 1997 - 2003 Hamilton Farm Bureau
President / CEO

Chief Executive Officer of Diversified Agri-Business Corporation;
350 Employees; 20,000 Customers; 2001 Sales \$125 Million.
Business Units Include: Lumber, Feed Manufacturing, Hardware,
Petroleum, LP, Agronomy, Egg Processing and Distribution,
Chevrolet Dealership, Logistics, and Livestock Enterprises
- 1980 - Present D. J. Steenstra Company, Stanwood, MI
Corporate Training, Strategic Planning, and Consulting Firm

Partial Listing of over 500 Clients:

- Amway Corporation; Alticor; ABG
Applied Financial Management; Leadership Development
- Bissell Corporation
Supervisor Training; Purchasing; Team Building
- Cascade Engineering
Business Acumen and Financial Literacy
- Evart Products Division, Daimler Chrysler Corporation
Applied Financial Management

Farm Credit Services
Rescue Plan; Board Retreat; Continuous Improvement

Foremost Insurance
Business Acumen and Financial Literacy

General Electric Corporation
Applied Financial Management

General Motors Corporation
Applied Financial Management; Accounting for Managers

Gentex Corporation
Business Acumen and Financial Literacy

Gerber Products Company
Applied Financial Management

Hamilton Farm Bureau
Strategic Planning Board Retreat

Howmet Castings, Division of Alcoa
Applied Financial Management

Innotec Corporation
Business Acumen and Financial Literacy

Kent County
Advanced Leadership Development

The Knol Group, Division of Westinghouse Corporation
Applied Financial Management

Lacks Industries
Supervisor Development; Train the Trainer, Business Acumen

Prince Corporation; Johnson Controls
Team Building; Profit Center; Strategic Planning

Rapistan; Siemens
Purchasing; Negotiations Training

Smiths Industries Aerospace
Total Quality Management Certification

Spartan Stores
Supervisor Training; Purchasing; Negotiations Training

Steelcase
Business Acumen; Leadership Development

Wolverine World Wide
Applied Financial Management

BOARD MEMBERSHIP

2002 – 2003	Holland Area Chamber of Commerce
1993 – 2006	Innotec Corporation, Zeeland, MI
2000 – Present	SBA 504C Regional Director
1988 - 2002	Greenstone Farm Credit Services, Lansing, MI
1996 - 1997	Hamilton Farm Bureau, Hamilton, MI
1997 - 1998	West Michigan / St. Petersburg Cultural Exchange Council
1997 - 2002	Venturi / Bissell, Traverse City, MI
2000 - 2002	Allegan County Economic Development Corporation
2000 - 2002	Allegan County ISD Educational Task Force
2006 – Present	Burt Lake Preservation Association
2010 – Present	Tip of the Mitt Watershed Council



PUBLICATIONS

“Cooper College”: A Computerized Business Simulation

"College Honors Programs: An Analysis of Perception"

"Entrepreneurship: How to be Successful in your own Business"

"Managing your Finances"

"Methods of Reducing your Monthly Mortgage Payments"

"Michigan Study Focuses on Computer Major Enrollments"



PUBLIC SERVICE

Kent County Health Department

Grand Rapids Chamber of Commerce

Grand Rapids Police Department

Holland Chamber of Commerce

Zeeland Chamber of Commerce

Ottawa County Community Education

Grand Rapids Home Builders Association

Holland Home Builders Association

Junior Achievement

Chippewa Hills High School

Professor Gayle S. Lopez J.D.

Ferris State University
MGMT
(231) 591-3170
Email: lopezg@ferris.edu

Education

JD, University of San Francisco School of Law, 1992.
Major: Law

BS, Ferris State University, 1986.
Major: Business Administration

AAS, Ferris State University, 1984.
Major: Legal Studies

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (2011 - Present).

Legal Studies Coordinator, Ferris State University. (2009 - Present).

Associate Professor, Ferris State University. (2007 - 2011).

Assistant Professor, Ferris State University. (2004 - 2007).

Instructor, Ferris State University. (2001 - 2003).

Professional

Attorney, Joseph Costella & Associates (prev. Maloney & Associates). (November 1992 - June 2000).

Licensures and Certifications

Attorney - Michigan, Michigan Bar Association. (2001 - Present).

Attorney - California, California Bar Association. (1992 - Present).

Professional Memberships

American Bar Association.

California Bar Association.

Michigan Bar Association.

American Association for Paralegal Education. (2001 - Present).

Development Activities Attended

- Conference Attendance, "American Association for Paralegal Education National Conference." (October 2011).
- Workshop, "ABA Approval Workshop," American Bar Association. (June 2011).
- Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (April 2011).
- Conference Attendance, "American Association for Paralegal Education National Conference." (October 2010).
- Workshop, "FerrisConnect Training," FSU - COB. (August 2010).
- Conference Attendance, "State Bar of Michigan- Paralegal/Legal Assistant Section." (May 6, 2010 - May 7, 2010).
- Workshop, "Employment Law," Miller Canfield. (April 2010).
- Conference Attendance, "American Association for Paralegal Education National Conference." (October 2009).
- Workshop, "Advising for Student Success," FSU - COB. (October 2009).
- Workshop, "Learning/Teaching Case Matters and Related Software," AAFPE. (October 2009).
- Workshop, "COB Novell Communication Project Training," Ferris State University. (October 21, 2009).
- Workshop, "Advising for Student Success," FSU - COB. (September 2009).
- Workshop, "TracDat Training Workshop," FSU - Accademic Affairs. (September 2009).
- Workshop, "DigitalMeasures," Ferris State University. (September 29, 2009).
- Workshop, "COB Novell Communication Project Training," Ferris State University. (September 16, 2009).
- Workshop, "FerrisConnect Training," FSU - COB. (August 2009).
- Workshop, "Complete Investigations," Grand Rapids Bar Association - Paralegal Section. (July 29, 2009).
- Workshop, "ABA Approval Workshop," American Bar Association. (June 2009).
- Workshop, "iVise - Legal Technology," Grand Rapids Bar Association - Paralegal Section. (June 24, 2009).
- Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (April 2009).
- Conference Attendance, "American Association for Paralegal Education National Conference." (2008).
- Workshop, "Sexual Harassment in the Hospitality Industry," Warner, Norcross & Judd. (2008).

Workshop, "University Committees on Discipline Training," Office of Student Conduct. (2008).

Conference Attendance, "American Association for Paralegal Education National Conference." (2007).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (2007).

Conference Attendance, "Assessing Student Learning Conference," Dr. Bresciani - San Diego State University. (2007).

Workshop, "Smart Classroom Orientation." (2007).

Conference Attendance, "American Association for Paralegal Education National Conference." (2006).

"Faculty Book Review/Discussions," College of Business. (2006).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business. (2006).

Workshop, "Using a Learner-Centered Approach to Classroom Teaching So Your Students Will Remember." (2006).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2005).

Seminar, "Litigation Skills for Legal Staff." (2005).

Workshop, "Advising Workshop," University College/College of Business. (2005).

Workshop, "Hospitality Law Conference." (2005).

Conference Attendance, "American Association for Paralegal Education National Conference." (October 2005).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2004).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2003).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2002).

Seminar, "New Faculty program." (2001 - 2002).

Conference Attendance, "LILLY Conference on Higher Education." (February 2002).

Awards and Honors

Honored at the 2007 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2007).

Teacher of the Year Award, Pi Kappa Alpha. (2004).

Honored at the 2003 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2003).

TEACHING

Teaching Experience

Ferris State University

BLAW 321, Contracts and Sales
HOMT 403, Hospitality Law
LLAW 253, Adv Legal Research-Writing
LLAW 280, Civil Litigation
LLAW 291, Practice Studies
PREL 350, Public Relations Ethics/Law
BLAW 301, Legal Environment of Business
UNIV 200, Orientation to Law School

RESEARCH

Contracts, Grants and Sponsored Research

Grant

Lopez, Gayle, "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, \$700.00. (August 2011 - December 2011).

Lopez, Gayle, "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, \$700.00. (August 2010 - December 2010).

Intellectual Contributions in Submission

Other

Lopez, G. *ABA Interim Report*.

Lopez, G. *ABA Interim Report*.

SERVICE

Department Service

Committee Member, Lisa Eshbach Tenure Sub-Committee. (August 2009 - Present).

Committee Chair, Legal Studies Advisory Board. (2008 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Chair, Legal Studies ABA Re-Approval. (2011).

Department Representative, Disciplinary Rep. (2007 - 2011).

Committee Chair, Spence Tower Tenure Sub-Committee. (August 2009 - May 2011).

Committee Chair, Hiring Committee. (2009).

Committee Member, Legal Studies Academic Program Review Committee. (2006 - 2008).

Committee Member, Legal Studies Advisory Board Meeting. (2000 - 2008).

Report Writing, Legal Studies Program. (2007).

Meetings/Discussion, ABA Re-Accreditation site visit. (2006).

College Service

Committee Chair, Insurance Curriculum Committee. (August 2010 - Present).

Participant, College of Business Celebration Fest. (2005 - Present).

Attendee, Meeting, Hospitality Programs Gala. (2003 - Present).

Committee Member, Promotion and Merit. (October 2011 - May 2013).

Committee Member, Hiring Committee - Marketing. (October 2009 - July 2010).

Committee Member, Hospitality Programs Academic Program Review Committee. (2007 - 2008).

Committee Member, Quality Learning Process Team. (2006 - 2008).

Marshal, Spring Commencement. (2006 - 2007).

Committee Member, College of Business Curriculum Committee. (2005 - 2007).

Committee Member, Faculty and Staff Development Committee. (2004 - 2005).

University Service

Committee Member, Freshman Registration/Orientation. (June 2010 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Committee Member, Law School Resource Committee. (2005 - Present).

Attendee, Graduation, FSU Commencement. (2002 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Member, University Committee on Discipline (UDC). (2007 - 2011).

Attendee, Award Ceremony, Student Excellence Award. (April 2010).

Attendee, Award Ceremony, Honors Program Award Night. (2005 - 2006).

Professional Service

Committee Member, Law School Resource Committee. (2005 - Present).

Public Service

Past Commodore (October 2011 – Present).

Commodore, White Lake Yacht Club, Whitehall, MI. (September 2010 – September 2011).

Committee Member, United Way - Lakeshore, Whitehall, Michigan. (July 2009 - Present).

Officer, Vice Commodore, White Lake Yacht Club, Whitehall, MI. (September 2009 - September 2010).

Rear Commodore, White Lake Yacht Club, Whitehall, MI. (September 2008 - September 2009).

Officer, Secretary, White Lake Yacht Club, Whitehall, MI. (September 2007 - September 2008).

I. Vita

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

Rank: Professor, Tenured

Department or Division: College of Business/Management Department

Teaching Experience:

2009 to present: Professor, Ferris State University.

1990 to 2009: 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. Other research activity:

Extensive activity, as a teacher of legal research, for over 30 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.

G. 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.

Medicare Advisor and Counselor, Mecosta County Senior Center

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 - 2009

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 Paralegal Club. 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 Assistant Program on two 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

1995-1996 and 2001: Chair, Program Review panel for the Legal Assistant Program.

1996-20005: 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-present: 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.

1997-2005: 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 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 -1995: Member of various Tenure sub-committees.

