

UNDERGRADUATE CRIMINAL JUSTICE PROGRAM

Academic Program Review
2017

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

Acknowledgements

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* Mr. Fischer has a special interest as a faculty member with experience both teaching and advising within the off-campus environment. Since the criminal justice program is offered at several satellite locations, this perspective was thought to be valuable for purposes of this review.

** Dr. Reifert is the former Director of the School of Criminal Justice and most recently the Interim dean of the School of Education and Human Services. Given his recent proximity to the department, the committee determined that his perspective and institutional memory would be valuable as an outside reader.

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Executive Summary

The purpose of this academic program review is to provide evidence of reflection regarding program effectiveness. Is the program worthy of support by the University for the value it adds to the larger community and its stakeholders? What is working well? Also, in the spirit of continuous quality improvement, what opportunities exist for refinement? The school of criminal justice (SOCJ) has a long and prestigious history as a premier provider of career-oriented educational opportunities for students. The mission of the SOCJ aligns well with the overarching goals and ambitions of the University.

Student assessment is currently a major focus of the SOCJ and our efforts are purposefully presented in great detail here. This report provides evidence of our commitment to establishing and delivering agreed upon student learning outcomes for each course. The next step of our assessment strategy is to incorporate our standardized learning outcomes and assessment tools into TracDat® for better outcomes analysis.

This academic program review also went “behind the numbers” to rigorously explore the perceptions of the SOCJ from students, faculty, advisory board members, off-campus instructors, and students from several of our statewide locations. In total, N=397 qualitative surveys were analyzed to create a portrait of both strengths and challenges facing the program. The summary results of this study are contained within the body of this report and detailed data is provided within the appendices.

Affirmation was received on several key areas such as faculty expertise, SOCJ reputation, and support services to students. Conversely, students identified a lack of flexibility in course scheduling, content redundancy, threats based on the negative stigma for criminal justice professionals, and poor facilities and equipment as challenges to overcome to name just a few of the findings.

Our graduates go on to serve the public good around the globe as first responders, content experts, leaders, and innovators. The evidence here supports the continuation of the program based on enrollment, graduation rate, student success, job market demand, employability of graduates, and our reputation among the criminal justice community.

To capture the effectiveness of our student interns, we analyzed the N=364 final performance evaluations from 12 campus locations. Many of our internship providers are also employers of our graduates. So, it was encouraging to see an overall satisfaction level of 3.79 based on a 4.0 scale.

In sum, the program is strong, well respected, staffed with expert faculty, and worthy of continuation with an eye toward minor modifications to better meet student needs.

Criminal Justice Program Historical Information

Dr. Robert Parsons established the undergraduate Criminal Justice program in 1972. At that time, he hired two faculty members to assist him with the new program, Dr. Terry Nerbonne and Dr. Al Lawson. Since that time, the Criminal Justice program has grown dramatically, from 52 students in 1972, to 1186 students in 2016. On campus students equate to 602 and off campus students number 584. Ferris State University School of Criminal Justice is considered one of the best Criminal Justice programs in the Midwest, with many law enforcement agencies, corrections facilities and probation / parole organizations seeking out Ferris graduates. To meet those needs, the undergraduate criminal justice program continues to adapt to new technologies, laws and training concepts.

Originally, the criminal justice program was designed as a two-year program, accepting students with two years of college credits or an associate degree in law enforcement. Today, the criminal justice program is a four-year degree that consists of three different tracks for students to choose: law enforcement, corrections or a generalist. The primary goal of the Ferris State University School of Criminal Justice is to provide students with marketable knowledge and skills in the field of criminal justice. Students that graduate will obtain a Bachelor of Science in Criminal Justice, and the ability to transition to the workforce or continue into graduate studies.

The undergraduate Criminal Justice program functioned well as it grew during the 1970's and into the 1980's. During the early 1990's, rapid growth in enrollment leads to financial strains on the resources of the program. Faculty-student ratios

were far above manageable levels and were at points two to three times the recommended levels. Faculty was stressed by the demands of advising large numbers of students as well as teaching overload courses. To manage the increased enrollment, admission standards were imposed. This move caused a drop in the criminal justice program from approximately 800 to 550. The School of Criminal Justice Board recommended to the university administration that additional resources, in the form of new faculty, be provided to ensure quality education for the students.

In 1997, the university administration approved additional funding for resources for the Criminal Justice program. Three additional faculties were added. Additionally, a new track was added for students that wanted a criminal justice education, but did not want the academy experience or law enforcement certification. The generalist track was added. The additional resources allowed the Criminal Justice program to provide quality instruction to all undergraduate Criminal Justice students. The Criminal Justice program continued to grow and by the early 2000's found itself in a situation where there were not enough faculty to meet the demands of the number of students registering for courses. Again, Professors were advising large numbers of students and were teaching overload courses. With a new Director (Dr. Steven Reifert) overseeing the growth of the program, a new full time academic advisor was hired. The responsibilities of the academic advisor are to assist Pre-Criminal Justice students develop an effective plan of study as well as guide students to seek university resources to ensure

academic success. The full-time faculty continues to advise upper level undergraduate students in the Criminal Justice program.

In addition to the Criminal Justice major that is offered, minors in criminal justice, homeland security, military science and forensic science are offered. The homeland security minor focuses on information technology and security, fraud and homeland security. The military science minor was added and assists students in the ROTC and who have had a military history.

The off campus Criminal Justice program HAS CONTINUED TO EXPAND IN THE PAST DECADE. Students off campus are placed in the in the generalist track. In 2006, the satellite campuses teaching the Ferris Criminal Justice program were as follows: Flint, Grand Rapids, Lansing, Warren, Bay City- Saginaw area, and Livonia. Today, the School of Criminal Justice is offered at several community college locations including: Auburn Hills, Clinton Township, Dowagiac, Flint, Garden City, Grand Rapids, Harper Woods, Lansing, Midland/ Bay City/ Saginaw, Muskegon, Port Huron and Traverse City. The student numbers this year are 612 off-campus students. The collaboration with local community colleges has been very beneficial for our Criminal Justice program. In 3+1 articulated agreements, the first eighty-five credits of course work are provided at the local community college where students obtain their Associate Degree. The final thirty-five credits are provided by Ferris State University, with students staying at their local community colleges. Ferris hires adjunct faculty to assist with the instructional needs. The concept has been very successful with students who might otherwise miss out on the Ferris Opportunity. For a variety of reasons, many students are not able to come to the

main campus for coursework; financial, family obligations, work, personal community commitment, etc. This concept has been a “win-win” situation for students, the local community colleges, and for Ferris. These opportunities have helped the non-traditional students but have once again, stretched the resources of the undergraduate program.

In 2012, a full-time Assistant Director of Off Campus Programs (Marie Putt) was hired. She focuses on hiring Ferris adjunct criminal justice faculty, works with the course curriculums so they coincide with the main campus courses, and helps with advising students in the program. Now, the program has instructors who have experience in the field of criminal justice.

Furthermore, the off-campus sites have improved in consistency of advising students and delivering quality instruction that meets Ferris’ expectations. Some questions remain as to the rigor and consistency of the courses being delivered. The ongoing assessment process has improved the structure of the courses.

Unsupervised and undertrained adjunct instructors continue to be used and no tenured full time faculty has been hired to instruct off-campus. Adjunct instructors and off-campus instructors are dedicated to the program.

A cornerstone of the School of Criminal Justice is the Law Enforcement Academy. The past five years have had nearly 100 students apply for the academy. Each year, through screening and physical agility testing, over one half of the students are eliminated from the academy and most become generalist students. State of the art driving facilities are still needed.

One concern identified in 2006 was the need for more resources for the precision driving component of the law enforcement track. Currently, a large parking lot on the main campus is used for training purposes. Additionally, the need for a 'training village' is desirable. Ferris owns the property (an old vacated trailer park) and for the past several years a request has been made to obtain the property and turn it into a 'training village'. The ability to train our students in a realistic setting is invaluable. The mock buildings and streets would create a realistic atmosphere where students would receive training in a lifelike atmosphere. The ability to hold police scenarios and conduct police tactics and training would be immensely useful. The Law Enforcement Academy is renowned for its innovative approach to learning.

The Law Enforcement Academy has room available for up to fifty recruits. To date, there has not been an academy that exceeded that number, but this is another concern for faculty trainers. The facility that houses the academy must be approved by the Michigan Commission on Law Enforcement Standards, as are the instructors. If additional students, above fifty, are eligible to take part in the Law Enforcement Academy, then two parallel academies would be needed. That possibility would also create a need for additional faculty trainers. Also, the faculty at the Law Enforcement Academy has never had a staff employee directly assigned to assist with administrative functions. This is another shortcoming that should be addressed.

Even though the Criminal Justice program is almost 50 years old and one of the largest programs; there has never been adequate training facilities. The police

academy is currently housed at several locations on and off campus. The classroom and training sites are makeshift and inadequately equipped. The academy classrooms and training facility in Southwest Commons are poorly equipped and are not properly ventilated. The shooting range facility needs replacement and repair. A new permanent facility that would be used for law enforcement and corrections students would add even more to our reputations. A new facility would also be a showcase for prospective students as well

In the 2014-2015 and 2015-2016 school years, a Criminal Justice Corrections Academy was held, as an experiment to see if our students would show interest and the job market would support that endeavor. Michigan Sheriff's Association standards were used as a base guide for the academy and they control the course of instruction. The first year, eight students graduated from the program and twelve the second year. Each student received his or her Bachelor Degree as well as certification. This year, the academy has been suspended, until it is determined if there are enough students to warrant the idea, or until the School of Criminal Justice can build and expand the corrections curriculum.

An experimental program was introduced in 2016 to provide students with more opportunities. A Probation/Parole course is being presented with the hope that students in the generalist track may seek another viable option toward future employment.

With the advancements of technology, the fact that there is no computer lab large enough to hold classes for Criminal Justice students on the second floor of Bishop Hall is problematic. The current lab has only 15 computers and at times

some computers are out of service. Faculty is hampered by the lack of terminals. Scheduling the computer lab creates changes for preparation and planning. At times, there has been scheduling conflicts with other classes using the lab. It should be noted that the College of education and Human Services has one of the largest student enrollments at the university, yet one of the smallest student computer centers.

While there are problem areas in the Criminal Justice program, overall, the Undergraduate program is providing quality education with well-qualified faculty to students interested in a career in the Criminal Justice System. The Ferris program is well regarded in Michigan and the Midwest. Survey results of current students, graduates, advisory board members and employers all illustrate the point that Ferris State University offers quality education and is well respected. A list of our advisory board and their professional roles is published as Appendix A.

Finally, both on-campus and off-campus programs remain strong. Although there is a slight decline of students in 2016, the number of overall students in the program, on and off campus is solid. This year, there are 584 off-campus and 602 on-campus students for an overall number of 1186 students in the School of Criminal Justice. The recommendation of the Program Review Committee is that the undergraduate program in Criminal Justice be continued. It is also the recommendation of the Program Review committee that the university administration continue to provide resources that will ensure a sound Criminal Justice program.

Ferris State University Mission Statement

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State University's Vision Statement

Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity

Ferris State University's Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus, which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

College of Education and Human Services

The College of Education and Human Services believes in Mission, Vision, Outcomes, and Assessment ideology found at the link below. This model acts as our guide of assessment and decision making to ensure our graduates are acquiring the necessary skills to excel in the criminal justice field. These outcomes and assessments of the same are created for ease of collection and measurement of data. They coincide with the goals of the College and Ferris State University. Specifically it is designed to track student development, improve planning, improve instructor pedagogy, inform curriculum planning and course sequencing and promote timely completion of the program.

[LINK](#)

Program Mission Statement of the School of Criminal Justice

The School of Criminal Justice at Ferris State University, through partnerships with agencies within and related to the criminal justice field, creates the fundamental preparation for successful careers and responsible citizenship. The academic pursuit of excellence for both students and faculty is provided in a learning environment that combines the theoretical knowledge with the practical application.

Vision of the School of Criminal Justice

Our vision is to uphold the high quality of graduates produced by the School. Continue to educate both undergraduates and graduate students for acquiring and sustaining positions within the criminal justice field. Maintain the leader position held by the School within the criminal justice education realm within the State of Michigan and expand its reputation to nation-wide recognition. Moreover, maintain the admiration of our peers, graduates, practitioners, citizens and our students by continuing the excellent in education we strive for.