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

1996-1997: Member, Management Department Promotions Committee

2002: Member, Tenure sub-committee for William Smith

2003-2004 and 2005-2006: Member, Tenure sub-committee for Steve Lyman

2004-2006 Member, Tenure sub-committee for Gayle Lopez

Ferris Faculty Association Activities

1991 –1995 and
1996 - 2011: 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

Merit pay award. 1995, 2001

FSU Honors College Outstanding Professor award, 2008

O. Professionally Related Community Activities.

Member, Good Neighbors of Big Rapids

Board Member and volunteer, Recycle Mecosta

Coach and past vice-president, Big Rapids Youth Soccer League

Former Board member, Big Rapids Community Library

Former 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 and 2001 Program Review of the Legal Assistant 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 37 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.




EXHIBIT 18 – Faculty Participation in Professional Development

EXHIBIT 18

Faculty Participation in Professional Development

	Name ^(A) (Alphabetically)	Title/Name Professional Development Activity ^(B)	Date
1	John Kane	Navigating tax change seminar – Mika Meyers Beckett & Jones Michigan Medicare/Medicaid Assistance Program Counselor Training Medicare Advantage Program Training Medicare Part D Training Medicare Fraud Seminar Medicare Reporting and Plan Finder Training Ethics and Professional Conduct for Paralegals – Faculty Meeting	6/6/11 7/7 & 7/8/11 7/14/11 7/15/11 7/21/11 7/22/11 April 2009
2	Gayle Lopez	AAFPE National Conference – Baltimore ABA Approval Academy Workshop AAFPE Regional Conference – Chicago AAFPE National Conference – Indianapolis Ferris Connect Training State Bar of Michigan – Paralegal Section Conference Employment Law Workshop – Miller Canfield – Kalamazoo AAFPE National Conference – Portland Advising for Student Success – FSU Workshop Learning/Teaching Case Matters and Related Software, AAFPE COB Novell Communication Project Training – FSU Advising for Student Success – FSU Workshop TracDat Training Workshop – FSU – Academic Affairs Digital Measures – FSU Workshop COB Novell communication Project Training – FSU Ferris Connect Training Complete Investigations – GR Bar Association – Paralegal Section iVise Presentation – E-Discovery – Grand Rapids Bar Assoc. Paralegal Section ABA Approval Academy Workshop – Chicago	October 2011 June 2011 April 2011 Nov. 2010 Aug. 2010 May 2010 April 2010 October 2009 October 2009 October 2009 October 2009 Sept. 2009 Sept. 2009 Sept. 2009 Sept. 2009 Sept. 2009 Aug. 2009 July 2009 6/24/09 6/12/09

		Ethics and Professional Conduct for Paralegals – Faculty Meeting AAFPE Regional Conference - Chicago AAFPE National Conference - Dallas Sexual Harassment in the Hospitality Industry Seminar – Grand Rapids Office of Student Conduct – Discipline Training – FSU AAFPE National Conference - Baltimore Assessing Student Learning Conference – FSU Smart Classroom Orientation – Review Classroom Technology – FSU AAFPE Regional Conference - Chicago	April 2009 April 2009 October 2008 Spring 2008 Spring 2008 October 2007 Sept. 2007 August 2007 March 2007
3	John Vermeer	Colloquium: What’s New with Small Devices? Colloquium: The Best Arguments for Trade Protection – And Why They Are Wrong Colloquium: Small Devices in Education Responding to Academically Adrift: What Colleges Can Do Certificate of Completion: Series of 10 Data Mining & PASW Modeler 14 workshops Jossey-Bass Online Teaching & Learning Conference Webinar: Student Identity Verification: Best Practices and Practical Experience Tegrity workshop Web 2.0 Google Docs & Scibd workshop Lock Down Browser workshop Ethics and Professional Conduct for Paralegals – Faculty Meeting Presentation of FerrisConnect training Accelerated Learning Workshop with Delphin International FerrisConnect Training (course management software) 2007 Lilly North Conference in Traverse City	10/6/11 9/15/11 3/3/11 2/18/11 Spring and Fall of 2010 10/7/09 9/10/09 6/25/09 6/18/09 6/11/09 April 2009 August 2008 4/10/08 Fall 2007 October 2007
4	James White	ICLE – Leasing Fundamentals ICLE – Administration of Trusts Under Michigan Trust Code ICLE - 50 th Annual Probate & Estate Planning Institute Ethics and Professional Conduct for Paralegals – Faculty Meeting Real Property Law Update Seminar Michigan Zoning & Land Use Seminar Medicaid & Health Care Planning Estate Planning & Drafting Documents ICLE Seminar	5/5/11 10/5/10 5/6/10 April 2009 2008/2009 2008/2009 April 2008 January 2008




EXHIBIT 19 – Faculty Meeting Minutes

Legal Studies Faculty Meeting Minutes
April 11, 2011 4:00 pm

Attendance: Gayle Lopez, John Kane, John Vermeer and Jim White

Advisory Board Meeting: Discussed Advisory Board meeting scheduled for April 15, 2011 in Big Rapids along with the agenda.

Legal Studies Re-approval Report: Legal Studies Re-Approval Report is due November 15, 2011. Gayle Lopez requested the following material from the faculty:

Professional Development for the last 2 years
Short Summary of SAI's for each legal specialty course
Updated legal specialty course outlines

Copies of the instructions and exhibits for professional development and course information sheets were distributed to faculty.

FSU COB Web Site: College of Business is working on a new web site. We need photos and content for the new web site.

Assessment Results: Discuss assessment results for course outcomes. Each faculty member needs to provide the results and actions for Trac Dat.

Textbook Orders: Textbook orders are due for Fall 2011 Semester. Printed instructions were reviewed for online submission. Jim White discussed the possibility of having the library purchase another set of Cameron on Real Property.

LS FACULTY MEETING MINUTES
October 25, 2010, 4:00 pm

Attendance: Gayle Lopez, John Kane, John Vermeer and Jim White

Program Coordinator : ¼ release terminated for Spring 2011

Advisory Board Meeting : November 5, 2010 at FSU – Grand Rapids. Ask advisory board members what they would like to do at the Spring meeting re assessment of the program. Discuss a community person for the advisory board. Discuss with Susan Grant.

Legal Studies Re-Approval Report : Due November 15, 2011.

FSU COB Web Site: The COB is planning on changing the web side to focus on the programs in the college. We need photographs and written materials for Legal Studies.

Tracking Professional Development: Reminded each faculty member to provide information regarding professional development each semester/academic year.

Assessment Results: Each faculty member need to provide Laine/Karen assessment results for each legal specialty course. Also give Karen a copy of each legal specialty course outline for Trac Dat.

SAI: For each legal specialty course, summarize the Student Assessment of Instruction when received. This information is needed for the ABA Reapproval Report. Jim White does not keep his. He does not have any SAI records.

Textbook Orders: Jim White needs to order textbook for Real Property.

Graduate Employment: Discussed Amy Fountain's employment with McCurdy, Wotila & Portius.

LS Faculty Meeting Minutes
March 31, 2010 at 3:30

Attendance: Gayle Lopez, John Kane, Jim White and John Vermeer

Program Coordinator/Program Champion: Dean has decided to appoint a program champion for each COB program. Gayle Lopez will take on this additional role as the program coordinator.

ABA Re-Approval update: 2 interim reports were submitted. Next report will be the big ABA Re-Approval Report.

Advisory Board Meeting: Agenda for the April 16, 2010 meeting at FSU was discussed. Include on the agenda technology. Faculty members discussed file management, scanners and electronic filing.

Program Numbers: Program numbers are going down for associate degree programs in part due to more transfer students transferring to FSU for Bachelor degrees. It is difficult/impossible for a transfer student to obtain a BS and the AAS in Legal Studies in 2 years. Recruiting ideas discussed along with a meeting with admissions.

Tracking Professional Development: Reminder given to track professional development for all LS faculty members.

Learning Outcomes and Assessment Plans: Each faculty must have learning outcomes and an assessment plan for each legal specialty course. Revise current outcomes if necessary. Should have no more than 4-6 outcomes per course.

SAI: Summarize SAIs when received. A short paragraph will be sufficient. No special format necessary.

Ethics: Track time devoted to teaching ethics and professional responsibility. Make sure ethics is taught/reviewed in each legal specialty course.

LLAW 253: Gayle Lopez is moving LLAW 253 Advanced Legal Research and Writing into a type of capstone course for assessment purposes. The need for student professionalism and expectations need to be addressed with students starting in their first legal studies course.

FACULTY MEETING MINUTES
October 21, 2009 – 4:00 pm

Attendance: Gayle Lopez, John Kane and Jim White. John Vermeer was absent due to illness. Meeting materials were provided to John Vermeer and Gayle Lopez discussed the items on the agenda with John Vermeer the next day.

Program Coordinator: Gayle Lopez was officially named as Legal Studies Program Coordinator during Summer 2009. She will be given ¼ release time each semester.

Advisory Board Meeting: The Legal Studies Advisory Board Meeting is scheduled for November 13, 2009 at Warner, Norcross & Judd. Two guest speakers will discuss legal technology in the law office with the advisory board.

Program Numbers – Recruiting: Program numbers are down. It appears that we have 55 students. Dean Nicol lists 40 students in the Legal Studies Program. Faculty discussed the continued need for recruitment.

Tracking Professional Development: Each faculty member will provide updated materials of conferences attended and other professional development activities at the end of each academic year.

Learning Outcomes/Assessment Plans: Hand outs were given and discussed. Each legal specialty course must have learning outcomes given and assessment plans for the learning outcomes by December 1.

Student Assessment of Instruction: Each faculty member needs to have a SAI for each legal specialty course that it taught. Additionally, each faculty member will provide the program coordinator with a summary. Gayle Lopez will provide a format to use.

Legal Technology: Discussed whether we should have a stand alone course on legal technology or have it infused in each class. Currently legal technology is infused in each legal specialty course. Given the reduced number of students, it would be very difficult to get the support of developing a new course and hiring an adjunct qualified to teach it.

Ethics – Track time and assignments that are devoted to teaching ethics and professional responsibility.

LLAW 280/LLAW 253 – Discussed the possibility of changing credit hours and moving LLAW 253 into a capstone course for assessment purposes.

MINUTES – FACULTY MEETING

APRIL 6, 2009

ATTENDANCE: John Kane, Gayle Lopez, John Vermeer and Jim White.

ADVISORY BOARD MEETING/NEW MEMBERS: Advisory Board meeting is scheduled for April 17, 2009. The agenda for the meeting was discussed. Two new advisory board members have been added and will be at the April 2009 meeting. Cavan Berry is an Attorney with Legal Aid of Western Michigan and will bring legal technology expertise to the board. Stacey Carlson is a paralegal for the State of Michigan working for the Michigan Economic Development Corporation. Stacey will bring knowledge and expertise as a public sector paralegal. Another board member may be added next year.

AAFPE REGIONAL CONFERENCE: Gayle Lopez attended the AAFPE Regional Conference in Chicago on April 3-4, 2009. Implementing legal technology in the legal specialty courses was emphasized. Faculty discussed the need to implement more legal technology in each of their courses taught. This will be discussed again at the next faculty meeting.

PROGRAM NUMBERS: Enrollment in the Legal Studies Program has declined over the last few semesters. This is partly due to the fact that students obtaining many non-business bachelor's degrees need to declare a minor and cannot use the Legal Studies associate degree in place of a minor. A non-ABA approved minor was discussed. Faculty members agree that a non-ABA approved minor may further reduce the numbers in the ABA approved program and agreed not to pursue a minor at this time.

PROGRAM COORDINATOR: Gayle Lopez is the unofficial program coordinator. Once it becomes official, we will need to inform the ABA of the change in coordinator. Currently, College of Business administrators are discussing some release time but there have been no decisions to date.

ETHICS: Continued our discussion regarding the need to assure that ethics is being taught across the curriculum. Currently all of the faculty that teach legal specialty courses teach legal ethics including confidentiality, conflicts of interest and the unauthorized practice of law. Each course must include an assignment/quiz to assess the ethics component. The book, *Ethics Top Ten Rules For Paralegals* by Deborah Orlik was given to each of the Legal Studies faculty members.

PROFESSIONAL DEVELOPMENT: Each faculty member is required to keep track of information regarding faculty development and forward a yearly report to Gayle Lopez. Each faculty member is also required to prepare course outlines on the new exhibit format for the interim report. An updated resume from each faculty member was requested.

ABA RECOMMENDATIONS/INTERIM REPORT: Discussed the ABA recommendations and the interim report due August 15, 2009.

ABA Workshop – Gayle Lopez will attend the ABA Workshop in Chicago on June 12, 2009.

MINUTES – FACULTY MEETING

NOVEMBER 5, 2008

ATTENDANCE: John Kane, Gayle Lopez, John Vermeer and Jim White.

ADVISORY BOARD MEETING/NEW MEMBERS: As discussed at the advisory board meeting, we would like to add 2-3 new advisory board members. We would like an attorney/paralegal with knowledge of legal technology, an attorney/paralegal for the State of Michigan and a litigation paralegal. Kevin Barry and Stacey Carlson will be asked to join the advisory board. We may ask Bonnie Schaub with Warner, Norcross to join the board after the Spring meeting.

PROGRAM COORDINATOR: Gayle Lopez is the unofficial program coordinator. Once it becomes official, we will need to inform the ABA of the change in coordinator. Currently, College of Business administrators are discussing some release time but there have been no decisions to date.

ETHICS: We discussed the need to assure that ethics is being taught across the curriculum. Currently all of the faculty that teach legal specialty courses teach legal ethics including confidentiality, conflicts of interest and the unauthorized practice of law. Each course must include an assignment/quiz to assess the ethics component. Gayle will order the book *Ethics Top Ten Rules For Paralegals* by Deborah Orlik for each of the Legal Studies faculty.

TECHNOLOGY: Currently students are required to take ISYS 105 which is a general computer technology course and does not specifically utilize legal software. Legal technology is utilized for research purposes on the internet and legal data bases in the legal specialty courses. At this point, we do not have room in the curriculum to add another legal specialty course. We need to infuse technology in the existing courses. We will add a legal technology person to the advisory board and obtain their input. Current advisory board members believe that paralegals should be comfortable in utilizing legal technology but not require a specific course or software since it varies from firm and practice group.

PROFESSIONAL DEVELOPMENT: Each faculty member is required to keep track of information regarding faculty development and forward a yearly report to Gayle Lopez at the Spring faculty meeting.

INTERNSHIPS: Continue to encourage internships as an alternative to Advanced Legal Research and Writing.

ABA RECOMMENDATIONS/INTERIM REPORT: Discussed the ABA recommendations and the interim report due August 15, 2009.

**Minutes
Law Faculty Meeting
April 16, 2008 at 2pm**

Present: Kane, Vermeer, Lopez

1. Reviewed agenda for the Advisory Board meeting scheduled for April 18, 2008.
2. Discussed the ABA site team recommendations to be reviewed again by the Advisory Board.
3. Discussed recruiting new students and promoting internships along with entry level positions.
4. Gayle Lopez is attempting to obtain release time or compensation if she agrees to assume the responsibilities as program coordinator. Dean Nicol has not agreed to any release time or compensation and Gayle will not agree to be program coordinator until the issue is resolved.
5. Recommended Legal Studies student – Tammy Jones to be featured during graduation by President Eisler.
6. Meeting adjourned at 3pm.

**Legal Studies Faculty Meeting
Fall Semester, 2007**

September 10, 2007 4pm

Present: Kane, Vermeer, Lopez, White

Reviewed ABA interim report prepared and submitted by Gayle Lopez, August 15, 2007.

Discussed the need to split Legal Studies Coordinator duties. ABA requirements must be the responsibility of all faculty members.

Gayle Lopez will attend the National AAFPE conference in October and report back to faculty and advisory board members at the next advisory board meeting.

Discussed Legal Studies Association. First year students need to be recruited.

Reviewed Spring semester SAI's.

Adjourned 4:45 pm.

EXHIBIT 20 – List of Faculty Members

EXHIBIT 20

List of Faculty Members

	Name ^(A) (Alphabetically)	Courses Taught (Title & Number)	Taught When (Sem/Qtr/Yr)	Ft	Pt	Not Teaching	Dates of Meetings Attended ^(B)
1	John Kane	LLAW 160 – Law in the United States I LLAW 161 – Law in the United States II LLAW 291 Practice Studies	Fall 07, 08, 09, 10, 11 Spring 08, 09, 10, 11 Fall 07, 08 Spring 08, 09	X			9/10/07, 4/16/08, 11/5/08, 4/6/09, 10/21/09, 3/31/10, 10/25/10, 4/11/11
2	Gayle Lopez	LLAW 280 – Civil Litigation LLAW 253 – Advanced Legal Research and Writing	Fall 07, 08, 09, 10, 11 Spring 08, 09, 10, 11	X			9/10/07, 4/16/08, 11/5/08, 4/6/09, 10/21/09, 3/31/10, 10/25/10, 4/11/11
3	John Vermeer	LLAW 251 – Criminal Law and Procedures	Spring 08, 09, 10, 11	X			9/10/07, 4/16/08, 11/5/08, 4/6/09, 3/31/10, 10/25/10, 4/11/11
4	James White	LLAW 260 – Real Estate Law LLAW 261 Probate and Estate Planning	Fall 07, Spring 09, 10, 11 Spring 08, Fall 08, 09, 10, 11		X		9/10/07, 11/5/08, 4/6/09, 10/21/09, 3/31/10, 10/25/10, 4/11/11

EXHIBIT 21 – Resumes of Faculty Members

I. **Vita**

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

Rank: Professor, Tenured

Department or Division: College of Business/Management Department

Teaching Experience:

2009 to present: Professor, Ferris State University.

1990 to 2009: 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. Other research activity:

Extensive activity, as a teacher of legal research, for over 30 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.

G. 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.

Medicare Advisor and Counselor, Mecosta County Senior Center

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 - 2009

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 Paralegal Club. 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 Assistant Program on two 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 policies.

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

1995-1996 and 2001: Chair, Program Review panel for the Legal Assistant Program.

1996-20005: 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-present: 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.

1997-2005: 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 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 -1995: Member of various Tenure sub-committees.

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

1996-1997: Member, Management Department Promotions Committee

2002: Member, Tenure sub-committee for William Smith

2003-2004 and 2005-2006: Member, Tenure sub-committee for Steve Lyman

2004-2006 Member, Tenure sub-committee for Gayle Lopez

Ferris Faculty Association Activities

1991 –1995 and
1996 - 2011: 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

Merit pay award. 1995, 2001

FSU Honors College Outstanding Professor award, 2008

O. Professionally Related Community Activities.

Member, Good Neighbors of Big Rapids

Board Member and volunteer, Recycle Mecosta

Coach and past vice-president, Big Rapids Youth Soccer League

Former Board member, Big Rapids Community Library

Former 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 and 2001 Program Review of the Legal Assistant 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 37 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.

Professor John Vermeer

Ferris State University
MGMT
(231) 591-2972
Email: vermeerj@ferris.edu

Education

JD, Cooley Law School, 1979.
Major: Law

BS, Ferris State University, 1974.
Major: Business Administration

Professional Positions

Professional

County Prosecutor, Mecosta County, Michigan. (October 1982 - December 1984).

Licensures and Certifications

Licensed Attorney, State Bar Michigan. (1979 - Present).

Professional Memberships

Legal Assistants Section of the Michigan Bar.

Member of the Business Law Section of the Michigan Bar.

Michigan Bar Association.

Development Activities Attended

Colloquium, "What's New with Small Devices." (October 6, 2011).

Colloquium, "The Best Arguments for Trade Protection – And Why They Are Wrong." (September 15, 2011).

Colloquium, "Small Devices in Education." (March 3, 2011).

Webinar, "Responding to Academically Adrift: What Colleges Can Do." (February 18, 2011).

Workshop, "Certificate of Completion: Series of 10 Data Mining & PASW Modeler 14 workshops." (March 2010 - October 2010).

Conference Attendance, "Jossey-Bass Online Teaching & Learning Conference." (October 7, 2009).

Webinar, "Student Identity Verification: Best Practices and Practical Experience." (September 10, 2009).



Conference Attendance, "Lilly North Conference." (2006).

Seminar, "Best Practices in Web-Delivered Instruction," FSU, Faculty Center for Teaching and Learning. (2005).



JOHN VERMEER RESUME ADENDUM

In his professional capacity as an attorney and Mecosta County Prosecutor, John Vermeer worked with paralegal and supervised legal personnel. He has taught criminal law and other legal specialty courses to paralegals for over 25 years.



Seminar, "Learner-Centered Teaching," FSU, Faculty Center for Teaching and Learning. (2005).

Seminar, "Respondus Training (tool for creating and managing exams directly to WebCT)," FSU Center for Teaching and Learning. (2004).

Conference Attendance, "AAHE Conference - Learning to Change," AAHE. (2003).

Conference Attendance, "American Association for Paralegal Education Annual Conference," AAPE - American Association for Paralegal Education. (2002).

Seminar, "Building Community in the Classroom," FSU Center for Teaching and Learning. (2002).

Seminar, "Using Assessment and Grading as Tools to Promote Student Learning," FSU Center for Teaching and Learning. (2002).

TEACHING

Awards and Honors

Ferris State University Distinguished Teacher Award. (2005).

Outstanding Teacher of the Year, Pi Kappa Alpha Fraternity, Zeta Kappa Chapter of Ferris State University. (2001).

PTM Teacher of the Year Award, Professional Tennis Management Association. (2000).

PTM Teacher of the Year Award, Professional Tennis Management Association. (1996).

SERVICE

College Service

Committee Member, Student Conduct Hearing Committee. (September 2011 - Present).

Committee Member, Common Professional Component Committee. (September 2009 - Present).

Committee Member, Sabbatical Review Committee. (September 2010 - April 2011).

University Service

Committee Member, Faculty Center for Teaching and Learning Advisory Board. (2003 - 2011).

Faculty Sponsor, Spaghetti Bridge Building Contest. (1999 - 2011).

Committee Member, Media Production Focus Group Discussion. (2005).

Public Service

Board Member, Big Rapids Zoning Board of Appeals, Big Rapids, Michigan. (2006 - 2011).

Legal Advisor, Hope Free Medical Clinic, Big Rapids, MI. (2006 - 2007).