We value:

- Education and academic excellence in learning and teaching with a student-focused foundation.
- Problem-based learning and critical thinking.
- Ethical and professional services for our diverse communities in which we serve.
- An atmosphere of collegiality and collaboration
- Diversity, opportunity and persistence in providing education to aspiring students.
- Knowledgeable, empowered, skilled graduates to pursue careers in the Criminal Justice profession.

The SOCJ embraces both University and program level mission and vision statements. We provide career-focused educational opportunities for the future criminal justice practitioners at the local, state, and federal level. Our mission is communicated based on our actions both in and outside the classroom. We are actively engaged with our community of practice through advisory boards, scholarship, conference presentations, consultation, and academic advising for students.

Graduates of our program act as ambassadors to shed a favorable light on our department in the communities they serve. In addition, the SOCJ has a positive image among practitioners and among various social media outlets.

SOCJ Program Goals

This following text contains the agreed upon goal statements for the School of Criminal Justice. These program goals statements are synthesized and align well with the overall University mission, vision, and core values.

- **Collaboration:** Ferris faculty engage in a pedagogy that emphasizes active collaborative learning through innovation and creativity that is student focused. Students work together through innovative learning techniques to solve complex problems that reflect problems they will encounter in their profession. Outside of the classroom the School of Criminal Justice builds integration with other colleges within the university, ensuring a well-rounded, quality education for our students. There is ongoing collaboration among several community colleges where the School of Criminal Justice holds Ferris credited courses in a three plus one design and provides students with a Ferris degree. There is cooperation among alumni and law enforcement professionals who are members of the Ferris Criminal Justice Advisory Committee. There is also collaboration with the State of Michigan and the Law Enforcement Training Council as well as the Michigan Coalition on Law Enforcement Standards, regarding the courses taught in the police academy and the requirements that are met.
- **Diversity:** In the School of Criminal Justice, the faculty comes from diverse backgrounds and varying roles within the criminal justice fields. In criminal justice we embrace diversity through service-oriented activities in the community and through student learning in the classroom. The criminal justice curriculum is designed to teach students the understanding, interaction, and respect of different people and cultures. Criminal Justice also has a diverse population of students that partake in the criminal justice program. The School of Criminal Justice is actively engaged in the recruitment and retention of students with diverse backgrounds.
- **Ethical Community:** The guiding forces toward the success of students in criminal justice are that they each have integrity and honesty. Our curriculum was developed to provide a focus on ethics, diversity and professional service in criminal justice. Ethics are stressed in the classroom and in student activities outside of the classroom. Criminal justice students act as dispatchers, parking enforcement staff and reception clerks. Other students work in the food service area and as dormitory Resident Assistants. Off campus, criminal justice students also have jobs at restaurants, coffee shops, and fast food establishments. By working in the community, students learn to care and show respect to people and businesses in the community.

- **Excellence:** In the School of Criminal Justice we provide an education that is career-based that balances theory and practice throughout the curriculum. Criminal Justice students learn from faculty who has worked in the field and to be successful, they must work hard to achieve success. There is a broad group of faculty who come from varied professional backgrounds that emphasize three career tracks within the program. The three tracks of education to choose from, law enforcement, generalist, and corrections, so they can gain the highest quality of education for what interests them and their future. Our end goal is to develop skilled graduates prepared to pursue careers in the Criminal Justice profession and make a difference in their community.
- **Learning:** Learning in the School of Criminal Justice emphasizes problem-based learning skills. A commitment to develop students written and oral communication skills. The School of Criminal Justice uses several learning elements in the education of students. The expertise and experiences from faculty that have held careers in the profession connects the learning to real-life experiences. Problem-based learning is incorporated into classroom instruction, which empowers students to work through situations and critically think of positive outcomes, as well negative consequences. Learning also takes place outside of the classroom through internships and service-oriented activities. Student learning is dynamic and innovative in the School of Criminal justice.

Program Compatibility with the Mission of Ferris State University

The undergraduate Criminal Justice program strives every day to meet the mission of Ferris State University. "Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career- oriented, broad-based education, Ferris serves our rapidly changing global economy and society." (Ferris State University Mission Statement). Both academic and technical skills are provided to students in the program. Students analytical reasoning skills are developed in courses across the curriculum. Analytical reasoning will allow them to learn and grow in their chosen fields. A well-rounded general education is required of students in the program. Besides the general education requirements, students are required to take additional upper level courses in multiple areas outside their academic major. This is done to ensure a well-rounded graduate who possesses cognitive skills and knowledge not only within the discipline but also across a wide array of disciplines. This philosophy supports Ferris State University's vision of integrative education "where theory meets practice throughout the curriculum" (Ferris State University Vision Statement).

Technical training is incorporated into the Criminal Justice program tracts to provide students with marketable job skills. For example, the law enforcement track is recognized by the Michigan Commission on Law Enforcement Standards (MCOLES). When students graduate from the law enforcement track, they are Michigan Commission on Law Enforcement Standards licensable. This means that upon passing the physical and written tests from the Michigan Commission on Law Enforcement Standards, they can be hired by a law enforcement agency and are not required to

attend a law enforcement training academy. This is a highly marketable asset for students seeking employment with mid-size and small law enforcement agencies.

Similarly, the corrections track is recognized by the Michigan Corrections Officers' Training Council (MCOTC). Graduates from this track are in great demand in the field of corrections, as evidenced by the waiver of several civil service tests by the Michigan Department of Corrections for graduates of the corrections track. The generalist program allows students to obtain technical education in areas of their choice, such as accounting, management, and computer information systems. These fields are in high demand in the field of criminal justice. In addition, many graduates of the generalist program pursue graduate studies or professional education, such as law school. The undergraduate Criminal Justice program provides a quality educational experience that is well received in the job market. The survey results of employers validate that the graduates of the program are in demand and are well regarded with in the criminal justice field. The survey of graduates of the program also supports the position that their education helped them in their chosen career. In summary, the undergraduate Criminal Justice program is consistent with the mission of Ferris State University and is successful in positioning students to work in the field of criminal justice upon graduation. It is essential that students on and off campus follow the curriculum standards as set forth by the university through the established governing bodies.

Strategic Plan

The school of criminal justice does not have a documented strategic plan in place as of this program review. There is an overall strategic plan being revised that is broad in scope for the entire College of Education and Human Services. However, such a document does not exist specifically within the School of Criminal Justice. Perhaps an appropriate next step would be to develop a strategic plan from the program goal statements found on the previous page. The strategic plan is a process that needs development in the future.

Curriculum

Program check sheets links are provided as Appendix B of this report. In addition, a sample of each course syllabus is attached as Appendix C. We routinely evaluate the general education curriculum that supports our undergraduate program. No recommendations for changes are provided now as the general education area is undergoing major revisions. However, we don't anticipate any issues on the horizon.

The School of Criminal Justice does pride itself on experiential learning opportunities. The core faculty consists of practitioner-scholars with extensive field experience. Thus, it's common for classroom activities to include hands-on crime scene scenarios, precision driving, firearms, restraint application training, clothed body searches, and mock criminal trials to name a few. Evidence of these activities is featured on our website, social media, and described to potential students as part of our marketing strategy.

Service learning opportunities within the arena are challenging due to privacy and safety concerns. Agencies are reluctant to allow students to participate in activities and class size makes it difficult to find a good match. However, students do receive extensive field experience during their 216-hour internship experience. The one-on-one attention in conjunction with close screening regarding criminal history does help to break the barriers that exist with traditional service learning projects. Agencies are willing to work with small groups of student interns, as compared to larger groups that make up a typical academic course.

The most current curricular changes involved reducing the CRIM 305 Ethics course from four credits to three. Two undergraduate courses were created to facilitate

certification for students wishing to work as certified corrections officer at the county jail level. These courses are CRIM 460 Applied Correctional Strategies I and CRIM 465 Applied Correctional Strategies II respectively. These courses were offered for three years as pilot program to assess student interest and feasibility. The cohort of yearly students ranged from 8-13 graduates. While this certification lead to employment for a clear majority of graduates, the program was suspended due to lower than expected enrollment numbers and faculty workload issues.

Faculty is currently discussing curricular revisions in the following areas: (1) There is support building to add a criminology course to the program. To make room for this addition, the efficacy of CRIM 220 is being considered as this is a management and supervision course, which does not appeal to traditional college, aged students focused on securing their first entry-level position as criminal justice professional. Further, it is believed that student's lack theoretical understanding necessary to be successful in CRIM 410 Crime Control Policy; (2) The removal of CRIM 111 Introduction to Criminal Justice as a requirement has been discussed. The proposed change would require that all students complete CRIM 111 Introduction to Corrections, CRIM 112 Introduction to the US Legal System, and CRIM 113 Introduction to Law Enforcement. The logic here involves a preference to give all students rigorous exposure to all three aspects of the criminal justice system regardless of one's program track; (3) Students in the Master of Science, Criminal Justice Administration program are lacking knowledge in research methodology and statistical analysis. Thus, faculty have discussed the benefits of adding this content to the undergraduate program to better prepare students for graduate studies and increase their competency as student researchers. Appendix D provides a mind map

depicting the connections among the courses. This document reveals a few courses that require integration and/or laddering into other courses for reinforcement. Perhaps these are courses that should be replaced with new content and; (4) A new trend in our discipline involves the unfortunate reality of human trafficking. After reviewing our curriculum, advisory board members have suggested this topic for inclusion into our program. It is premature at this point to determine if it rises to the level of course, or perhaps it should be added as a learning outcome in an existing course.

Assessment of Student Learning

Dr. Hundersmarck has facilitated several faculty meetings/workshops to guide the creation of agreed upon course level outcomes and corresponding assessment strategies. The text below is taken from a working draft of the SOCJ assessment plan that is still a working document under revision. This is an outline documenting how each course aligns to programmatic goals and student learning outcomes. Once finalized, data will be collected and entered into TracDat and is foundation for our developing assessment strategy.

Currently, we are entering all learning outcomes and assessment mechanisms into TracDat. This effort will be completed in time for the fall 2017 semester at which time we will begin collecting data to assess and report student learning. Currently, the SOCJ have no data to report on from TracDat but we're moving strategically in that direction.

Program Level Learning Objectives

Graduates will know, be like, and/or able to do the following:

1. Academic excellence through innovation and creativity that is student focused and develops critical thinking and emphasizes active collaborative learning.
2. An education focused on ethics and professional service in criminal justice.
3. An education that is career-based which balances theory and practice throughout the curriculum.
4. Emphasis is placed on diversity through service-oriented activities in the community and through student learning in the classroom.
5. Develop student written and oral communication skills.
6. Skilled graduates prepared to pursue careers in the Criminal Justice profession.

Program Level Learning Objectives Course Map

This section maps the relationships among the courses and program level student learning outcomes. This information is also presented as table marked as Appendix E

- *Academic excellence through innovation and creativity that is student focused that develops critical thinking and emphasizes active collaborative learning*
 - Innovation – Problem-based learning, mock and case-based assignments.
 - CRIM 113, 260, 301, 305, 311, 321, 357, 385, 402, 411, 420, 425, 435, 453, 454, 475
 - Collaboration
 - CRIM 113, 260, 305, 311, 321, 357, 385, 402, 420, 440, 453, 475.
 - Testing
 - CRIM - ALL
- *A focus on ethics and professional service in criminal justice.*
 - Ethics
 - CRIM 113, 305, 311, 420
 - Career based
 - CRIM 110; CRIM 111; CRIM 321, CRIM 322, CRIM 499; CRIM

- *An education that is career-based which balances theory and practice throughout the curriculum.*
 - Resume/portfolio building, internship, career immersion
 - CRIM 110; CRIM 321; CRIM 322; CRIM 391 CRIM 499
 - Theory
 - CRIM 110, 111, 113, 220, 260, 305, 310, 311, 321, 453, 499
- *An emphasis on diversity through service-oriented activities in the community and through student learning in the classroom.*
 - CRIM 110; CRIM 305, CRIM 310; CRIM 311; CRIM 321; CRIM 322, CRIM 499
- *A commitment to develop students written and oral communication skills.*
 - APA formatted papers
 - CRIM 110, 111, 113, 220, 260, 305, 310, 311, 385, 411, 475, 499.
Graduate – All with exception of 699
 - Reports/Case Summaries
 - 301, 321, 322, 391, 425, 430, 435, 475
 - Presentations
 - CRIM 111, 113, 305, 311, 321, 385, 411, 440, 453, 475.
- *Skilled graduates prepared to pursue careers in the Criminal Justice profession.*
 - CRIM 110; CRIM 310; CRIM 311; CRIM 321; CRIM 322, CRIM 499

Key Program Learning Assessment Strategies and Pedagogy

This section identifies the types of common assessment strategies that are implemented within each course for measuring student success going forward.