Risk Manager, Trinity Fellowship Church. (2003 - 2007).

Professor Gayle S. Lopez J.D.

Ferris State University
MGMT
(231) 591-3170
Email: lopezg@ferris.edu

Education

JD, University of San Francisco School of Law, 1992.
Major: Law

BS, Ferris State University, 1986.
Major: Business Administration

AAS, Ferris State University, 1984.
Major: Legal Studies

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (2011 - Present).

Legal Studies Coordinator, Ferris State University. (2009 - Present).

Associate Professor, Ferris State University. (2007 - 2011).

Assistant Professor, Ferris State University. (2004 - 2007).

Instructor, Ferris State University. (2001 - 2003).

Professional

Attorney, Joseph Costella & Associates (prev. Maloney & Associates). (November 1992 - June 2000).

Licensures and Certifications

Attorney - Michigan, Michigan Bar Association. (2001 - Present).

Attorney - California, California Bar Association. (1992 - Present).

Professional Memberships

American Bar Association.

California Bar Association.

Michigan Bar Association.

American Association for Paralegal Education. (2001 - Present).

Development Activities Attended

- Conference Attendance, "American Association for Paralegal Education National Conference." (October 2011).
- Workshop, "ABA Approval Workshop," American Bar Association. (June 2011).
- Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (April 2011).
- Conference Attendance, "American Association for Paralegal Education National Conference." (October 2010).
- Workshop, "FerrisConnect Training," FSU - COB. (August 2010).
- Conference Attendance, "State Bar of Michigan- Paralegal/Legal Assistant Section." (May 6, 2010 - May 7, 2010).
- Workshop, "Employment Law," Miller Canfield. (April 2010).
- Conference Attendance, "American Association for Paralegal Education National Conference." (October 2009).
- Workshop, "Advising for Student Success," FSU - COB. (October 2009).
- Workshop, "Learning/Teaching Case Matters and Related Software," AAFPE. (October 2009).
- Workshop, "COB Novell Communication Project Training," Ferris State University. (October 21, 2009).
- Workshop, "Advising for Student Success," FSU - COB. (September 2009).
- Workshop, "TracDat Training Workshop," FSU - Accademic Affairs. (September 2009).
- Workshop, "DigitalMeasures," Ferris State University. (September 29, 2009).
- Workshop, "COB Novell Communication Project Training," Ferris State University. (September 16, 2009).
- Workshop, "FerrisConnect Training," FSU - COB. (August 2009).
- Workshop, "Complete Investigations," Grand Rapids Bar Association - Paralegal Section. (July 29, 2009).
- Workshop, "ABA Approval Workshop," American Bar Association. (June 2009).
- Workshop, "iVise - Legal Technology," Grand Rapids Bar Association - Paralegal Section. (June 24, 2009).
- Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (April 2009).
- Conference Attendance, "American Association for Paralegal Education National Conference." (2008).
- Workshop, "Sexual Harassment in the Hospitality Industry," Warner, Norcross & Judd. (2008).

Workshop, "University Committees on Discipline Training," Office of Student Conduct. (2008).

Conference Attendance, "American Association for Paralegal Education National Conference." (2007).

Conference Attendance, "American Association for Paralegal Education North Central Regional Conference." (2007).

Conference Attendance, "Assessing Student Learning Conference," Dr. Bresciani - San Diego State University. (2007).

Workshop, "Smart Classroom Orientation." (2007).

Conference Attendance, "American Association for Paralegal Education National Conference." (2006).

"Faculty Book Review/Discussions," College of Business. (2006).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business. (2006).

Workshop, "Using a Learner-Centered Approach to Classroom Teaching So Your Students Will Remember." (2006).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2005).

Seminar, "Litigation Skills for Legal Staff." (2005).

Workshop, "Advising Workshop," University College/College of Business. (2005).

Workshop, "Hospitality Law Conference." (2005).

Conference Attendance, "American Association for Paralegal Education National Conference." (October 2005).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2004).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2003).

Seminar, "FSU Faculty Teaching and Learning Day seminars." (2002).

Seminar, "New Faculty program." (2001 - 2002).

Conference Attendance, "LILLY Conference on Higher Education." (February 2002).

Awards and Honors

Honored at the 2007 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2007).

Teacher of the Year Award, Pi Kappa Alpha. (2004).

Honored at the 2003 Faculty Appreciation Night, Student-Athlete Advisory Committee. (2003).

TEACHING

Teaching Experience

Ferris State University

BLAW 321, Contracts and Sales
HOMT 403, Hospitality Law
LLAW 253, Adv Legal Research-Writing
LLAW 280, Civil Litigation
LLAW 291, Practice Studies
PREL 350, Public Relations Ethics/Law
BLAW 301, Legal Environment of Business
UNIV 200, Orientation to Law School

RESEARCH

Contracts, Grants and Sponsored Research

Grant

Lopez, Gayle, "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, \$700.00. (August 2011 - December 2011).

Lopez, Gayle, "TIMME Travel Grant," Sponsored by Faculty Center for Teaching and Learning, Ferris State University, \$700.00. (August 2010 - December 2010).

Intellectual Contributions in Submission

Other

Lopez, G. *ABA Interim Report*.

Lopez, G. *ABA Interim Report*.

SERVICE

Department Service

Committee Member, Lisa Eshbach Tenure Sub-Committee. (August 2009 - Present).

Committee Chair, Legal Studies Advisory Board. (2008 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Chair, Legal Studies ABA Re-Approval. (2011).

Department Representative, Disciplinary Rep. (2007 - 2011).

Committee Chair, Spence Tower Tenure Sub-Committee. (August 2009 - May 2011).

Committee Chair, Hiring Committee. (2009).

Committee Member, Legal Studies Academic Program Review Committee. (2006 - 2008).

Committee Member, Legal Studies Advisory Board Meeting. (2000 - 2008).

Report Writing, Legal Studies Program. (2007).

Meetings/Discussion, ABA Re-Accreditation site visit. (2006).

College Service

Committee Chair, Insurance Curriculum Committee. (August 2010 - Present).

Participant, College of Business Celebration Fest. (2005 - Present).

Attendee, Meeting, Hospitality Programs Gala. (2003 - Present).

Committee Member, Promotion and Merit. (October 2011 - May 2013).

Committee Member, Hiring Committee - Marketing. (October 2009 - July 2010).

Committee Member, Hospitality Programs Academic Program Review Committee. (2007 - 2008).

Committee Member, Quality Learning Process Team. (2006 - 2008).

Marshal, Spring Commencement. (2006 - 2007).

Committee Member, College of Business Curriculum Committee. (2005 - 2007).

Committee Member, Faculty and Staff Development Committee. (2004 - 2005).

University Service

Committee Member, Freshman Registration/Orientation. (June 2010 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Program Coordinator, Legal Studies. (2008 - Present).

Committee Member, Law School Resource Committee. (2005 - Present).

Attendee, Graduation, FSU Commencement. (2002 - Present).

Faculty Advisor, Legal Studies Association. (2001 - Present).

Committee Member, University Committee on Discipline (UDC). (2007 - 2011).

Attendee, Award Ceremony, Student Excellence Award. (April 2010).

Attendee, Award Ceremony, Honors Program Award Night. (2005 - 2006).

Professional Service

Committee Member, Law School Resource Committee. (2005 - Present).



Public Service

Past Commodore (October 2011 – Present).

Commodore, White Lake Yacht Club, Whitehall, MI. (September 2010 – September 2011).

Committee Member, United Way - Lakeshore, Whitehall, Michigan. (July 2009 - Present).

Officer, Vice Commodore, White Lake Yacht Club, Whitehall, MI. (September 2009 - September 2010).

Rear Commodore, White Lake Yacht Club, Whitehall, MI. (September 2008 - September 2009).

Officer, Secretary, White Lake Yacht Club, Whitehall, MI. (September 2007 - September 2008).

James R. White

309 W. Slosson Ave.
Reed City, Michigan 49677
(231) 349-2556
jwhite@whitelawoffice.net

EXPERIENCE

White Law Office, PLC, Evart, Michigan

Owner and Sole Member, February, 2000 - Present
Represented a diverse group of clients in general practice, specializing in real property law, probate law, family law and municipal law.

Porteous & White, P.C., Evart, Michigan

Partner, January, 1983 – February, 2000
Represented a diverse group of clients in general practice, specializing in real property law, probate law, family law and municipal law.

In my law practice I have worked with paralegals for over 30 years and currently have two paralegals that are graduates of the Ferris State University program.

Ferris State University, Big Rapids, Michigan

Adjunct Professor – 1983 – Present
I have taught various Business Law classes in the School of Business since 1983. I currently teach real property law and probate law in the legal studies program, and have since 1987.

EDUCATION

William Mitchell College of Law, St. Paul, Minnesota

J.D., May, 1977

Ferris State College, Big Rapids, Michigan

B.S., Business Administration, June, 1973
Honors: Cum Laude
Deans's Advisory Committee - 1973
President, Society for Advancement of Management – 1972-73

PROFESSIONAL AFFILIATIONS

Member of the Bar, State of Michigan, admitted 1983
Member of the Bar, Osceola-Mecosta County, admitted 1983

EXHIBIT 22 – All Promotional Material Used by Program



Legal Studies LGST

Degree Type: **Associate in Applied Science**

College: **Business**

[Program home page](#)
[Download PDF](#)

Locate a **Course**
 Find a **Degree**
 Learn about a **Program**
 Follow a **Career Path**

Why Choose the Legal Studies Program?

The Ferris Legal Studies program provides students with a curriculum that emphasizes a broad-based knowledge of the law, with an emphasis on legal research and writing skills. Students interested in working as paralegals, legal assistants, court personnel, or in occupations that require a strong legal background should consider this program. Ferris graduates have been very successful in using this degree as a background for a variety of occupations and as preparation for law school.

As a student, you will be required to complete courses in legal research, criminal and civil procedure, real estate law, probate and estate planning. In addition, you will study business courses in accounting, business law and computers. General education courses are also required and include English, mathematics and public speaking.

Ferris has an excellent legal collection, and research classes are taught in the library. Lexis-Nexis and WESTLAW, computerized legal research databases, are available.

Get a Great Job

Paralegals assist attorneys in the delivery of legal services. Although they are not lawyers, they have the knowledge and expertise to do work of a legal nature under the supervision of an attorney.

Few career fields offer such diversity and rewards after only two years of formal education beyond high school. Furthermore, the program is designed to allow the student to complete a baccalaureate degree with an additional two years of study.

The Legal Studies program at Ferris State University has been approved by the American Bar Association (ABA) since 1978. The curriculum meets or exceeds all the ABA requirements.

Admission Requirements

Applicants must present evidence of graduation from high school or the GED. To enter the Legal Studies Associate degree (A.A.S.) Program in Business, applicants must have a minimum high school grade point average of 2.5 (on a 4.00 scale); and meet one of the following: ACT math score of 19 or higher, or an ACT reading score of 19 or higher.

Graduation Requirements

The Legal Studies program at Ferris leads to an associate in applied science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall.

More Information

Management Department
 Ferris State University

Required Courses	Credit Hours
------------------	--------------

MAJOR	
LLAW 160 Law in the United States 1	3
LLAW 161 Law in the United States 2	4
LLAW 251 Criminal Law and Procedures	3
LLAW 260 Real Estate Law	3
LLAW 261 Probate and Estate Planning	3
LLAW 280 Civil Litigation	4
Choose one:	
LLAW 253 Adv Legal Research-Writing	2
Or	
LLAW 291 Practice Studies	2
RELATED COURSES	
ACCT 201 Principles of Accounting 1	3
BLAW 321 Contracts and Sales	3
ISYS 105 Intro Micro Systems-Software	3
*Electives: Directed	12
UNIVERSITY GENERAL EDUCATION	
Communication Competence	
COMM 121 Fundamentals-Public Speaking	3
ENGL 150 English 1	3
ENGL 250 English 2	3
Scientific Understanding	
* Lab Science Elective	3-4
Quantitative Skills	
MATH 115 Intermediate Algebra	3
* (If MATH ACT is 24 or higher, substitute a general education elective)	
Cultural Enrichment	3
Social Awareness	3
Minimum credit hours required for A.A.S. degree:	64 - 65

119 South Street, BUS 212
Big Rapids, MI 49307-2284
Phone: (231) 591-2427
Email: MGMT@ferris.edu

The College of Business is accredited by the Association of
Collegiate Business Schools and Programs (ACBSP.)
http://www.acbsp.org/p/st/ld/sid=s1_001

Ferris State University Catalog

- Learn about a **Program**
FSU Home
- Catalog Home**
- Find a **Degree**
- Admissions**
- Locate a **Course**
Search



Business Administration/Legal Studies BALS

Degree Type: **Bachelor of Science**

College: **Business**

[Program home page](#)
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[Find a Degree](#)
[Learn about a Program](#)
[Follow a Career Path](#)

Why Combine the Business Administration and Legal Studies Degrees?

Pursuing both degrees concurrently is an effective and valuable educational program. Our Legal Studies program is one of only a few programs of its type that combines the foundation of a business curriculum and an American Bar Association-approved paralegal curriculum. The legal faculty members are attorneys (all Doctors of Jurisprudence) that bring practical knowledge and expertise to the legal studies courses. Students are engaged in an active learning environment by performing the same job functions as if they were working for a legal employer. Please see the catalog pages for the Business Administration BS and the Legal Studies AAS for additional information. Graduates acquire skills in legal research, criminal and civil procedure, real estate law, and probate and estate planning.

The Business Administration program builds on these skills by providing you with the business knowledge you will need to advance in your career. Graduates have found that a background in law is beneficial in a wide range of business operations. The B.S. in Business Administration with an A.A.S. in Legal Studies is an excellent preparation for application to law school.

Get a Great Job

Our graduates have found the combined degree leads to a variety of exciting career paths, either in the legal environment (e.g., courts, law firms, law school, corporate legal affairs), or business in general. The legal/business grounding is one that appears to be highly sought after by employers.

Admission Requirements

Applicants must present evidence of graduation from high school or the GED. To enter a Bachelor of Science degree (B.S.) Program in Business, applicants are expected to meet two of the following: a minimum high school grade point average of 2.50 (on a 4.00 scale); ACT MATH score of 19 or higher; an ACT READING score of 19 or higher.

Graduation Requirements

The Legal Studies program at Ferris leads to an associate in applied science degree, and the Business Administration major fulfills a bachelor of science degree. Graduation requires a minimum 2.0 GPA in core classes, in the major and overall. Students must complete all general education requirements as outlined on the General Education website.

More Information

Management Department
119 South Street/BUS 212
Big Rapids, MI 49307-2284
Phone: (231) 591-2427

Required Courses

LEGAL STUDIES MAJOR

Course	Description	Credit Hours
LLAW 160	Law in the United States 1	3
LLAW 161	Law in the United States 2	4
LLAW 251	Criminal Law and Procedures	3
LLAW 260	Real Estate Law	3
LLAW 261	Probate and Estate Planning	3
LLAW 280	Civil Litigation	4
ISYS 105	Intro Micro Systems-Software	3
Choose one:		
*LLAW 253	or	2
LLAW 291	Practice Studies	2

BUSINESS ADMINISTRATION MAJOR

Choose One:

INTB 310	International Business Systems	3
or		
INTB 335	Cross-Cultural Business	3
MGMT 302	Team Dynamics - Org Behavior	3
MGMT 373	Human Resource Management	3
MGMT 488	Adv Management Cases-Problems	3

BUSINESS CORE

ACCT 201	Principles of Accounting 1	3
ACCT 202	Principles of Accounting 2	3
BUSN 499	Integrating Experience	3
BLAW 321	Contracts and Sales	3
FINC 322	Financial Management 1	3
ISYS	Business Information Systems	3

Email MGMT@ferris.edu

The College of Business is accredited by the Accreditation Council for Business Schools and Programs (ACBSP.)
http://www.acbsp.org/p/st/ld/&sid=s1_001

321		
MGMT 301	Applied Management	3
MGMT 370	Quality-Operations Mgmt	3
MKTG 321	Principles of Marketing	3
STQM 260	Introduction to Statistics	3

UNIVERSITY GENERAL EDUCATION

Communication Competence

COMM 121	Fundamentals-Public Speaking	3
ENGL 150	English 1	3

Choose one:

ENGL 211	Industrial and Career Writing	3
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Or

ENGL 250	English 2	3
ENGL 325	Advanced Business Writing	3

Scientific Understanding

*	Lab Science Elective	4
*	Science Elective	3-4

Quantitative Skills

MATH 115	Intermediate Algebra	3
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* (If MATH ACT is 24 or higher, substitute a general education elective)

Cultural Enrichment Electives

Electives (one must be at 200 level or above) 9

Social Awareness

ECON 221	Principles of Macroeconomics	3
ECON 222	Principles of Microeconomics	3

Social Awareness Elective 3

COLLEGE OF BUSINESS Additional General Education

General Education Electives (one must be at 300-400 level) 6

Minimum credit hours required for B.S. degree: 121-122

Ferris State University Catalog

Learn about a **Program**
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[Find a Degree](#)

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Locate a **Course**

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Students interested in working as paralegals, legal assistants, court personnel, or in occupations that require a strong legal background should consider this program. Ferris graduates have been very successful in using this degree as a background for a variety of occupations and as preparation for law school.

Paralegals assist attorneys in the delivery of legal services. Although they are not lawyers and may not provide legal services directly to the public except as permitted by law, paralegals have the knowledge and expertise to perform work of a legal nature under the supervision of an attorney.

The program is designed to allow the student to complete a baccalaureate degree with an additional two years of study.

Courses in this program are delivered:

- Big Rapids

Ferris State University

- **Future students**
 - [Learn more about Ferris State University on ferris.edu](http://www.ferris.edu)
 - [Apply online](#)
 - [Visit the campus](#)
 - [Transfer credits to Ferris State](#)
 - [Find scholarships](#)
 - [Course catalog](#)
 - [College of Business Graduate Programs](#)
- **Current students**
 - [Resources at MyFSU](#)

**EXHIBIT 23 – Employment and Continuing Education
Information on Graduates**

EXHIBIT 23

Employment and Continuing Education Information on Graduates

(Part I)

YEAR 08/10 – 05/11

(Provide a separate exhibit (Part I and Part II) for **each** year. Use the same academic or calendar years reported on Exhibit 2. The total number of students for each academic or calendar year must correspond to the totals reported on Exhibit 2.)

Number of Graduates Working as a Paralegal (WP)	1
Number of Graduates Working in Another Capacity in the Legal Field (WAC)	
Number of Graduates Continuing Education (CE)	7
Number of Graduates Still Seeking Employment (SE)	2
Number of Graduates Working in Another Field (WAF)	
Number of Graduates Unable to Contact (UC)	3
Number of Graduates Not Seeking Employment at this Time (NSE)	1
Total Number of Graduates	
Note: The total must correspond to the total reported on Exhibit 2. Graduates listed in Part II may be noted in more than one category; in this situation, count them in Part I for only the first category indicated.	14

(Part II)

	Name (Alphabetically)	WP (A)	WAC (B)	CE (C)	SE (D)	WAF (E)	UC (F)	NSE (G)	Description
1	Abbott-Porter, Gayle				X				
2	Bland, LaBreonna			X					Health Care Admin., FSU
3	Brewer, Jillian							X	Pregnant, living in CA
4	Evans, Vanessa			X					BS Business Administration, FSU
5	Finnie, Rebecca			X					Political Science, Michigan State Univ.
6	Kikkert, Kevin				X				Thinking about Law School
7	Koch, Joshua						X		
8	Mackey, Jaimee			X					Legal Assist. at McKenzie Jackson, Nashville, TN
9	Penny, Alex						X		
10	Rader, Brianna Ray Lynn			X					BS, Business Administration, FSU
11	Sopezynski, Joseph			X					BS, Finance, FSU
12	Ulch, Lisa			X					BA, Political Science, FSU
13	Ward, Charles						X		
14	Winkle, Brandon			X					BA, Political Science, FSU

EXHIBIT 23

Employment and Continuing Education Information on Graduates

(Part I)

YEAR 08/09 – 05/10

(Provide a separate exhibit (Part I and Part II) for **each** year. Use the same academic or calendar years reported on Exhibit 2. The total number of students for each academic or calendar year must correspond to the totals reported on Exhibit 2.)

Number of Graduates Working as a Paralegal (WP)	2
Number of Graduates Working in Another Capacity in the Legal Field (WAC)	0
Number of Graduates Continuing Education (CE)	13
Number of Graduates Still Seeking Employment (SE)	0
Number of Graduates Working in Another Field (WAF)	0
Number of Graduates Unable to Contact (UC)	2
Number of Graduates Not Seeking Employment at this Time (NSE)	0
Total Number of Graduates	
Note: The total must correspond to the total reported on Exhibit 2. Graduates listed in Part II may be noted in more than one category; in this situation, count them in Part I for only the first category indicated.	
	17

(Part II)

	Name (Alphabetically)	WP (A)	WAC (B)	CE (C)	SE (D)	WAF (E)	UC (F)	NSE (G)	Description
1	Cobb, Tim						X		
2	Corrigan Persons, Christine Marie			X					BS, Bus Adm, FSU
3	Eick, Angela			X					BS, Music Industry Management, FSU
4	Evans, Nichole			X					BS, Bus Adm, FSU
5	Farrell, Joshua			X					BS, Bus Adm, FSU
6	Fountain, Amy	X							Legal Assistant - McCurdy, Wotila & Porteous, Cadillac, MI
7	Kitchen, Shelly Ann			X					Bus Adm & Health Care Admin, FSU
8	McRae, Kara Marie			X					BS, Bus Adm, FSU
9	Oberst, Kristen	X							Paralegal - Little, Gilman-Tepper & Batley, Albuquerque, NM
10	Ondrais, Lawrence						X		
11	Reynolds, Kyle			X					BS, Music Industry Management, FSU
12	Sanders, Maxwell			X					BS, Bus Adm, FSU
13	Saxton, Kellie			X					BS, Bus Adm, FSU
14	Sims, James III			X					BS, Bus Adm, FSU
15	Sims, Nicole			X					BS, Bus Adm, FSU
16	Toms, Morgan			X					BS, Bus Adm, FSU
17	Yonkers, John III			X					Cooley Law School

EXHIBIT 23

Employment and Continuing Education Information on Graduates

(Part I)

YEAR 08/08 – 05/09

(Provide a separate exhibit (Part I and Part II) for **each** year. Use the same academic or calendar years reported on Exhibit 2. The total number of students for each academic or calendar year must correspond to the totals reported on Exhibit 2.)