Development/key areas in objectives

- **APA Formatted papers.** CRIM 110, 111, 113, 220, 260, 305, 310, 311, 385, 411, 475 499.

- **Collaboration.** CRIM 111, 113, 260, 305, 311, 357, 385, 402, 411, 420, 440, 453, 475.
- **Theory.** CRIM 110, 111, 113, 220, 260, 305, 310, 311, 453, 499
- **Problem-based learning –** CRIM 113, 260, 305, 311, 321, 322, 357, 385, 402, 411, 420, 425, 453, 475
- **Mock/Case-Based.** CRIM 113, 301, 420, 425, 430, 435, 454
- **Testing.** CRIM – ALL
- **Job skills/Marketability – Resume, Cover Letter, Interviews.** CRIM 110; CRIM 111; CRIM 321; CRIM 322, CRIM 499

Course Level Learning Outcomes

CRIM 110 Introduction to Criminal Justice

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, compare and differentiate different theories on the criminal justice system.
3. Identify and evaluate the overall mission and purpose of the criminal justice system.
4. Identify and describe the functions and operations of the disciplines within the criminal justice system.
5. Identify the issues facing the criminal justice system
6. Develop and write a personal resume.
7. Identify and describe the components of APA formatted papers.
8. Analyze a topic via an APA formatted paper.

CRIM 111 Introduction to Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Explore the historical and philosophical development of corrections
3. Identify, compare and differentiate different theories related to the corrections field.
4. Differentiate among various legal processes relative to the criminal justice system
5. Articulate the differences among probation, imprisonment, and parole
6. Define prisoner rights afforded to confined individuals
7. Examine the correctional workers' roles involving custody, security, and offender change
8. Investigate demographic data to identify the make-up of inmate populations
9. Explain the purpose and processes surrounding prisoner reentry programs

10. Predict the future of corrections and make suggestions for systemic change
11. Collaborate and prepare group projects and presentations on an assigned topic.
12. Prepare a personal resume.
13. Produce evidence of critical thinking and problem solving abilities
14. Analyze a topic via an APA formatted paper.

CRIM 112 Introduction to US Legal Systems

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, compare and differentiate between criminal and civil legal systems in the U.S.
3. Identify, compare, and describe the procedures of US court systems.
4. Identify, compare and describe the legal impact of state and federal constitutions.
5. Identify, analyze and compare legal doctrines affecting state and federal courts.
6. Identify, describe, and apply the Bill of Rights to criminal justice procedures.
7. Analyze, collaborate, and present a group presentation of a Superior Court decision.
8. Analyze a topic via an APA formatted paper.

CRIM 113 Introduction to Law Enforcement

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and examine historical events in policing and recognize their impact on current police tactics.
3. Identify and recognize police practices and decision making skills used while protecting the constitutional rights of citizens.
4. Identify, compare and differentiate different theories on law enforcement.
5. Comprehend ethics in policing, including misconduct and their impact on both the police agency and community relations.

6. Identify the significance and the components of police programs such as Community Oriented Policing, Compstat policing, stop and frisk, zero-tolerance policing as well as other police programs.
7. Identify and understand laws that directly affect policing in America.
8. Understand police investigation procedures. Utilize investigation skills in a mock investigation.
9. Collaborate and prepare group projects and presentations on an assigned topic.
10. Conduct case studies utilizing problem-based learning exercises alone and in group projects.
11. Analyze a topic via an APA formatted paper.

CRIM 220 Supervision-Management in CJ

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, examine and recall supervision and management methods used in the criminal justice system.
3. Identify, compare and differentiate different theories on management and supervision in the criminal justice system.
4. Recognize the influence supervision and management have on operations in all the three major components of the criminal justice system.
5. Describe the selection process for personnel and how it impacts the delivery of services to the community, inmates, probation, courts and juvenile agency.
6. Apply supervision and management methods to problems in criminal justice agencies.
7. Assess and evaluate current management practices and recommend changes to those practices in the criminal justice system.
8. Critically identify and evaluate real and proposed problems involved in the delivery of services to criminal justice agencies.
9. Analyze a topic via an APA formatted paper.

CRIM 260 Juvenile Delinquency

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, develop and evaluate juvenile delinquency topics using APA formatted papers.
3. Identify and differentiate among various historical and theoretical perspectives of juvenile delinquency
4. Collaborate and prepare a group discussion on an assigned topic in juvenile delinquency.
5. Actively participate in problem-based learning exercises as related to juvenile delinquency.
6. Identify and evaluate various theoretical perspectives related to juvenile delinquency.
7. Analyze and evaluate a topic via an APA formatted paper.

CRIM 301 Criminal Justice Investigation Issues

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and differentiate historical and theoretical perspectives of criminal investigation.
3. Examine and evaluate crime scene collection techniques.
4. Define the methods and understand the importance of preservation and analysis of evidence.
5. Differentiate the difference between interrogation and interviews.
6. Define and determine how to interview and interrogate suspects, witnesses and victims.
7. Describe the components of good investigative reports.
8. Develop and write police investigative reports.
9. Identify, collect and document evidence in case-based scenarios.

CRIM 305 Ethical Issues in Criminal Justice

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Examine various theoretical perspectives central to ethical issues.
3. Investigate ethical standards in the criminal justice professions.
4. Predict how ethics within the criminal justice professions impact society.
5. Analyze ethical situations involving conflicts between government and the individual.
6. Apply ethical concepts to real and constructed ethical dilemma situations.
7. Explain and justify moral and ethical decisions based on one's values and beliefs.
8. Collaborate and prepare a group presentation on an assigned topic.
9. Actively participate in problem-based learning exercises.
10. Construct and evaluate arguments on ethical issues using APA formatted papers.

CRIM 310 Corrections and Society

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Practice using a critical approach to articulate the social impact of incarceration.
3. Differentiate among various historical perspectives of theoretical penology.
4. Empathize with the plight of various marginalized penal populations.
5. Predict social factors that lead to prison violence.
6. Justify various penal processes afforded to confined individuals.
7. Produce evidence of critical thinking, leadership, and problem solving abilities.
8. Analyze a topic via an APA formatted paper.

CRIM 311 – Police and Society

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and describe the historical and theoretical strategies used by the police and the residual effects on society.
3. Identify and evaluate the importance of police operational programs such as COMPSTAT, Community Oriented Policing, Stop and Frisk, Zero-Tolerance Policing and other initiatives.
4. Identify the internal and external factors that impact the functions of police organizations.
5. Discuss the importance of ethics, appropriate behavior, and good education in the police field.
6. Apply modern policing concepts to real and constructed police situations.
7. Collaborate and prepare a group presentation on an assigned topic.
8. Analyze the relationship of police with society and various Criminal Justice systems.
9. Actively participate in problem-based learning exercises.
10. Construct and evaluate arguments on policing issues using APA formatted papers.
11. Prepare and complete a resume

CRIM 319 Conflict Management in Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Explore the meaning and function of culture
3. Articulate the impact of discrimination and prejudice
4. Interpret statistics that represent ethnic and racial minorities in Michigan prisons
5. Assess factors influencing attitude formation regarding interpersonal relationships
6. Practice various professional responses for interacting with corrections clients
7. Produce evidence of critical thinking and problem solving abilities

CRIM 321 Report Writing for Police

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, comprehend and explain the characteristics of a well written police report.
3. Present and apply the skills involved in collecting and organizing information that is useful to other investigators, supervisors, attorneys and individuals outside of the field of criminal justice.
4. Write accurate and effective police and administrative reports.
5. Practice interview and interrogation skills and document results in a report.
6. Identify elements of crimes that will be included in police reports.
7. Demonstrate characteristics of well-written police, investigation, and administrative reports.
8. Work with a group to complete projects, presentations and other course material.

CRIM 322 Report Writing for Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, comprehend and explain the characteristics of well-written corrections, probation, police or administrative reports.
3. Present and apply the skills involved in collecting and organizing information that is useful to other investigators, supervisors, attorneys and individuals outside of the field of criminal justice.
4. Write accurate and effective reports corrections/probation and administrative reports.
5. Provide analytical reviews of papers/reports from peers within the class and analyze the strengths and weaknesses of the writing.

CRIM 355 Precision Driving

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, discuss and demonstrate safe driving techniques as mandated by the State of Michigan for emergency vehicle operation.
3. Demonstrate and successfully complete range driving exercises.
4. Demonstrate professional, and responsible student behaviors as related to class attendance, being on time, submitting assignments when required, and being physically prepared for training and physical testing.
5. Actively participate and model a sense of community by assisting in the development of class structure and leadership and follow the academy's core values at all times.
6. Be prepared for class each day by reading and analyzing the assigned readings. Participate in classroom activities.

CRIM 357 Firearms

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, employ and demonstrate safe weapons handling techniques.
3. Describe and analyze the legal, moral and ethical conditions of police firearms use and the applicable Michigan CCW statutes.
4. Analyze and generate proper decisions under stress related to the use of force in realistic scenario training environments, employing the use of weapons systems such as Simunitions ®, Airsoft ®, and PRISM video Simunitions ®, by properly conducting threat assessment and responding.
5. Evaluate and distinguish survival tactics in life-threatening confrontations, including proper drawing and holstering/slinging of long guns and handguns, as well as utilizing cover and concealment tactics.
6. Identify, memorize and recall basic weapon nomenclature and safety features of various firearms and to demonstrate a working knowledge of firearms and ammunition.

7. Demonstrate safe and appropriate weapon loading and unloading procedures as well as proper tactical, emergency, and combat loading for handguns, rifles and shotguns.
8. Exhibit proper shooting positions and platforms while displaying the appropriate grip, trigger control, breath control, sight picture, and sight alignment.
9. Apply and demonstrate satisfactory abilities to clear multiple phases of semi-automatic weapon malfunctions and to exhibit the ability to effectively adapt to changing conditions and circumstances presented during shooting decision-making.
10. Demonstrate proficiency of all MCOLES mandated range exercises and qualification procedures related to the MCOLES firearms training objectives, as well as successfully passing all course written examinations and quizzes.
11. Exhibit professional and responsible student behaviors as related to weapon and ammunition handling, class attendance, being on time, meeting or surpassing minimum assignment requirements and completing assignments as required.
12. Collaborate with other students in the class in problem-based learning activities.
13. Incorporate and utilize a team approach to all assignments pertinent to the firing range, such as clean up, equipment set-up and storage, weapon maintenance and care, general facility maintenance etc.
14. Prepare for class each day by reading and analyzing the assigned readings, wearing the appropriate clothing and by bringing the appropriate equipment as required.

CRIM 370 Correctional Institutions

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Predict strengths and weaknesses of multiple prison architectural designs.
3. Explain security classification processes within the context of multiple offender types.
4. Explore various operational aspects of correctional facilities.

5. Consider various security tools, procedures, and techniques used to manage prisoners.
6. Defend the necessity of inmate programming.
7. Assess the implications related to the mental and physical health of inmates.
8. Explore various responses to emergency management and critical incident scenarios.
9. Propose alternative outcomes following post-incident reviews involving the failure of custody and security practices.
10. Produce evidence of critical thinking, leadership, and problem solving abilities.

CRIM 385 Current Issues

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and examine current issues in criminal justice through a critical perspective.
3. Write APA formatted papers critically analyzing criminal justice topics
4. Plan, collaborate and prepare group presentations on assigned topics.
5. Be able to understand the significance of events in criminal justice.
6. Actively participate in problem-based learning exercises.

CRIM 391 Criminal Justice Internship

Students shall:

1. Conduct themselves in a professional demeanor at all internship related events both on and off-site. This includes; dressing professionally, proper behavior on and off site, professional demeanor when interacting with others, completing assignments as required on and off-site.
2. Complete and submit proof of required internship hours through documentation on daily logs as required. Logs must be properly documented and submitted on due dates.

3. Complete and submit all incident and administrative reports as assigned. Reports must be submitted per the requirements of the internship supervisor and must be submitted on due dates.
4. Complete and submit the final internship report on due date.
5. Attend all required internship meetings as required through the School of Criminal Justice and the on-site internship supervisor.
6. Complete other internship requirements as required.