Number of Graduates Working as a Paralegal (WP)	2
Number of Graduates Working in Another Capacity in the Legal Field (WAC)	0
Number of Graduates Continuing Education (CE)	7
Number of Graduates Still Seeking Employment (SE)	4
Number of Graduates Working in Another Field (WAF)	1
Number of Graduates Unable to Contact (UC)	1
Number of Graduates Not Seeking Employment at this Time (NSE)	0
Total Number of Graduates Note: The total must correspond to the total reported on Exhibit 2. Graduates listed in Part II may be noted in more than one category; in this situation, count them in Part I for only the first category indicated.	15

(Part II)

	Name (Alphabetically)	WP (A)	WAC (B)	CE (C)	SE (D)	WAF (E)	UC (F)	NSE (G)	Description
1	Abend, Chelsie			X					Political Science, FSU
2	Adams, Sean			X					Public Administration, Masters Degree, Eastern Michigan
3	Carr, Tracie					X			Job title unknown. No longer employed. Maurer Foster Ins. Agency; Masters Western Michigan
4	Cichewicz, Sara				X				Bus. Administration, FSU
5	Dick, Jessica			X					Bus. Administration, FSU
6	Fabbri, Vincent			X					Bus. Administration, FSU
7	Gillon, Brittany								Paralegal - Stuart Johnson & Assoc., Warren, MI
8	Gross, Sarah			X					Political Science, FSU
9	Kimmel, Karissa						X		
10	Lytle, Samantha				X				
11	Marr, Sara				X				
12	McFadden, Gina			X					Part-time legal assist. - Todd VanEck, Rockford, MI
13	Owsiany, Arlie					X			
14	Stuart, Milkinzie			X					Advertising/Mktg, FSU
15	Stiles, Paula			X					Music Industry Mgt., FSU

(Part II)

	Name (Alphabetically)	WP (A)	WAC (B)	CE (C)	SE (D)	WAF (E)	UC (F)	NSE (G)	Description
1	Biros, Samantha						X		
2	Carpenter, Christine			X					Elementary Educ., FSU
3	DeVerney, Jessica					X			Pt – Chemical Bank
4	Engels, Rebecca			X					Human Resource Mgt., FSU
5	Fortier, Ashley			X					Bus. Administration, FSU
6	Gloss, Callista			X					JD – Cooley Law School
7	Jones, Tammy			X					JD – Wayne State Law School
8	Lewis, Heidi			X					Bus. Administration, FSU
9	Mewitz, Marissa			X					Applying to grad school
10	Prakash, Patel						X		Living in Canada
11	Price, Matthew			X					Political Science, FSU
12	Reagan, Rachael			X					History, FSU
13	Root, Stephanie	X							Ch. 13 Bankruptcy Trustee, Grand
14	Slabaugh, Toby			X					Bus. Administration, FSU
15	Stevens, Kathy			X					Bus. Administration, FSU
16	Tomczyk, Karyn			X					Bus. Administration, FSU
17	Wrobel, Crystal			X					Bus. Administration, FSU

Note: See separate Instruction Sheet for instructions for completing Exhibit 23

EXHIBIT 23

Employment and Continuing Education Information on Graduates

(Part I)

YEAR 08/07 – 05/08

(Provide a separate exhibit (Part I and Part II) for **each** year. Use the same academic or calendar years reported on Exhibit 2. The total number of students for each academic or calendar year must correspond to the totals reported on Exhibit 2.)

Number of Graduates Working as a Paralegal (WP)	1
Number of Graduates Working in Another Capacity in the Legal Field (WAC)	0
Number of Graduates Continuing Education (CE)	13
Number of Graduates Still Seeking Employment (SE)	0
Number of Graduates Working in Another Field (WAF)	1
Number of Graduates Unable to Contact (UC)	2
Number of Graduates Not Seeking Employment at this Time (NSE)	0
Total Number of Graduates Note: The total must correspond to the total reported on Exhibit 2. Graduates listed in Part II may be noted in more than one category; in this situation, count them in Part I for only the first category indicated.	17

(Part II)

	Name (Alphabetically)	WP (A)	WAC (B)	CE (C)	SE (D)	WAF (E)	UC (F)	NSE (G)	Description
1	Biros, Samantha						X		
2	Carpenter, Christine			X					Elementary Educ., FSU
3	DeVerney, Jessica					X			Pt teller – Chemical Bank, Big Rapids, MI
4	Engels, Rebecca			X					Human Resource Mgt., FSU
5	Fortier, Ashley			X					Bus. Administration, FSU
6	Gloss, Callista			X					JD – Cooley Law School
7	Jones, Tammy			X					JD – Wayne State Law School
8	Lewis, Heidi			X					Bus. Administration, FSU
9	Mewitz, Marissa			X					Applying to grad school
10	Prakash, Patel						X		Living in Canada
11	Price, Matthew			X					Political Science, FSU
12	Reagan, Rachael			X					History, FSU
13	Root, Stephanie	X							Intake Coordinator, Brett Rodgers, Ch. 13 Trustee, Grand Rapids, MI
14	Slabaugh, Toby			X					Bus. Administration, FSU
15	Stevens, Kathy			X					Bus. Administration, FSU
16	Tomeczyk, Karyn			X					Bus. Administration, FSU

17	Wrobel, Crystal		X				Bus. Administration, FSU
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**EXHIBIT 24 – Promotional Material for Continuing
Education Courses – Not Applicable**

**EXHIBIT 25 – Written Agreement with External
Library – Not Applicable**

EXHIBIT 26 – Inventory of Required Library Resources

ABA report

1. State code: include the most recent update or supplement. Ferris has access to the Administrative code of Michigan via **Westlaw Campus** and **Lexis-Nexis**. Both of these sources are updated continually. Also FLITE subscribes to Michigan Compiled Laws Service from Lexis-Nexis, and Michigan Compiled Laws Annotated by West. Both are current.
2. State or Regional Reporter. Ferris subscribes to the **Michigan Reporter** published by West Company. The most recent update as of the date of this report was June 26, 2012.
3. State or Regional Digest. Ferris subscribes to the **West's Michigan Digest 2d**. The most recent update is February of 2012.
4. Resource for checking the validity and currency of primary source materials, e.g., Shepard's Citations. Ferris has access to Shepard's citations through its subscription to **Lexis-Nexis**.
5. Legal Encyclopedias. Legal encyclopedias

Print books available in FLITE

Gale Encyclopedia of American Law. 2003
West's Encyclopedia of American Law. 1998
Michigan Law and Practice Encyclopedia. 2012
Michigan Civil Jurisprudence. West Group. Current updates.
West's analysis of American Law. West Group. 2011

Online resources available via the FLITE website

American Jurisprudence. Available via our Lexis-Nexis and our Campus Westlaw subscriptions
American Law Review. Available via our Campus Westlaw Subscription

6. Texts, practice manuals and form books for all legal specialty courses.

LLAW 160 and 161. Law in the United States

Constitutional Law / John E. Nowak. Thompson/West 2010

The spirit of the law : religious voices and the Constitution in modern America / Sarah Barringer Gordon. Belknap Press of Harvard University Press 2010

The Oxford Guide to United States Supreme Court Decisions / edited by Kermit Hall. Oxford University Press, 2009

Constitutional Law in a nutshell / Jerome Barron. West, 2009

Cambridge History of Law in America / edited by Michael Grossberg. Cambridge University Press, 2008

The US Constitution A to Z / Robert Maddex. CQ Press, 2008

US Supreme Court Decisions. Matthew Bender. Currently received

Employment Law in Michigan. Institute for Continuing Legal Education. Currently received

Michigan Basic Practice Handbook. Institute for Continuing Legal Education. Currently received

Michigan Estate Planning Handbook. Institute for Continuing Legal Education. Currently received

Michigan model civil jury instructions. Institute for Continuing Legal Education. Currently received

Worker's compensation in Michigan. Institute for Continuing Legal Education. Currently received

Michigan corporation law. Matthew Bender. Currently received.

Michigan court rules annotated. Matthew Bender. Currently received

United States Code annotated. West Group. Current updates.

United States Code Congressional and administrative News. West Group. Current updates.

West's Federal Practice Digest 4d. West Group. Current updates

West's Federal Reporter 3d. West Group. Complete to 631.

West's Federal supplement 2d. West Group. Complete to 742

LLAW 251 Criminal Law and Procedure

Federal rules of evidence in a nutshell / Michael Graham. Thompson/West 2011

Criminal Law / Wayne LaFave. Thompson/West 2011

Criminal Procedure / Wayne LaFave. Thompson/West 2009

Leading US Supreme Court cases in criminal justice: briefs and key terms / Dean John Champion. Pearson Prentice Hall, 2009

Criminal procedure: cases and comments / James Haddad. Foundation Press, 2003

Michigan criminal law and procedure with forms. West Group. Current updates.

Michigan litigation forms and analysis. West Group. Current updates.

Michigan pleading and practice. West Group. Current updates.

Michigan Rules of Court. Federal. West Group. Current updates.

Michigan Rules of Court. State. West Group. Current updates.

Michigan SCAO approved forms. West Group. Current updates.

Michigan sentencing guidelines. West Group. Current updates.

Michigan torts. West Group. Current updates.

LLAW 261 Probate and Estate Planning

Wills, trusts and estates: including taxation and future interests / William McGovern. West, 2010

Wills and Trusts in a nutshell / Robert Mennell. Thomson/West 2007

Uniform probate code in a nutshell / Lawrence Averill. West 1996

Estate planning basics/ Denis Clifford. Nolo.com. [electronic resource] 1999

Michigan estate planning handbook. Institute of Continuing Legal education. 1999- Updated with pocket parts

Michigan child support formula manual. Institute for Continuing Legal Education. Currently received.

LLAW 260 Real Estate Law

Real estate finance law / Grant Nelson. Thomson/West, 2007

Land use in a nutshell / John Nolon. Thomson/West, 2006

Real estate accounting made easy / Obioma Ebisike. Wiley, 2010 [electronic resource]

Michigan Real Property Law. Institute for Continuing Legal Education. Currently received

Michigan Zoning, planning and land use. Institute for Continuing Legal Education. Currently received

LLAW 280 Civil Litigation

Courtroom evidence / Executive Office for United States Attorneys. Office of Legal Education, 2011

Civil procedure / Jack Friedenthal. Thomson/West, 2005

Process of the law: understanding courts and their alternatives / Judith Resnik. Foundation Press, 2004

Civil procedure: cases and materials / John Cound. West Group, 2001

Michigan civil practice forms. West Group. Current updates.

Michigan Court rules practice. West Group. Current updates.

LLAW 253 Advanced Legal Research and Writing

Finding the law: legal research for librarians and paralegals / Bryan Carson. Scarecrow Press, 2011

Impeccable research: a concise guide to mastering legal research skills / Mark Osbeck. Thomson/West, 2010

Legal research in a nutshell / Morris Cohen. Thomson/West, 2007

The Bluebook: a uniform system of citation / compiled by the editors of the Columbia Law Review, the Harvard Law Review, the University of Pennsylvania Law Review and the Yale Law Review. Harvard Law Review Association, 2010

7. Local and state bar journals.

Law Journals in Print

Michigan Law Review 1979 – present

Wayne Law Review 1954 – present

Legal Assistant Today 1990 – 2009

@Law 2000 – present

Paralegal Today 2009-2011 (Converted to electronic format)

Harvard Law Review 1977-2005

Law Journals available electronically

Via Lexis-Nexis 984 journals devoted to the legal profession

Via Campus Westlaw Law reviews from each of the 50 states

8. Texts and other resources about the paralegal profession.

How to land your first paralegal job: an insiders's guide to the fastest-growing profession of the new millennium / Andrea Wagner. Pearson Prentice Hall, 2009

Lessons from the top paralegal experts: the 15 most successful paralegals in American and what you can learn from them / Carole Bruno. Delmar Cengage Learning, 2008

Ethics: top ten rules for paralegals / Deborah Orlik. Pearson Prentice Hall, 2006

Official Guide to ABA-approved law schools. American Bar Association, 2012

9. Law Dictionaries

Print

Black's Law Dictionary / Bryan Garner, editor in chief. West, 2009

Ballentines legal dictionary and thesaurus / Jonathan Lynton. Delmar, 1995

Ballentine's law dictionary / Jack Handler. Lawyers Cooperative Pub, 1994

Electronic

Ballentins's Law Dictionary 3rd. ed. Available via Lexis-Nexis

Bieber's Dictionary of legal abbreviations. 5th ed. Available via Lexis-Nexis

Dictionary of Modern Legal usage. 1987. Available via Lexis-Nexis

Modern dictionary for the legal profession. 2001. Available via Lexis-Nexis

Textbooks for Legal Specialty Courses

LLAW 160 and LLAW 161: Law in the United States I and II
Understanding the Law, fifth edition, by Carper and West

LLAW 251: Criminal Law and Procedure
Criminal Law and Procedure, 6th edition, by Daniel Hall, J.D., Ed.D, published by Delmar
Cengage Learning

LLAW 260: Real Estate Law
Smith & Roberson Business Law, 15th edition, by Richard A. Mann and Barry S. Roberts
(Various Chapters)

LLAW 261: Probate and Estate Planning
Wills, Trusts and Probate Law For Paralegals – Pamela S. Gibson, J.D. (2009)

LLAW 280: Civil Litigation
The Litigation Paralegal, A Systems Approach, 5th edition, by James W.H. McCord
Michigan Rules of Court - State

LLAW 253: Advanced Legal Research and Writing
Gilbert Law Summaries – *Legal Research Writing & Analysis*, 11th edition by Peter Jan
Honigsberg and Edith Ho

Current subscriptions

	vendor	FY08 spend	FY09 spend
US Supreme Court Decisions	mbend		367.35
Official guide to ABA-approved law schools /	b&tso	0	24.64
Employment law in Michigan :	icle	0	145
Michigan basic practice handbook.	icle	92.5	92.5
Michigan estate planning handbook.	icle	72.5	72.5
Michigan model civil jury instructions /	icle	145	62.5
Michigan real property law :	icle	75.5	75.5
Michigan zoning, planning and land use	icle		72.5
Worker's compensation in Michigan :	icle	216.5	72.5
Advance legislative service for Michigan compiled laws service.	mbend	0	152.35
Michigan child support formula manual /	mbend		114.4
Michigan compiled laws service /	mbend	1737.3	1818.2
Michigan corporation law,	mbend	345.65	371.55
Michigan court rules annotated :	mbend	161.35	172.25
Michigan law and practice encyclopedia :	mbend	1307.2	1308.9
Michigan civil jurisprudence.	westg	1054.5	1314
Michigan civil practice forms.	westg	515.25	574.75
Michigan compiled laws annotated.	westg	1393.25	1560
Michigan court rules practice : Courtroom handbook on Michig	westg	58.5	65
Michigan court rules practice : Courtroom handbook on Michig	westg	58.5	65
Michigan court rules practice : Courtroom handbook on Michig	westg	58.5	65.25
Michigan court rules practice : Evidence	westg	31.5	0
Michigan court rules practice : Forms	westg	188.5	50.25
Michigan court rules practice : General index	westg	48.25	54
Michigan court rules practice : text	westg	104.5	276.5
Michigan criminal law and procedure, with forms /	westg	737	665.25
Michigan litigation forms and analysis /	westg	207.75	144.5
Michigan pleading and practice.	westg	872.25	972
Michigan reporter,	westg	768.06	782.52
Michigan rules of court. Federal	westg	0	15.07
Michigan rules of court. State	westg	37.25	26.42
Michigan SCAO approved forms ... :	westg	159	177
Michigan sentencing guidelines manual.	westg	22.5	25
Michigan torts 2d /	westg	208.5	233
United States code annotated.	westg	5820	3442.21
United States code congressional and administrative news.	westg	857	672
West's analysis of American law.	westg	39	93.5
West's federal practice digest 4th.	westg	8045.5	7977.91
West's federal reporter :	westg	3846	4753.81
West's federal supplement. Second series :	westg	6763.5	5712.16
West's Michigan digest 2d.	westg	620	531
West's Michigan law finder.	westg	95	109
West's Michigan legislative service.	westg	284.52	316.44
West's Supreme Court reporter.	westg	674.8	78
Women and the law.	westg	409.5	456.5

Barron's guide to law schools.	ybp	0	17.66
Hornbook Series (Acq/Check-in record)	ybp	122.64	0
The Supreme Court review.	ybp	50.4	54.6

@Law :	ebSCO	55.17	54.03
Journal of legal studies in business.	ebSCO	0	
Michigan bar journal.	ebSCO	76.39	74.81
Michigan law review.	ebSCO	63.66	62.34
Paralegal Today	ebSCO	48.81	47.79
Wayne law review.	ebSCO	46.68	45.72

Lexis-Nexis Academic Universe	mlc	20674.08	22347.26
Westlaw Campus	westg	20374.44	19766.9

Firm Orders (Books)		816.91	1038.31
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FY10 spend FY11 spend

189.52 197.52
 32.79 25.26
 175.00
 92.50 102.50
 92.50 92.50
 72.50
 75.50 75.50
 72.50
 82.50 82.50
 81.71 85.71

none in FY08
 not received in FY08; 2 in FY09

rcd 2 eds in FY08

got new ed + suppl in FY08, suppl is \$72.50
 paid FY08 bill late so it is put in FY09; plus FY09 bill
 not necessarily every year

1949.65 2395.12
 401.35 420.94
 124.20 207.17
 1564.86 1639.03
 1373.50 1552.25
 327.25 755.25
 1783.00 2006.25

73.00 79.50
 74.50 81.25
 73.00 79.50
 245.25 74.00
 60.25 65.75
 63.50 69.25
 200.46 142.50

2009 rcd in FY10

1020.60 1200.25
 46.00 52.00
 955.75 1357.00
 1013.00 1018.54

FY11 included Keyrules; paid FY08 on state

19.00 54.00
 30.75 31.25
 212.00 240.00
 31.00 34.00
 256.50 282.00
 4595.70 4412.00
 488.00 665.00

(FY10 spend is for 13 months (June got entered in June))

6256.30 5604.50
 4301.20 3853.08
 3705.40 3319.40
 1563.50 1453.25
 123.00 138.00
 354.48 396.96

CANCELED (FY10 spend is for 13 months (June got entered in June))
 CANCELED (FY10 spend is for 13 months (June got entered in June))
 CANCELED (FY10 spend is for 13 months (June got entered in June))

521.50



	20.50
673.69	294.74
54.74	54.74

54.03	54.05
	54.05
74.81	74.84
62.34	62.34
41.56	41.58
45.72	45.74

22347.26	22347
20671.62	21705.21

668.59	422.52
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KF320.L4 E77 2002

Paralegal career guide

KF320.L4 F56 2005eb

Opportunities in paralegal careers

KF320.L4 F87 2008

Fifty legal careers for non-lawyers

KF320.L4 L447

Legal assistant today

KF320.L4 W34 2009

How to land your first paralegal job :

an insider's guide to the fastest-growing profession of the new millennium

Call Number	Title	Author	Edition
K54 .W47 1985	West's Law and commercial dictionary in five languages : definitions of the legal and co		
K58 .Q68 1998	Quote it completely! : world reference guide to more than 5,500 memorable quotatio		
K68 .C5	Chambers global : the world's leading lawyers.		
K68 .M37	Martindale-Hubbell international law directory.		
K487.E3 N48 1998	The new Palgrave dictionary of economics and the law		
K540 .C68 1998	Courtroom drama : 120 of the world's most notable trials		
K644.A12 D43 1991	Feminist legal literature : a selective annotated bibliogr DeCoste, F. C., 1946-		
K1001 .A85	Doing business in Asia		
K1001 .E27	Doing business in Eastern Europe		
K1001 .E97	Doing business in Europe.		
K1503.3.P3 P34	PCT applicant's guide.		1992 ed.
K1503.3197 .A2 1995	Patent cooperation treaty (PCT), done at Washington on June 19, 1970, amended on S		
K1557 .G853	Guide to the international registration of marks under the Madrid Agreement and the		
K1705.4 .I476 1997	International labor and employment laws		
K3157.E5 M33 1995	Constitutions of the world	Maddex, Robert L., 1942-	
K3239.3 .C66 1999	A handbook of international human rights terminology Condé, H. Victor, 1947-		
K3534 .I58	International zoning code.		
K3538.A15 I5	International building code		
K3538.A15 I55	International codes [on CD-ROM]: the complete collection ...		
K3538.A15 I57	International existing building code		
K3538.A15 I587	International residential code for one- and two-family dwellings.		
K3538 .I5835	International energy conservation code.		
K3538 .I5847	International property maintenance code.		
K3542 .I573	International fuel gas code.		
K3542 .I58	International plumbing code		
K3542 .I584	International private sewage disposal code.		
K4180.F57 I58	International fire code.		
KD827.5 .D53 2002	Dictionary of property and construction law		
KDZ945 .N67 1993	North American Free Trade Agreement : summary and analysis		
KF1 .F67	Subject compilations of state laws : research guide and Foster, Lynn, 1952-		
KF1 .M33 1988	The law library reference shelf : annotated subject guid Matthews, Elizabeth W., 1927-		
KF42 .C66	The Congressional yearbook.		
KF48 .U54	United States code congressional and administrative news.		
KF48 .U54	United States code congressional service.		
KF49 .C653	Congress and the Nation : a review of government and Congressional Qi [1st ed.]		
KF62 2000 .U545	United States code, 2000 edition : containing the gener United States. 2000 ed.		
KF62 2006 .U545	United States code, 2006 edition : containing the gener United States. 2006 ed.		
KF62 .U54	United States code annotated. United States.		
KF70 .A3	Code of Federal regulations.		
KF70 .A33	Code of federal regulations.		
KF70.A34 C6	Code of Federal regulations: cumulative list of CFR sections affected.		
KF101.1 .D45	Digest of the United States Supreme Court reports : U.S. vols. 1-274. L. ed., books :		
KF101.1 .L38	Decisions of the United States Supreme Court. Lawyers Co-operative Publishir		
KF101.1 .U55	United States Supreme Court digest, 1754 to date : covering every decision of the Supr		
KF101.2 .S54	Shepard's United States citations.		
KF101.2 .S541	Shepard's federal statute citations.		