CRIM 397 – Independent Study EXAMPLE

The student shall:

1. Explore a variety of current criminal justice issues as they relate to society
2. Participate in a fieldwork opportunity with a criminal justice-related agency
3. Synthesize assigned literature and form well-reasoned conclusions
4. Articulate learning using scholarly writing and oral presentation skills
5. Explore the meaning and function of culture
6. Articulate the impact of discrimination and prejudice
7. Assess factors influencing attitude formation regarding interpersonal relationships
8. Produce evidence of critical thinking and problem solving abilities using APA formatted papers

Another EXAMPLE

1. Practice using a critical approach to articulate the social impact of incarceration.
2. Differentiate among various historical perspectives of theoretical penology.
3. Empathize with the plight of various marginalized penal populations.
4. Predict social factors that lead to prison violence.
5. Justify various penal processes afforded to confined individuals.
6. Produce evidence of critical thinking and problem solving abilities.

CRIM 401 Defensive Tactics (Corrections)

Students shall:

1. Develop skills to defend against subject resistance.

2. Comprehend and apply methods and techniques of subject control in order to gain compliance with the least possibility of injury to the subject while maintaining officer safety at all times.
3. Comprehend the effects of survival stress on performance, motor skills, and reaction time as it relates to the sympathetic and parasympathetic nervous systems.
4. Understand and apply proper techniques using impact weapons focused upon temporary motor dysfunction of an attacking subject with the least amount of permanent injury to the attacker.
5. Understand and apply techniques to defend against a person attempting to take their holstered or drawn firearm and techniques to survive when an attacker has the student at gunpoint.
6. Comprehend the need to reduce excessive force when controlling resisting subjects resulting in civil liability reduction.
7. Develop confidence in defending themselves against a physical attack.
8. Properly comprehend and perform the following techniques: Proper blocking techniques, handcuffing procedures, pressure point controls, takedowns, joint locks, defensive counter measure techniques, use of intermediate weapons, weapon disarming/retention methods, spontaneous knife defense techniques, ground avoidance and ground engagement techniques, interview positioning, proper releases from attacker holds, and prisoner search techniques.
9. Evaluate and display when to use force and when to de-escalate the use of force when dealing with aggressive subjects with an emphasis on Michigan's control force continuum.

CRIM 402 Physical Fitness Training

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests.
2. Provide positive criticism and feedback on the subject matter by engaging in thinking about attention to details and by being prepared to summarize and relate personal knowledge and experiences to each lesson.

3. Identify and evaluate their own personal fitness development as related to strength, endurance, fatigue, stress, flexibility, and body composition.
4. Identify their own physical fitness baseline and develop goals for improvement. Incorporate the benefits of circuit training and various designs of circuit prototypes and interval training methods into a training routine.
5. Understand and incorporate plyometric exercise and other aerobic exercise into a training routine.
6. Successfully complete physical fitness examinations.
7. Demonstrate professional, and responsible student behaviors as related to class attendance, being on time, submitting assignments when required, and being physically prepared for training and physical testing.
8. Collaborate and utilize a team approach with other students in the class in problem-based learning activities.
9. Identify and describe the multifaceted issues and problems surrounding physical fitness facing police officers today.
10. Actively participate and model a sense of community by assisting in the development of class structure and leadership and follow the academy's core values at all times.
11. Be prepared for class each day by reading and analyzing the assigned readings. Compose and produce a lesson plan to teach MCOLES fitness educational components.
12. Identify, understand and explain the MCOLES Training Objectives as related to this course of study. Describe the Cooper Fitness testing requirements as defined in class.
13. Successfully complete MCOLES written exam at a 70% or higher score.

CRIM 411 Crime Control Policy

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.

2. Identify and relate the picture of crime in America and predict its effect on society.
3. Identify and describe the types of crimes overlooked by criminal law and assess the justifications for the discrepancy in the application of criminal law.
4. Identify and evaluate political influences on the criminal justice system.
5. Evaluate the role of race, class, gender and interpret their effect on outcomes in the criminal justice system.
6. Write APA formatted papers critically analyzing criminal justice topics.

CRIM 420 Crisis Intervention

Students shall:

1. Identify and Evaluate Nature, Prevalence of Domestic Violence, Law Regarding Domestic Violence, and Domestic Violence Response Procedures via a collaborative Problem Based andragogy
2. Identify and Analyze Ethics in Policing as well as Cultural Awareness/Diversity via a collaborative Problem Based andragogy
3. Identify and Memorize Laws Pertaining to Civil Rights and Human Relations via a collaborative Problem Based andragogy
4. Identify and Evaluate Civil Dispute Remedies and Victim Rights via a collaborative Problem Based andragogy
5. Identify and Evaluate Radio/Telephone Communications Usage and Procedures via a collaborative Problem Based andragogy
6. Identify and Analyze Obtaining Information and Preparing Reports via a collaborative Problem Based andragogy
7. Identify and Evaluate Prisoner Care and Treatment
8. Identify and Evaluate Crisis Intervention and Interpersonal Skills during confrontational events
9. Identify and Memorize Laws Dealing with Juvenile Offenders Dealing with Families of Juveniles via a collaborative Problem Based andragogy

CRIM 425 Michigan Criminal Law

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Apply principles of laws, analyze and argue case law as applied to factual scenarios.
3. Judge constitutionality of specific Michigan laws.
4. Describe and apply the Model Penal Code.
5. Compare and contrast Common law to Michigan Statutes.
6. Compare and contrast administrative, case and legislative law.
7. Identify and analyze specific laws that protect persons and property.

CRIM 425 ACADEMY Michigan Criminal Law

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Locate and describe specific provisions of the United States Constitution that are important to our form of government.
3. Describe the Michigan Constitution and its relationship to the U.S. Constitution and law enforcement in Michigan.
4. Identify the basic concepts of criminal law.
5. Use the Michigan Penal Code to locate, and be able to identify, crimes against persons.
6. Use the Michigan Penal Code to locate, and be able to identify, crimes against property.
7. Use the Michigan Penal Code to locate, and be able to identify, contraband and regulatory crimes.
8. Use the Michigan Penal Code to locate, and be able to identify, public order crimes.
9. Identify and describe civil law necessary for effective functioning as a law enforcement officer.

10. Analyze and describe components of the court system, and legal terms and issues related to the court system, at a level necessary for effective functioning as a law enforcement officer.
11. Identify and analyze legal processes of the court at a level necessary for effective functioning as a law enforcement officer.
12. Identify, analyze and describe rules of evidence and how evidence must be handled during an investigation to be admissible as competent evidence.
13. Identify and analyze juvenile law at a level necessary for effective functioning as a law enforcement officer.
14. Apply principles of law to factual scenarios.
15. Actively participate in problem-based learning exercises.

RMLS 425 Advanced First-Aid for Law Enforcement

Students shall:

1. Demonstrate proficiency in CPR under the American Heart Association model.
2. Identify, memorize and describe material covered in class and apply to tests.
3. Describe civil responsibilities associated with administering first aid.
4. Describe and analyze the responsibilities of a law enforcement officer at a medical scene.
5. Demonstrate a working knowledge of infectious disease control.
6. Demonstrate ability to correctly conduct a patient assessment.
7. Demonstrate proficiency in controlling bleeding and utilizing items commonly found in a patrol vehicle.
8. Demonstrate the ability to treat a variety of soft tissue injuries.
9. Demonstrate the ability to recognize and treat various types of fractures.
10. Demonstrate the ability to recognize and treat injuries to the head, neck and spine.
11. Demonstrate proper procedures to assist in emergency childbirth.
12. Describe scene safety issues at crash scenes.

13. Demonstrate proper methods for extricating victims from a crash with common items found in a patrol vehicle.
14. Pass American Heart Association BLS Provider course by successfully demonstrating proficiency to the instructor.
15. Pass American Heart Association BLS Provider written exam with a minimum score of 80%.
16. Maintain a 70% average throughout the course.
17. Actively participate in problem-based learning exercises.

CRIM 430 Michigan Criminal Procedure

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, compare, contrast and recall federal and state legal procedures.
3. Identify, compare, contrast and recall substantive procedural law.
4. Analyze and identify the Bill of Rights.
5. Identify and differentiate civil versus criminal legal issues.
6. Argue legal issues and apply procedural rules in a mock trial.

CRIM 435 Legal Issues in Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Compare and contrast federal and state legal systems.
3. Describe and summarize Michigan court systems
4. Analyze and argue legal points from case law scenarios.
5. Describe major torts related to correctional law.

CRIM 440 Criminal Investigation

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects
2. Identify, memorize and describe techniques of interviewing, crime scene search, evidence processing and documentation.
3. Identify and differentiate specific offenses to appraise and evaluate strategies of criminal investigation.
4. Plan and collaborate different strategies and methods of presentation in court.
5. Collect evidence in an ethical and procedurally correct manner via a collaborative Problem Based andragogy.

CRIM 453 Patrol Problems

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, describe and evaluate theories of tactics and techniques of patrol operations and their implications for police officers in criminal justice organization
3. Accept and provide positive criticism and feedback on the issues during regular discussion using communication dynamics in a professional manner. They will engage in active listening by being constantly engaged in on-going discussions.
4. Identify and analyze numerous perspectives related to police patrol operations, applications, and practices.
5. Apply principles of patrol tactics to factual scenarios within differing public environments.
6. Plan, collaborate and prepare group presentations on assigned topics.
7. Identify and develop a theoretical foundation for the study and critical assessment of patrol problems. This will directly connect with the preparation for the course comprehensive written and practical examination process.
8. Write reports and narratives that are grammatically correct, as well as technology in word processing and electronic delivery related to Ferris Connect for course applications.

9. Demonstrate competence responsible student behaviors as related to class attendance, being on time, and submitting assignments when required.
10. Describe, explain and analyze the multifaceted issues and problems facing patrol officers today, as well as the importance of leadership and core value development.
11. Read and analyze the assigned readings and summarize the main ideas of the previous day's readings.
12. Actively participate in problem-based learning exercises.
13. Explain, practically apply, and analyze the following MCOLES Basic Training Objectives:
 - a. Arrest Procedures
 - b. Warrantless Search Procedures
 - c. Preparation for Patrol
 - d. Patrol Operation Administrative Duties
 - e. Types of Patrol
 - f. Patrol Area Checks
 - g. Responding to Crimes in Progress
 - h. Handling Abnormal Persons
 - i. Mechanics of Arrest and Search
 - j. Police Tactical Techniques
 - k. Emergency Preparedness
 - l. Explosive Devices
 - m. Civil Disorders & Techniques for their Control
 - n. Tactical Operations
 - o. Environmental Crimes
 - p. Terrorism & Weapons of Mass Destruction
 - q. Incident Command Systems

CRIM 454 Traffic Law and Accident Investigation

Students shall:

1. Identify, memorize, interpret and describe material covered in class and apply to tests and projects.
2. Describe, recognize and properly report a mock accident.
3. Generate and complete a uniform traffic citation.
4. Recognize items to establish probable cause to search a vehicle on a traffic stop.
5. Apply and demonstrate proficiency in OWI tests and PBT application on a traffic stop.
6. Memorize subject matter, apply and demonstrate radar use to obtain State of Michigan certification.

CRIM 460 Applied Correctional Strategies I

Students shall:

1. Complete all training modules as prescribed by the Michigan Sherriff's Coordinating and
 - a. Training Council.
2. Demonstrate a professional demeanor consistent with professional expectations.
3. Execute basic military drill commands and adhere to paramilitary decorum.
4. Participate in community service activities to assist those in need.
5. Produce evidence of critical thinking, leadership, service, and problem solving.

CRIM 465 Applied Correctional Strategies II

Students shall:

1. Complete all training modules as prescribed by the Michigan Sherriff's Coordinating and
 - a. Training Council.
2. Demonstrate a professional demeanor consistent with professional expectations.
3. Execute basic military drill commands and adhere to paramilitary decorum.
4. Produce evidence of critical thinking, leadership, service, and problem solving.