KF101.6 .G83 1983	United States Supreme Court decisions : an index to ex	Guenther, Nancy 2nd ed.
KF105.A5 L313 1937	Complete word index of annotations in American law reports: in four volumes.	
KF105.2 .F42 2d ser.	Federal reporter.	
KF105.2 .F42 ser.3	West's federal reporter : cases argued and determined in the United States courts of a	
KF105.2 .F43	Federal supplement.	
KF105.2 .F43	West's federal supplement.	
KF105.2 .F43 2d ser.	West's federal supplement. Second series : a unit of the national reporter system	
KF127 .M62	Modern Federal practice digest : all Federal cases law of the modern era.	
KF127 .W48	West's Federal practice digest 2d.	
KF127 .W481	West's Federal practice digest 3d.	
KF127 .W482	West's federal practice digest 4th.	
KF135 .N7	North western reporter.	
KF154 .A44 1996	American justice	
KF154 .E53 1987	Encyclopedia of the American judicial system : studies of the principal institutions and	
KF154 .W47 1998	West's encyclopedia of American law.	
KF156 .B53 1957	Black's law dictionary : definitions of the terms and phr Black, Henry Can 4th ed. by the	
KF156 .B53 1968	Black's law dictionary : definitions of the terms and phr Black, Henry Can Rev. 4th ed. b	
KF156 .B53 1979	Black's Law dictionary : definitions of the terms and phi Black, Henry Can 5th ed. by the	
KF156 .B53 1990	Black's law dictionary : definitions of the terms and phr Black, Henry Can 6th ed. by the	
KF156 .B53 1999	Black's law dictionary.	Black, Henry Can 7th ed. Bryan
KF156 .B53 2009	Black's law dictionary	9th ed.
KF156 .G367 1995	A dictionary of modern legal usage	Garner, Bryan A. 2nd ed.
KF156 .G53 1996	Law dictionary	Gifis, Steven H. 4th ed.
KF156 .H36 1994	Ballentine's law dictionary	Handler, Jack G. Legal assistan
KF156 .L95 1995	Ballentine's legal dictionary and thesaurus	Lynton, Jonathan S.
KF156 .M45 1992	Mellinkoff's Dictionary of American legal usage	Mellinkoff, David.
KF156 .O94 2002	The Oxford companion to American law	
KF156 .S7 1985	West's legal thesaurusdictionary : a resource for the wr	Statsky, William P.
KF156 .W67	Words and phrases.	Permanent ec
KF178 .A5	Annual survey of American law.	
KF190 .C43	America's leading lawyers for business	
KF220 .G74 2002	Great American trials	2nd ed.
KF240 .O365 1999	Legal information : how to find it, how to use it	Olson, Kent C.
KF240 .S69	Specialized legal research	
KF240 .W454	West's analysis of American law.	
KF241.C75 A28 1998	Basic legal research for criminal justice and the social s	Acker, James R., 1951-
KF242.A1 W46	WESTLAW database directory.	
KF245 .U55 2010	The bluebook : a uniform system of citation	19th ed.
KF250 .S8 1999	Writing to win : the legal writer	Stark, Steven D. 1st ed.
KF266 .B37	Barron's guide to law schools.	
KF266 .C65 2002	Complete book of law schools	Owens, Eric. 2002 ed.
KF273 .A86	Official guide to ABA-approved law schools	
KF283 .H75 1998	Law school basics : a preview of law school and legal re	Hricik, David.
KF313 .L39	Legal malpractice : the law office guide to purchasing legal malpractice insurance.	
KF313 .M29	Legal malpractice.	
KF384.A2 T33 1991	Taking sides : clashing views on controversial legal issues	4th ed.
KF385.A4 G68 1999	Great American court cases	1st ed.

KF385.A4 J64 2001	Historic U.S. court cases : an encyclopedia	2nd ed.
KF385 .M52	Midwest transaction guide : Illinois, Indiana, Michigan	
KF386 .N38 1993	National survey of state laws	1st ed.
KF387 .G27 2003	Gale encyclopedia of everyday law	
KF478 .W65	Women and the law.	
KF479.A68 A76 1998	Children, young adults, and the law : a dictionary	Arnest, Lauren Krohn.
KF480 .H36	Section 504 compliance handbook.	
KF503.6 .H36 2001	A handbook of family law terms	
KF535 .L5	Lindey on separation agreements and ante-nuptial con	Lindey, Alexandre Rev. ed.
KF568.1 .A763	Modern real estate and mortgage forms : checklists	Arnold, Alvin L.
KF568.1 .A765 1986	Modern real estate and mortgage forms : basic forms a	Arnold, Alvin L. 3rd ed.
KF568.5 .R44 2000	The language of real estate	Reilly, John W. 5th ed.
KF639 .B37 1997	Skelton on the legal elements of boundaries & adjacent	Barlow, John R. 2nd ed.
KF657 .B78 1988	Law of easements and licenses in land	Bruce, Jon W., 1944-
KF683 .R63 1997	Clark on surveying and boundaries	Robillard, Walter 7th ed.
KF801 .H54 1985	The contracts management deskbook	Hirsch, William J Rev. ed.
KF880.3 .P5	Uniform commercial code case digest	
KF885 .A45	Uniform commercial code reporting service : cases and commentary.	
KF885 .A45 2d Ser	Uniform commercial code reporting service : cases and commentary.	
KF886 .N45	Uniform Commercial Code legal forms	Nelson, Deborah 3rd ed.
KF886 .N45	Uniform Commercial Code legal forms	Flanagan, Stephen 4th ed.
KF1215.Z95 N29	NCSL state legislative summary : liability insurance.	
KF1524 .B46	Bankruptcy code : including text and legislative history	United States. Collier pamph
KF1620.F66 A95 1998	FDA and USDA nutrition labeling guide : decision diagra	Altman, Tracy A.
KF1649 .K52	Federal antitrust law : a treatise on the antitrust laws o	Kintner, Earl W.
KF1879.Z9 S85 1997	Strauss's federal drug laws and examination review	Strauss, Steven. 4th ed., rev.
KF2915.O6 C58 1989	Legal aspects of optometry	Classé, John G.
KF2915.P4 A93 2005	Pharmacy practice and the law	Abood, Richard F 4th ed.
KF2915.P4 A93 2008	Pharmacy practice and the law	Abood, Richard F 5th ed.
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KF2915.P4 K33	Pharmacy law digest.	
KF2915.P43 B78 1998	Pharmacy malpractice : law and regulations	Brushwood, Dav 2nd ed.
KF2976.4 .M38 2004	McCarthy's desk encyclopedia of intellectual property	McCarthy, J. Tho 3rd ed.
KF2991.5.A2 C66	Copyright law decisions.	
KF3084.Z9 B86 1998	The writer's legal companion	Bunnin, Brad. 3rd ed.
KF3095.Z9 U65	Information contacts	United States. Patent and Trad
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KF3114.6 .G75 1996	The inventor's notebook	Grissom, Fred E. 2nd ed.
KF3114.6 .T48 1997	Guide to self patenting	Thumann, Albert.
KF3180 .T73	Trademark Trial and Appeal Board manual of procedure (TBMP).	
KF3180.Z9 M28 1996	Trademark : how to name your business & product	McGrath, Kate, 12nd ed.
KF3318 .L32	Labor cases.	
KF3455.A6 H851	Human resources management.	
KF3455.A6 H852	Human resources management.	
KF3455.A6 H853	Human resources management.	
KF3455.A6 H854	Human resources management.	
KF3455.A6 H856	Human resources management.	

KF3455.A6 H857	Human resources management.	
KF3455 .F4	Federal employment law.	
KF3457.5.Z9 E49 2000	Employer's guide to record-keeping requirements.	Rev. ed.
KF3469 .J6 1992	Job description manual : ADA workbook	
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KF3515.3.A15 H39	HIPAA compliance handbook ...	Hazeltine, Nelson.
KF3568.4 .C65	Occupational safety and health standards for general ir	Commerce Clearing House.
KF3568.4 .E46	Employment safety and health guide.	
KF3574.C65 A3	Occupational safety and health standards for the const	Commerce Clearing House.
KF3650 .S62	Social security benefits, including medicare.	
KF3771.A7 A26 1995	Abortion : the Supreme Court decisions	
KF3775.A68 P38 1995	Environment and the law : a dictionary	Patton-Hulce, Vicki.
KF3775 .E545 2000	Environmental permitting handbook	Greenway, A. Roger.
KF3825.A6 H4 1990	Health care facility management	
KF3941.A68 U88 2000	Encyclopedia of gun control and gun rights	Utter, Glenn H.
KF3955 .F43 1997	Flammable and combustible liquids code handbook	6th ed.
KF3977.Z95 U73	International wildland-urban interface code	International Code Council.
KF4102.5 .Y4	The Yearbook of school law.	
KF4102.5 .Y4	The Yearbook of education law.	
KF4117 .T39 1996	Education and the law : a dictionary	Taylor, Bonnie B., 1967-
KF4119 .E275	Education law	
KF4150 .H56 2001	Student rights : a reference handbook	Hinchey, Patricia H., 1951-
KF4175.Z9 F55 1987	Teachers and the law	Fischer, Louis, 19 th 2nd ed.
KF4225 .W44 1995	Complying with federal law : a reference manual for co	Weeks, Kent M., 1937-
KF4243 .K36 1997	A legal guide for student affairs professionals	Kaplin, William A 1st ed.
KF4541.A7 O272	Supreme Court watch ...	O'Brien, David M.
KF4545.F57 W56 2000	Whose right to bear arms did the Second Amendment protect?	
KF4546 .S9	The Supreme Court review.	
KF4548 .E53	Encyclopedia of the American Constitution	
KF4548 .E53 2000	Encyclopedia of the American Constitution	2nd ed. Adan
KF4548 .L54 1999	A practical companion to the Constitution : how the Su	Lieberman, Jethro Koller.
KF4548 .O97 1999	The Oxford guide to United States Supreme Court decisions	
KF4549 .D78 1983	Constitutional interpretation : cases, essays, materials	Ducat, Craig R. 3rd ed.
KF4549 .L58 1999	Landmark Supreme Court cases : a reference guide	Lively, Donald E., 1947-
KF4549 .M334 2006	Illustrated great decisions of the Supreme Court	Mauro, Tony. 2nd ed.
KF4550.Z9 R463 1999	Constitutional rights sourcebook	Renstrom, Peter G., 1943-
KF4557 .P46 2001	Constitutional amendments : from freedom of speech †	Pendergast, Tom.
KF4557 .V555 2003	Encyclopedia of constitutional amendments, proposed	Vile, John R. 2nd ed.
KF4748 .W53 1997	The Supreme Court and individual rights	Biskupic, Joan. 3rd ed.
KF4754.5.A68 S74 2001	Homosexuality and the law : a dictionary	Stewart, Chuck, 1951-
KF4754.5 .S49	Sexual orientation and the law	
KF4754.5.Z9 R54 1992	The rights of lesbians and gay men : the basic ACLU gui	Hunter, Nan D. 3rd ed.
KF4770 .M39 1994	Freedom of speech, press, and assembly	McWhirter, Darien A. (Darien A
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