CRIM 475 Correctional Clients

Student shall:

1. Identify and describe mental health symptoms and relate to specific illnesses.
2. Identify the symptoms of suicide.
3. Describe the cycle of sex offender and describe the different sex offender typologies.
4. Identify and categorize type of child maltreatment and its effects on juvenile/adult criminality
5. Identify traits of anti-social behavior and describe how these traits become risk factor for pro-criminal behavior.
6. Identify and defend evidence-based treatment and compare to criminogenic needs.
7. Identify and describe effective treatment modalities for deviant populations.
8. Write APA formatted papers critically analyzing correctional clients.
9. Plan, collaborate and prepare group presentations on assigned topics.

CRIM 498 Law Enforcement Assessment

Students shall:

1. Identify and explore critical thinking, problem solving, and decision-making abilities as they relate to MCOLES course objectives.
2. Identify and explore a proficiency in the use and ability to use the MCOLES course objectives manual.
3. Identify and analyze specific skills, competencies, and points of view required of professionals in the field of criminal justice, relating prior academy course as they relate to the MCOLES course objectives manual.
4. Identify and explore a clearer understanding of, and commitment to, your personal values.
5. Research and collaborate in small and large group the MCOLES course objectives.

CRIM 499 Capstone

Students shall:

1. Develop, design and write a comprehensive resume and cover letter.

2. Analyze and evaluate the hiring process, career track and benefits of working in a selected criminal justice profession via a job search and interview of a criminal justice professional.
3. Analyze and critically evaluate ideas, theories, arguments, and points of view of regarding issues in the criminal justice field.
4. Identify, compose and select personal skills acquired for career opportunities.
5. Write APA formatted papers.
6. Analyze and evaluate an ethical dilemma in a criminal justice profession.

Learning Objectives Forensic Science Minor

The minor in forensic science is based on students supplementing their education in a minor that combines a working knowledge of the application of the natural sciences to criminal justice. The minor will enable students to recognize, document collect, develop and process physical evidence found at a crime scene. Students will also know the different types of analysis of physical analysis. Method of instruction will include; lecture, testing, demonstration, case-based scenarios and laboratory work. The minor is based upon combining three criminal justice courses with four natural science courses (two in biology and two in chemistry).

Headcount

The following tables detail the available data provided by the University in each of the concentrations found within the criminal justice major.

**Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)**

**ED
Criminal Justice Generalist
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	2	0	0	2
	Junior	12	0	0	12
	Senior	31	0	0	31
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	10	0	11
	Junior	19	43	0	62
	Senior	42	130	0	172
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	2	37	0	39
	Junior	20	190	0	210
	Senior	61	130	0	191
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	3	31	0	34
	Junior	19	246	0	265
	Senior	62	279	0	341
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	1	0	0	1
	Sophomore	2	38	0	40
	Junior	30	255	0	285
	Senior	63	299	0	362
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Program Profile Data

**Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)**

**ED
Criminal Justice Law Enforcement
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	1	0	0	1
	Sophomore	8	0	0	8
	Junior	43	0	0	43
	Senior	44	0	0	44
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	11	0	0	11
	Junior	46	0	0	46
	Senior	41	0	0	41
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	11	0	0	11
	Junior	62	0	0	62
	Senior	53	0	0	53
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	14	0	0	14
	Junior	57	0	0	57
	Senior	51	0	0	51
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	10	0	0	10
	Junior	55	0	0	55
	Senior	50	0	0	50
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)**

**ED
Criminal Justice Corrections
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	11	0	0	11
	Senior	20	0	0	20
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	8	0	0	8
	Senior	16	0	0	16
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	2	0	0	2
	Junior	18	0	0	18
	Senior	15	0	0	15
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	1	0	0	1
	Sophomore	3	0	0	3
	Junior	18	0	0	18
	Senior	29	0	0	29
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	15	0	0	15
	Senior	20	0	0	20
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)

ED
Criminal Justice
BS

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	1	0	1
	Sophomore	0	23	0	23
	Junior	5	185	0	190
	Senior	10	195	0	205
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	40	0	41
	Junior	0	165	0	165
	Senior	3	118	0	121
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	1	0	1
	Junior	1	52	0	53
	Senior	2	157	0	159
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	1	7	0	8
	Senior	0	27	0	27
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	1	0	0	1
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	1	0	0	1
	Masters	0	0	0	0
	1st Professional	0	0	0	0

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Spring Semesters 2015-16

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Diagnostic Medical Sonography	SONO	452.73
Construction Management	CONM	452.73
Medical Record Infor Systems	MRIS	448.39
Respiratory Care	RESP	447.62
Ferris State University Sem	FSUS	446.86
Criminal Justice	CRIM	443.82
Electrical Electronics Eng Tec	EEET	436.99
German	GERM	417.00
Homeland-Digital Sec-Forensics	HSCJ	415.10
Information Security and Intel	ISIN	409.48
Education Language Arts	EDLA	404.85
Automotive Management	AMGT	404.34
Geographic Information Science	GISC	393.58
Heavy Equipment Technology	HEQT	389.58
Computer Information Tech Sys	CITS	389.15
Heavy Equip Service Eng Tech	HSET	387.63
Building Construction Tech Mgm	BCTM	387.27

Productivity

**Criminal Justice
BS**

FERRIS STATE UNIVERSITY

**Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College**

Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (ab)
College of Business													
Marketing	2012-13	808.00	5,888.00	6,035.00	11,721.00	4.25	21.72	22.50	22.11	189.65	261.78	268.22	530.11
Marketing	2013-14	952.00	5,988.00	6,187.00	12,165.00	5.08	22.49	22.98	22.73	187.40	268.27	268.42	534.71
Marketing	2014-15	901.00	6,417.00	5,801.00	12,218.00	4.83	24.78	22.33	23.55	186.54	258.97	259.79	518.71
Marketing	2015-16	936.00	6,174.00	5,698.00	11,872.00	4.83	24.62	24.69	24.65	193.79	250.78	230.81	481.56
Sports, Entertain, Hosp. Mgmt	2012-13	559.00	1,724.00	1,819.00	3,343.00	2.86	6.81	8.03	7.42	210.15	263.26	201.62	450.82
Sports, Entertain, Hosp. Mgmt	2013-14	560.00	1,826.00	1,822.00	3,648.00	2.63	6.85	7.76	7.31	212.93	266.43	234.83	499.30
Sports, Entertain, Hosp. Mgmt	2014-15	710.00	1,578.00	1,545.00	3,123.00	3.25	7.61	6.95	7.28	218.46	207.30	222.20	428.83
Sports, Entertain, Hosp. Mgmt	2015-16	700.00	1,457.00	1,693.00	3,150.00	3.08	7.03	8.89	7.88	227.27	207.20	194.78	400.87
College of Education-Human Ser													
Criminal Justice	2012-13	2,936.00	8,663.00	7,937.00	16,600.00	23.37	33.51	32.19	32.85	125.63	258.52	248.57	505.33
Criminal Justice	2013-14	2,805.00	8,558.00	8,467.00	17,045.00	20.11	34.23	34.97	34.60	139.48	250.01	242.69	492.63
Criminal Justice	2014-15	2,800.00	8,628.00	8,617.00	17,245.00	21.38	34.03	36.17	35.10	121.61	253.52	238.22	491.27
Criminal Justice	2015-16	2,879.00	8,587.00	7,911.00	16,478.00	22.30	36.60	36.67	36.63	129.10	234.08	215.76	449.83
Recreation, Leisure Serv-Well	2012-13	125.00	887.00	785.00	1,652.00	.74	4.63	4.35	4.49	188.92	187.39	180.48	388.08
Recreation, Leisure Serv-Well	2013-14	48.00	590.00	440.00	1,030.00	.34	3.76	2.74	3.25	141.18	156.72	160.79	318.64
Recreation, Leisure Serv-Well	2014-15	18.00	612.00	533.00	1,145.00	.11	2.77	2.36	2.57	163.64	220.64	225.80	446.35
Recreation, Leisure Serv-Well	2015-16		630.00	620.00	1,250.00		2.37	2.36	2.38		265.74	262.96	528.71
School of Digital Media	2012-13		60.00	2,216.00	2,276.00		.25	11.14	5.70		240.00	198.92	399.63
School of Digital Media	2013-14	258.00	2,315.00	2,080.00	4,395.00	2.48	12.51	11.84	12.18	104.03	185.01	175.83	380.90
School of Digital Media	2014-15	268.00	2,173.00	2,011.00	4,184.00	3.10	11.83	11.74	11.79	85.81	183.69	171.29	355.03
School of Digital Media	2015-16	267.00	2,449.00	2,299.00	4,748.00	4.03	13.68	14.00	13.83	86.25	179.30	164.18	343.29
School of Education Dept	2012-13	1,311.00	4,193.00	3,999.00	8,192.00	10.82	25.50	24.98	25.23	123.45	164.43	160.22	324.89
School of Education Dept	2013-14	1,068.00	3,821.00	3,736.00	7,557.00	9.74	26.93	22.95	24.94	109.65	141.87	162.82	303.02
School of Education Dept	2014-15	1,026.00	3,691.00	3,313.00	6,974.00	10.08	23.71	21.72	22.72	101.79	154.41	152.52	307.01
School of Education Dept	2015-16	944.00	3,462.00	3,356.00	6,838.00	9.43	23.12	22.70	22.91	100.11	150.63	147.85	298.51
Television Production	2012-13	141.00	838.00			1.25	4.91			112.80	170.56		
College of Health Professions													
Clinical Lab-Resp Care-Hlth Ad	2012-13			8,574.00				33.71					254.33
Clinical Lab-Resp Care-Hlth Ad	2013-14	3,480.00	8,721.00	8,771.00	17,492.00	19.23	33.11	33.09	33.10	180.98	283.40	265.08	528.47
Clinical Lab-Resp Care-Hlth Ad	2014-15	3,377.00	5,248.00	5,488.00	10,736.00	17.23	23.35	23.80	23.58	196.00	224.72	230.59	455.37
Clinical Lab-Resp Care-Hlth Ad	2015-16	2,376.00	4,716.00	4,946.00	9,662.00	13.80	23.43	22.55	22.99	172.22	201.24	218.33	420.23

FERRIS STATE UNIVERSITY

**Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department**

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (ab)
College of Business													
Sports, Entertain, Hospt. Mgmt													
HOMT	2012-13	110.00	288.00	644.00	912.00	.75	1.28	2.95	2.11	148.67	208.64	218.68	431.26
HOMT	2013-14	108.00	325.00	577.00	902.00	1.00	1.86	3.16	2.51	108.00	174.50	182.38	358.92
HOMT	2014-15	118.00	375.00	530.00	905.00	.76	2.60	2.61	2.60	156.14	144.42	203.10	347.66
HOMT	2015-16	172.00				.92				187.14			
HSMG	2015-16		1,035.00	1,280.00	2,315.00		5.18	7.01	6.10		199.87	182.55	379.81
MIMG	2012-13	92.00	205.00	102.00	307.00	1.00	.73	.70	.71	92.00	281.88	145.71	430.19
MIMG	2013-14	118.00	215.00	95.00	310.00	1.00	.36	.35	.36	118.00	591.25	271.43	868.79
MIMG	2014-15	134.00	140.00	116.00	256.00	1.00	.36	.35	.36	134.00	385.00	331.43	717.45
MIMG	2015-16	98.00	122.00	79.00	201.00	1.00	.36	.35	.36	98.00	335.50	225.71	563.31
PGMG	2012-13	264.00	310.00	298.00	608.00	.33	.67	1.00	.84	800.00	462.69	298.00	728.14
PGMG	2013-14	258.00	328.00	310.00	638.00	.17	.83	.89	.86	1,517.65	395.18	348.03	741.54
PGMG	2014-15	314.00	292.00	296.00	588.00	.67	1.16	.89	1.03	468.66	251.72	332.31	573.45
PGMG	2015-16	332.00	240.00	276.00	516.00	.80	1.16	1.00	1.08	553.33	206.90	276.00	477.78
PTMG	2012-13	52.00	102.00	94.00	198.00	.33	.33	.33	.33	157.59	309.09	254.55	563.64
PTMG	2013-14	38.00	112.00	96.00	208.00	.33	.33	.33	.33	115.15	339.39	290.91	630.30
PTMG	2014-15	40.00	100.00	74.00	174.00	.33	.33	.33	.33	121.21	303.03	224.24	527.27
PTMG	2015-16	44.00	60.00	58.00	118.00	.33	.33	.33	.33	133.33	181.82	175.76	357.58
RFIM	2012-13	41.00	839.00	491.00	1,330.00	.25	3.80	3.06	3.43	164.00	221.05	160.72	388.29
RFIM	2013-14	38.00	846.00	744.00	1,560.00	.13	3.47	3.02	3.25	292.31	243.98	246.01	489.85
RFIM	2014-15	104.00	671.00	529.00	1,200.00	.49	3.16	2.77	2.97	210.40	212.21	190.78	404.40
RFIM	2015-16	54.00				.23				233.85			
College of Education-Human Ser													
Criminal Justice													
CRIM	2012-13	2,936.00	8,472.00	7,728.00	16,200.00	23.37	33.51	32.19	32.85	125.63	252.82	240.07	493.15
CRIM	2013-14	2,805.00	8,373.00	8,331.00	16,704.00	20.11	34.23	34.97	34.80	139.48	244.61	238.23	482.77
CRIM	2014-15	2,800.00	8,478.00	8,451.00	16,929.00	21.38	34.03	35.82	34.92	121.61	249.11	235.96	484.74
CRIM	2015-16	2,879.00	8,453.00	7,805.00	16,258.00	22.30	36.60	36.67	36.63	129.10	230.97	212.87	443.82

FERRIS STATE UNIVERSITY

**Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department**

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (ab)
College of Education-Human Ser													
Criminal Justice													
MSCI	2012-13		191.00	209.00	400.00		.00	.00	.00				
MSCI	2013-14		185.00	158.00	341.00		.00	.00	.00				
MSCI	2014-15		150.00	98.00	248.00		.00	.00	.00				
MSCI	2015-16		114.00	106.00	220.00		.00	.00	.00				
RMLS	2014-15			70.00				.38				196.12	
Recreation, Leisure Serv-Well													
RMLS	2012-13	125.00	867.00	795.00	1,652.00	.74	4.63	4.35	4.49	168.92	187.39	180.48	368.08
RMLS	2013-14	48.00	500.00	440.00	1,030.00	.34	3.78	2.74	3.25	141.18	156.72	160.76	318.84
RMLS	2014-15	18.00	612.00	533.00	1,145.00	.11	2.77	2.38	2.57	163.64	220.94	225.80	448.35
RMLS	2015-16		630.00	620.00	1,250.00		2.37	2.36	2.36	265.74	262.96	528.71	
School of Digital Media													
DAGD	2012-13		60.00	1,254.00	1,314.00			6.00	3.13		240.00	209.00	420.48
DAGD	2013-14	39.00	1,245.00	1,133.00	2,378.00	.08	6.35	5.25	5.80	487.50	196.03	215.81	409.97
DAGD	2014-15	39.00	1,272.00	1,086.00	2,358.00	1.00	6.05	5.67	5.86	39.00	210.25	191.43	402.28
DAGD	2015-16	72.00	1,452.00	1,365.00	2,817.00	1.25	7.74	7.51	7.63	57.60	187.54	181.69	369.32
SENG	2012-13			123.00				1.00				123.00	
SENG	2013-14	42.00	300.00	144.00	444.00	.75	1.46	1.25	1.38	56.00	205.28	115.20	327.49
SENG	2014-15	69.00	231.00	198.00	429.00	.75	1.25	1.33	1.29	92.00	184.80	149.22	332.96
SENG	2015-16	63.00	270.00	183.00	483.00	.75	1.58	1.50	1.53	84.00	173.33	122.00	296.30
TDMP	2012-13			839.00				4.14				202.64	
TDMP	2013-14	177.00	770.00	803.00	1,573.00	1.65	4.70	5.34	5.02	107.27	163.81	150.29	313.23
TDMP	2014-15	158.00	670.00	727.00	1,397.00	1.35	4.53	4.74	4.63	117.04	147.90	153.38	301.40
TDMP	2015-16	132.00	727.00	751.00	1,478.00	2.03	4.38	4.99	4.67	65.02	166.79	150.50	316.19
School of Education Dept													
ECTE	2012-13	45.00	97.00	138.00	235.00	.44	1.03	1.07	1.35	103.45	93.89	82.42	173.80
ECTE	2013-14	37.00	128.00	111.00	239.00	.44	1.45	.54	1.00	84.60	88.02	204.72	239.43
ECTE	2014-15	57.00	96.00	110.00	206.00	.91	1.37	1.35	1.36	62.86	72.06	81.21	153.21
ECTE	2015-16	19.00	139.00	114.00	253.00	.08	1.07	.68	.88	237.50	129.61	166.84	288.20

FERRIS STATE UNIVERSITY**Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF)
Aggregated by Department
Fall + Spring Semesters 2015-16**

Department	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Criminal Justice	449.83
Plastics-Rubber	445.88
Construction Tech-Mgmt	435.53
Clinical Lab-Resp Care-Hlth Ad	420.23
Sports, Entertain, Hospt. Mgmt	400.67
EET-CNS	399.44
Heavy Equipment	389.20
School of Nursing	382.69
Surveying	374.38
Automotive	365.50
Arch Tech-Facility Mgmt	344.17
Social Work	344.08
School of Digital Media	343.29
Liberal Arts-Sci-Arts History	335.63
HVACR	316.08
Professional-Tech Studies	301.38
School of Education Dept	298.51

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Spring Semesters 2015-16

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Diagnostic Medical Sonography	SONO	452.73
Construction Management	CONM	452.73
Medical Record Infor Systems	MRIS	448.39
Respiratory Care	RESP	447.62
Ferris State University Sem	FSUS	446.86
Criminal Justice	CRIM	443.82
Electrical Electronics Eng Tec	EEET	436.99
German	GERM	417.00
Homeland-Digital Sec-Forensics	HSCJ	415.10
Information Security and Intel	ISIN	409.48
Education Language Arts	EDLA	404.85
Automotive Management	AMGT	404.34
Geographic Information Science	GISC	393.58
Heavy Equipment Technology	HEQT	389.58
Computer Information Tech Sys	CITS	389.15
Heavy Equip Service Eng Tech	HSET	387.63
Building Construction Tech Mgm	BCTM	387.27

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice Generalist
BS

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	44	1	0	23	3.04	2.03	3.99	19.88	15	27
201008	0	244	0	1	27	3.32	1.66	4	18.78	12	27
201108	0	437	3	1	27	3.17	.91	4	19.21	11	27
201208	0	638	1	1	28	3.31	.52	4	19.03	11	27
201308	0	680	5	0	28	3.27	1.38	4	19.28	08	32

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice Law Enforcement
BS

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	94	2	0	21	3.22	2.45	3.97	20.34	15	28
201008	0	96	2	0	21	3.18	2.32	3.97	20.89	15	32
201108	0	124	2	0	21	3.21	2.18	4	20.38	13	32
201208	0	118	4	0	21	3.20	2.06	4	19.98	13	31
201308	0	113	1	0	21	3.22	1.95	4	20.29	14	29

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice Corrections
BS

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	32	0	0	22	3.05	1.9	3.94	18.13	12	23
201008	0	25	0	0	23	3.01	2.24	3.8	17.78	15	22
201108	0	35	0	0	24	2.92	2.04	3.66	18.96	14	25
201208	0	50	0	1	24	3.03	1.82	4	18.09	14	26
201308	0	34	0	0	23	2.99	2.09	3.94	18.55	14	26

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Pre-Criminal Justice
AA

Term	Residency		Age		FSU GPA			ACT			
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	289	10	0	19	2.82	.78	4	19.61	15	32
201008	0	336	9	1	19	2.79	.67	4	19.64	12	31
201108	0	338	7	2	19	2.77	1.33	4	19.61	11	28
201208	0	353	10	4	19	2.84	1.53	4	19.94	13	32
201308	0	354	10	6	19	2.84	.92	4	19.70	13	31

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice
BS

Term	Residency		Age		FSU GPA			ACT			
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	417	0	0	29	3.22	.69	4	18.60	11	29
201008	0	327	0	0	28	3.06	.7	4	18.52	12	29
201108	0	213	0	0	29	3.32	1	4	19.02	14	27
201208	0	35	0	0	31	3.25	1.89	3.95	20.00	18	22
201308	0	1	0	0	21	2.12	1.13	3.1	18.50	17	20

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice Generalist
BS

Term	Enrolled	Gender					Ethnicity						Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
200908	45	33	12	0	2	2	0	1	40	0	0	0	40	5
201008	245	121	124	12	40	11	3	0	174	0	5	0	105	140
201108	442	210	232	17	86	32	2	4	290	1	10	0	172	270
201208	640	299	341	27	119	43	2	6	424	1	18	0	209	431
201308	688	315	373	25	156	45	3	5	433	1	20	0	243	445

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice Law Enforcement
BS

Term	Gender				Ethnicity								Full/Part Time	
	Enrolled	Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
200908	96	82	14	0	2	3	1	1	89	0	0	0	95	1
201008	98	90	8	0	6	1	0	1	90	0	0	0	95	3
201108	126	111	15	0	5	1	1	0	119	0	0	0	122	4
201208	122	104	18	3	3	1	1	1	111	0	2	0	119	3
201308	115	104	11	4	2	1	0	1	105	0	2	0	112	3

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice Corrections
BS

Term	Gender				Ethnicity								Full/Part Time	
	Enrolled	Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
200908	32	10	22	0	5	2	0	0	25	0	0	0	30	2
201008	25	7	18	1	8	1	0	0	15	0	0	0	19	6
201108	35	17	18	0	2	0	0	0	33	0	0	0	30	5
201208	51	17	34	1	8	2	0	0	36	0	3	1	43	8
201308	36	14	22	1	5	4	0	0	24	0	2	0	33	3

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice
BS

Term	Gender				Ethnicity								Full/Part Time	
	Enrolled	Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
200908	419	196	223	44	78	29	6	3	258	0	1	0	115	304
201008	327	172	155	17	63	19	0	3	217	0	8	0	87	240
201108	213	110	103	14	37	12	1	0	144	0	5	0	28	185
201208	35	21	14	1	8	0	0	0	25	0	1	0	2	33
201308	2	2	0	0	0	0	0	0	2	0	0	0	2	0

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Pre-Criminal Justice
AA

Term	Gender				Ethnicity								Full/Part Time	
	Enrolled	Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
200908	299	215	84	5	35	3	3	0	253	0	0	0	294	5
201008	346	236	110	12	36	10	2	1	283	0	2	0	337	9
201108	347	237	110	12	32	11	1	1	277	0	12	1	339	8
201208	367	247	120	12	37	15	2	2	283	0	14	2	356	11
201308	373	219	154	7	56	11	4	2	271	1	20	1	364	9

Retention

Criminal Justice
BS

The committee was unable to locate published data by program. However, the College of Education of Human Services includes the School of Criminal Justice and is included in the following table.

**FALL TO SPRING/FALL TO FALL RETENTION
FALL 2009 - 2013 COHORTS**

All Degree Seeking FTIACS by College

College	Fall 2009 FTIACS			Spring 2010 % Ret			Fall 2010 FTIACS			Spring 2011 % Ret			Fall 2011 FTIACS			Spring 2012 % Ret			Fall 2012 FTIACS			Spring 2013 % Ret			Fall 2013 FTIACS			Spring 2014 % Ret			Fall 2014 % Ret		
	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret	FTIACS	% Ret	% Ret			
ARTS & SCIENCES	423	91%	76%	474	93%	74%	534	91%	70%	442	94%	76%	408	94%	78%																		
BUSINESS	331	88%	66%	313	88%	66%	328	88%	68%	363	89%	67%	356	88%	68%																		
ED. & HUMAN SVCS	220	85%	63%	215	90%	67%	205	87%	67%	226	88%	63%	244	88%	70%																		
ENG. TECHNOLOGY	246	88%	82%	265	93%	81%	297	91%	77%	278	91%	81%	293	91%	77%																		
HEALTH PROFESSIONS	255	92%	72%	248	91%	70%	273	89%	69%	279	85%	70%	217	91%	69%																		
KENDALL COLLEGE	186	87%	75%	157	89%	73%	156	92%	76%	189	93%	86%	192	86%	72%																		
PROFESSIONAL & TECH.	14	86%	71%	35	94%	66%	21	86%	57%	29	72%	62%	N/A	N/A																			
UNIVERSITY COLLEGE	328	74%	52%	307	79%	51%	297	76%	52%	329	75%	56%	295	80%	57%																		
FSU Total	2,003	87%	69%	2,014	89%	69%	2,111	88%	68%	2,135	88%	71%	2,005	87%	70%																		

Source: Office of Institutional Research & Testing

Program Graduates

Criminal Justice
BS

Ferris State University
Administrative Program Review 2013
Graduates

ED
Criminal Justice - Generalist
BS

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	42	32	0	74
2009-2010	37	144	0	181
2010-2011	38	191	0	229
2011-2012	120	109	0	229
2012-2013	64	222	0	286

Ferris State University
Administrative Program Review 2013
Graduates

ED
Criminal Justice - Corrections
BS

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	9	0	0	9
2009-2010	17	0	0	17
2010-2011	15	0	0	15
2011-2012	16	0	0	16
2012-2013	25	0	0	25

Ferris State University
Administrative Program Review 2013
Graduates

ED
Criminal Justice
BS

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	16	57	0	73
2009-2010	7	11	0	18
2010-2011	2	3	0	5
2012-2013	0	1	0	1

**Ferris State University
Administrative Program Review 2013
Graduates**

**ED
Pre-Criminal Justice
AA**

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	70	0	0	70
2009-2010	75	0	0	75
2010-2011	74	0	0	74
2011-2012	79	0	0	79
2012-2013	72	0	0	72

Six-Year Graduation Rate

The committee was unable to locate program specific data regarding the six-year graduation rate. However, the table below provides aggregate data representing the University of which the school of criminal justice is included. The rate is consistent at about 50% and is in line with the national average of similar universities.

GRADUATION RATES
Percent of Full-Time FTIAC (First Time in Any College) Students
Graduating Within 2 to 6 Years

All Two and Four Year Degree Programs

Entering Term	# of FTIAC's	2 Yr Grad Rate %	3 Yr Grad Rate %	4 Yr Grad Rate %	5 Yr Grad Rate %	6 Yr Grad Rate %
2003	2190	8	18	31	44	49
2004	1917	9	19	34	46	51
2005	2188	6	14	28	42	48
2006	1895	7	15	32	46	52
2007	2032	7	15	29	43	50
2008	2101	6	13	29	42	49
2009	1954	6	11	26	41	
2010	1956	6	12	29		
2011	2059	7	12			
2012	2084	5				

Two Year Degree Programs

Entering Term	# of FTIAC's	2 Yr Grad Rate %	3 Yr Grad Rate %	4 Yr Grad Rate %	5 Yr Grad Rate %	6 Yr Grad Rate %
2003	1467	11	24	34	44	49
2004	1260	13	25	38	45	51
2005	1437	9	19	32	43	49
2006	1239	9	19	33	43	50
2007	1244	10	20	30	40	47
2008	1312	9	18	30	40	48
2009	1228	8	15	27	39	
2010	1238	9	17	32		
2011	1280	11	17			
2012	1313	7				

Four Year Degree Programs

Entering Term	# of FTIAC's	2 Yr Grad Rate %	3 Yr Grad Rate %	4 Yr Grad Rate %	5 Yr Grad Rate %	6 Yr Grad Rate %
2003	723	1	6	23	44	49
2004	657	2	7	25	46	52
2005	751	2	6	22	41	47
2006	656	2	7	30	52	56
2007	788	1	6	27	47	54
2008	789	1	5	26	44	51
2009	726	1	4	24	46	
2010	718	1	3	23		
2011	779	1	4			
2012	771	1				

Source: Office of Institutional Research & Testing

State and National Examinations
Criminal Justice
BS

The law enforcement academy at Ferris State is affiliated with the Michigan Commission on Law Enforcement Standards (MCOLES). As such, all academy students are assessed using a standardized exit examination under the supervision and direction of the State of Michigan. Historically, the pass rate for our graduates is exceptional. For example, the law enforcement officer track student pass rate on this standardized MCOLES exam is 100% over a span of 12 years with a sample size of approximately 500 graduates.

The law enforcement training academy at Ferris State University uses problem-based learning (PBL) as a foundation of its strategy. A 2016 study by the academy director, Dr. Cecil Queen, looked at the effectiveness of PBL in relation to all other non-PBL training academies in Michigan. Queen (2016) obtained the licensing examination mean test scores from the State of Michigan and conducted independent sample *t*-tests to compare the overall mean scores for FSU pre-PBL from 1999-2005 and FSU post-PBL from 2006-2014. The number of FSU licensing examination scores reported by Michigan were 631 in total (pre-PBL, $n=275$; post-PBL, $n=356$). There was a significant difference in the overall mean scores for pre-PBL ($M=79.28$, $SD=1.38$) and post-PBL ($M=81.11$, $SD=1.69$) conditions. See Table 4 for a display of these results.

Table 4

Independent Sample T-Tests Comparing Licensing Examination Mean Scores Between PBL and NPBL Academies: Pre-PBL Years (1999-2005) and Post-PBL Years (2006-2014)

Variable (Exams Scored)	Other State Academies Non-PBL		Ferris State University PBL		<i>t</i>	<i>Sig (2-tailed)</i>
	Mean	SD	Mean	SD		
Pre-PBL Years (1999-2005) n=7 years (6,984)	77.71 (6,709)	0.488	79.29 (275)	1.38	2.84	*0.023
Post-PBL Years (2006-2014) n=9 years (5,978)	77.11 (5,622)	0.333	81.11 (356)	1.69	6.96	*0.000

*p<=0.05 Number of examinations scored in parenthesis.

The study goes into more detail and analyzes various other constructs involving student experiences and outcomes following a PBL academy experience. However, this report is limited to the licensure outcomes to demonstrate of overall program innovation and effectiveness. The entire study can be reviewed online as only a short excerpt is provided within this academy program review with the permission of the author.

[LINK](#)

Program Value Beyond Productivity and Enrollment Numbers

Appendices F-L (Survey Data Groupings)

To better understand how students and faculty perceive the school of criminal justice, a qualitative study was designed to capture what the program means to participants beyond what we can learn from quantitative inquiry. All participants were asked to complete the same instrument which consists of three broadly worded questions:

- (1) What are the three things that you cherish most about the school of criminal justice?
- (2) What are the three biggest challenges facing the school of criminal justice?

The questionnaire format was modified and adapted from President Eisler's small group meetings with FSU employees last year. The committee felt the questions were thought provoking and go well beyond the numbers to better understand our program from the participants' perspective.

A total of N=397 useable in-person qualitative surveys were received and analyzed for this report. The following table provides a breakdown of the sample.

Participant Group	<i>n</i>
Big Rapids Campus Faculty	12
Off-Campus Instructors	11
Advisory Board	4
LE Academy Students	41
Undergraduates – Big Rapids	186
Undergraduates – Lansing	26
Undergraduates – Flint	9
Undergraduates – Muskegon	5
Undergraduates – Detroit	12

Undergraduates – Harper Woods	20
Undergraduates – Grand Rapids	40
Undergraduates – Delta	18
Undergraduates – Traverse City	13
TOTAL	N = 397

Once the handwritten surveys were collected, two student workers were hired to transcribe the survey responses word-for-word into MS-Word documents. Next, the full digital transcripts were uploaded into Dedoose® [LINK](#) which is a specialized research software package for analyzing text for thematic patterns. The software is capable of producing reports that summarize the essence of each question by group and/or location. To obtain results, the transcript data were coded thematically using a line-by-line method to identify the content and meaning behind each statement. The findings are provided below for consideration and the full transcripts are attached as Appendices F-L.

A total of 1,837 discrete passages of text were analyzed and assigned a code name. Using the constant comparative methodology (comparing data against data) the pool of codes were merged and combined thematically and reduced to 48 thematic constructs. Within each code, Dedoose® calculates the density, or occurrences of the thematic ideas, to generate reports. The first report is a simple word cloud to represent the overall findings. The larger items in the word cloud represent the highest code density suggesting increased relevance among a large number of participants.

Appendix O shows the relationship among the 1,837 discrete comments in relation to the 48 coded categories. This is a more detailed document that goes into greater detail than both the word cloud presentation of the data and the brief narrative summary in the preceding paragraphs. The reader can review each segment of text that corresponds with the code assigned. This level of review provides the reader with an opportunity to review the actual words of the participants as opposed to a narrative summary.

Here are a few of the major themes that emerged from these data in a narrative format. In response to the question about what the participants like about the school of criminal justice, these were the themes that provided the greatest density during data analysis. Our hands-on applied approach to teaching and learning is significant to our success. Many students recommend even more of a deliberate emphasis to incorporate hands-on learning. Further, students perceive the faculty/instructors are experts and very enthusiastic about their role. The support staff and services were also highly valued by the participants. This combination of attributes is the cornerstone of our success. The study revealed that students place a great deal of importance on personal relationships – both with peers and Ferris employees. Students frequently mention the number of growth opportunities that they have experienced from both in-class and outside experiences at Ferris State University.

The participants' voices revealed much pride in being affiliated with the school of criminal justice and the program overall. Tremendous value was placed on the reputation of our school as a leader in criminal justice education and as gateway to the profession. Participants cherished the career-focused approach, which aligns perfectly with the

Universities overall mission. Having an embedded police academy is viewed as a great program attribute along with the three-track (Law enforcement, corrections, generalist) structural system. However, the data revealed a perceived sense of bias in favor of the law enforcement track students making others feel less valued. In addition, a significant theme emerged suggesting that students desire more information about each track to help them make an informed program decision.

The data reveals some challenges that we face when participants were asked to reflect on what changes are needed to move the program forward. The overwhelming challenge identified in the study involves the decline in applicants wishing to pursue a career in criminal justice in general, and law enforcement, more specifically. Participants theorized that negative media attention might be partially to blame for this decline. Students also expressed a sense of feeling unwelcomed within other schools on campus. There appears to be a stigma attached to disclosing one's major as criminal justice among other programs. This was an unexpected finding that requires more inquiry and consideration. All participant groups expressed concerns about declining enrollment and retention of students.

Another major finding involves the issues of inflexible student scheduling. While this was an issue for all student respondent groups, it was particularly problematic for statewide students. They expressed that classes are offered at inconvenient times, infrequently, and that there are limited online offerings for working adults. This dissatisfaction was tempered somewhat by a significant number of students who actually indicated the course offerings were appropriate. Some faculty/instructors also expressed concern over the lack of online coursework. Moreover, students expressed frustration

with redundancy of subject matter. They are recommending more innovative course titles with less redundant material. Statewide students, when comparing the Ferris courses with the community college curriculum, more forcefully expressed the occurrence of redundancy.

Off campus instructors are seeking more flexibility in matters such as selecting textbooks. This is counter to current efforts on the main campus to standardize the course offerings and standardized objectives throughout the school of criminal justice. This is an area that will require some attention and communication to resolve. Statewide students expressed satisfaction with having a three-plus-one model in their communities making the dream of earning a Ferris degree possible. It is incumbent on all stakeholders to work together to make this a rigorous and valued experience for all students. The data suggest a fairly even distribution of students who perceive the courses as too difficult as opposed to too easy.

The biggest issues expressed by faculty and off-campus instructors involve a desire to bridge the perceived gaps that currently exist. This issue ascended to the top during data analysis suggesting it requires immediate attention. Everyone wants the best for our students. However, exactly how to implement that vision is unclear to many. The issue of consistency and academic rigor are often concerns expressed by the faculty. There is evidence that faculty would like to participate in some teambuilding activities to build better relationships spanning all organizational levels as a first step toward coming together for the benefit of the program, and ultimately our graduates.

All participants expressed the desire to have modern building facilities and equipment. This theme resonated throughout all participant groups. As the premier school

of criminal justice in the State of Michigan, it seems counterintuitive to most that we have the least favorable facilities on campus. Specific areas of concern involve the classroom layouts in Bishop Hall, outdated equipment for training, lacking technology, and the proximity of the law enforcement training academy facilities to the rest of the school of criminal justice. Many participants, including students, have the perception that budgeting is not equitable and feel that the school of criminal justice lacks the financial resources required to maximize the student experience. There is also a desire to maintain reasonable class size by both faculty and students. Students all have the perception that the school of criminal justice is understaffed with faculty. Similarly, statewide students expressed a concern regarding the lack of variety of instructors at some locations.

While tuition and textbook costs were a concern, it was not as prevalent as anticipated. In fact, many students actually believe that Ferris is a value from their perspective. The student perceptions regarding academic advising are mixed. There were many instances of accolades, yet more instances of criticism. This may be an area of focus for more professional development as to improve service in this area. Several students offered critiques of specific teaching styles and behaviors. This information was typically very specific to individual experiences and localized at the classroom level. No specific trends were identified. However, Appendix O contains these comments should the reader wish to look more closely.

A wide range of diversity-related topics emerged during the data analysis phase. Specifically, students expressed a noticeable lack of cultural diversity among the student population and faculty. These data also suggests that some students encountered racism as part of their experience as a member of our learning community. Some also expressed

a desire for exposure to diverse ideologies from both sides of the political spectrum. Participants are also seeking more diverse topics among the course selections. Some of which specifically focused toward multiculturalism. The perceived lack of diversity is also captured in sentiments surrounding the feeling of being unwelcomed among other academic programs. There is a feeling of inequity among some students in relation to treatment experienced by non-criminal justice entities throughout the University.

Interestingly, very few students expressed concerns about getting a job following graduation. Faculty and staff were more concerned about this issue than the student participants. This study does not offer an explanation as to why. However, it may be indicative of the robust job market for criminal justice graduates in concert with declining applicant pools. There are currently many open positions and students may feel a sense of confidence that they will become gainfully employed after graduation. A significant number of students shared concerns about staying on top of the ever-changing laws once becoming a practitioner. This along with maintaining good grades were issues that resulted in stress for students. Students espoused some frustration regarding communication issues such as unreturned emails or phone calls by faculty and staff. Finally, students articulated that it was difficult for them to find internship placements and that they desire more assistance from the SOCJ. While this sentiment was noted for both Big Rapids and statewide students, the off campus students expressed this concern more frequently.

Program Flexibility and Access

Program flexibility and access remain strong on the main campus in Big Rapids and across the state at soon to be 13 off campus locations. Off-campus sites offer a portion of the generalist track in conjunction with the local community colleges (Mott Community College, Grand Rapids Community College, and Lansing Community College) who offer the first two to three-plus years of classes. The program was expanded in 2004 to include Delta Community College, Macomb Community College, and Schoolcraft Community College. Further expansion in off campus programs has allowed the School of Criminal Justice to offer programs in Auburn Hills (Oakland Community College), Harper Woods (Wayne County Community College), Muskegon (Muskegon County Community College), Port Huron (St. Clair Community College), Dowagiac (Southwest Michigan College), and Traverse City (Northwest Michigan College). An articulation agreement was recently signed with Kirtland Community College in Roscommon. The need for expansion should be tempered with the need for maintaining a strong viable program. Recently a curriculum committee was formed to oversee articulation agreements with off campus locations. It is imperative that access and quality of education experience co-exist together. A review of existing programs, management and marketing strategies is also suggested. While many off campus locations have flourished, others are struggling to maintain student numbers.

Online availability is in the planning and development stages in the College of Education and Human Services. Currently students may take Introduction to Criminal Justice (CRIM 110) and The Criminal Justice Capstone Course (CRIM 499) online. In the 2016 school year the COEHS Online Advisory Committee was formed to develop an

online presence. As a result, several criminal justice courses have been proposed for development. These courses include; Internship in Criminal Justice (CRIM 391 – Hybrid), Ethical Issues in Criminal Justice (CRIM 305), Police and Society (CRIM 311) and Current Issues in Criminal Justice (CRIM 385). We will continue to develop classes and move in this direction. Most instructors already have an online presence with students through their course Blackboard site. It is imperative that quality is a considered factor in the move towards online instruction.

There are limited course offerings at the undergraduate level for weekend classes. Students on and off campus do have the availability of attending school during the evening once per week. Students may also attend school during the day time at a few of the campuses. Non-traditional and student commuters seem to prefer courses that are held in the evening, once per week. Students on campus have the availability of an accelerated program if they take extra credit during the semester and summer courses. Students off-campus participating in the 3 + 1 program are tied to the supporting community college's policy on the front end of their studies. The final year is structured in an accelerated format with students. The addition of online course offerings held outside of their usual rotation will help accommodate an accelerated format. Good advising and flexibility in financial aid will assist an accelerated format as well.

In the School of Criminal Justice there are course offerings held during the summer. Report writing and internships are held in the summer. Off campus has a wide range of courses available in the summer. These courses are driven by student demand. There has been more of a demand for off campus students to attend classes in the summer. If demand were stronger on campus more course offerings would be extended.

More flexibility with financial aid may help students take more courses in the summer. The School of Criminal Justice does have a robust summer schedule.

The School of Criminal Justice does have multiple entry points for students. Since we do have transfer and articulation agreements we continue to have students that enter our program at various stages. We have excellent advisors in the School of Education and Human Services who cater to student requests quickly. An asset that we have is a strong relationship between our on campus advisor and the School of Education's and Human Services Student Academic Affairs office. The policies with off campus need to be clarified through the Assistant Director's position.

The School of Criminal Justice is dedicated to student needs. While we have the largest Criminal Justice program in the State of Michigan we have great flexibility in our program. We are very responsive to students who wish to transfer into our school and who wish to graduate early or attend school on a flexible schedule. Because we have campuses at different locations students can rotate out of schedule and attend class at another locale. Our advisors are very adept at transferring students into the program. The advent of online classes that are scheduled appropriately will add more flexibility to our program. The need for flexibility and access should not include a sacrifice of quality. Assessment guidelines demand structure in our course offerings and the credits we offer students entering our program. The School of Criminal Justice must be consistent with the Higher Learning Commission's guidelines on offering credit. Credit transferred outside of transfer agreements, independent study, portfolio credit and other similar practices must be curtailed and regulated by policy.

Visibility and Distinctiveness

Ferris State University's School of Criminal Justice program is the largest in the State of Michigan. We feel it is the best in the country. What makes the School of Criminal Justice unique is its focus on students and on the school's ability to provide academic and technical knowledge and skills to students in the program. This is consistent with the mission of Ferris State University. "Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society". Our core strength in the School of Criminal Justice (SOCJ) is preparing students for a successful career and lifelong achievement as citizens. Our program has provided the backbone of the criminal justice system. Our students are the workers and doers that make the system run. We produce the police officers, corrections officers, probation officers, lawyers and human service workers that provide service in the criminal justice system and the people in it. Our strength is not in technology, forensics or research. We specialize in people. We shouldn't move from our core, we should enhance it.

Students come to Ferris to learn how to become practitioners in the criminal justice system. Most students come to the main campus with hopes of becoming police officers. For some, that interest changes throughout their college career to become corrections officers, probation or parole officers, lawyers and human services workers (juvenile and adult counselors etc.). Many off campus students are more non-traditional students who wish to change careers and become human services workers or probation/parole workers. The School of Criminal Justice currently has three programs

for students on the main campus and one program for off campus students. Students on campus have the choice of Law Enforcement, Corrections or the Generalist programs. Student's off-campus must take the Generalist program.

The distinctive feature of the School of Criminal Justice is that our programs are structured by career opportunity. The law enforcement specialty is one of the main draws of our program. Students interested in law enforcement are drawn to the program for multiple reasons. The Law Enforcement Academy (LEA) has a reputation as the best academy in the state. While other academies have struggled to draw students, the LEA has historically run at full capacity. The LEA academy also has an in-field employment rate of 95%. Police agencies as far as Texas and New Mexico come to the academy to recruit Ferris students. Students and police agencies are also drawn to the LEA based on the advanced learning model adopted over a decade ago. The problem-based learning (PBL) model is used throughout the academy. The LEA is the only academy in Michigan and one of the few in the country to use this advanced learning model. Finally, students are also drawn to the program because they know that they may also complete their senior year of school and become certified police officers at the same time.

Recent research conducted in Michigan (Queen, 2016) sought to assess the perceived effectiveness of problem-based learning (PBL) teaching strategies within police training academies in Michigan and sought to measure the effects of PBL strategies on the MCOLES Police Officer Licensing Examination mean scores in Michigan over the previous 16 years. The PBL trained police officers, graduates from our program, were found to have statistically significant higher scores overall on the licensing examination.

In addition, the perceptions of 231 Michigan police officers on their academy experiences were collected to study the effects of PBL and non-PBL teaching methods. The officers opined on their levels of agreement regarding seven areas of their academy education: the level of the PBL instruction provided, their acquired problem-solving skills, their acquired critical thinking abilities, their acquired communication skills, their level of satisfaction of their academy classroom experiences, their beliefs that the education prepared them adequately to perform the requisite job tasks of a police officer in Michigan, and their overall satisfaction with their academy. The officers who graduated from our PBL police academy program provided statistically significant higher levels of agreement than the non-PBL academy officers in all seven areas. In open-ended questions, the responding officers indicated that PBL was the most valuable aspect of their education. We believe that our law enforcement academy program is very successful and has tremendous value to our students. These significant research findings involving our graduates who are police officers in Michigan confirmed that assertion without question.

Students that complete the corrections program graduate with certification to work in jails across the State of Michigan. The corrections program also allows students to get their degree and receive their Michigan Corrections Officer Training Council Certification at the same time. Students in the corrections program generally want to work in a corrections setting (prison, jail, community corrections) or as probation or parole officers. Courses are offered during the program that teach students directly about what they need to know in a corrections setting. The corrections program provides

students with job skills and employability when they graduate from the program.

Students that graduate from the corrections program also have a high employment rate.

The generalist program taught on and off campus was structured for students that have a variety of interests. Students in the generalist program want to work in the human services field; become probation or parole officers; lawyers; police officers or work in a federal agency. The generalist program is more like a traditional program offered at other universities. Courses are structured to provide students with knowledge of different careers in the criminal justice system. The program is adaptable so students may enter multiple fields within criminal justice and be taught on and off campus. The program is also the most “transfer” friendly for students transferring from other courses.

A unique feature structured into all the program tracts is the emphasis in developing career skills and guiding students through the employment process. Through the assessment process faculty are able to structure employability skills into the curriculum across different courses. Students will begin building their portfolios in their initial classes their freshman year and continue to develop them throughout their college careers. The junior and senior years are key transition years for students who are transitioning from a focus on college student to a career professional. The cornerstone of this transition is the student’s internship experience (CRIM 391). The internship experience at Ferris is essential.

The timing of the internship in the summer between their junior and senior year is equally important. The internship experience is the culmination of the portfolio building process and report writing course (CRIM 321/322). Students are introduced into the structure of the different career choices in report writing classes. From there they are

introduced into a formal job mentoring internship in the field of their choosing. A faculty member and an on-site supervisor supervise the internship. The internship experience (portfolio development/report writing/internship) is specifically structured to enhance Ferris student's career decision and employability. The internship experience is a culmination of classes timed for maximum impact. Students leave their internship in time for their final career preparation in their final year. The capstone class (CRIM 499) was developed to complete our student's portfolio and interviewing skills to complete their employability skills. Any attempt to remove any of the courses that are a part of the internship experience or change the progression or timing of courses is ill-advised and works against the cornerstone and capstone experience we have provided for our students on and off campus.

Marketing the unique selling points of our program has been accomplished completely in-house the past few years. Aside from DAWG days and other structured recruiting events there has been little or no assistance from Marketing or Admissions. Through connections in other departments the Criminal Justice staff have used lists created in Salesforce™ to recruit students based on region, interest in criminal justice, minority or ethnic status and grade point average. We have also contacted students who visited campus for the various events, attended technical schools in Michigan or we have visited while recruiting. The highlights of our program were emailed, postal mailed as letters and sent via postcards to the generated lists. Our off-campus faculty are active in marketing and recruiting. They arrange for group visits on-campus and recruit from within our community college partners. Off campus faculty recruit from local employers and go to events that prospective students will be in attendance. Our recruiting and

promotion of our program both on and off campus would be helped substantially with professional assistance from Marketing and Admissions.

Competitive Programs

Competitive criminal justice programs in the State of Michigan are; Grand Valley State University, Michigan State University, Lake Superior State University, Saginaw Valley State University, Baker College, the University of Michigan Flint and the University of Michigan Dearborn. Below is a quick analysis of the competing programs in the State of Michigan.

<u>College</u>	<u>Tuition FY 17</u>	<u>General Degree</u>	<u>Program(s)</u>	<u>Other</u>
Ferris	\$11,760	Associate/Bachelor of Science	Law Enforcement, Corrections, Generalist	Police academy stand-alone last year of law enforcement specialty. Corrections certification part of corrections program.
GVSU	\$11,520	Associates/Bachelor of Science or Arts.	Generalist and Legal Studies	Police academy 16 weeks. Any graduate with Associates or Bachelor's degree. GVSU students can enter for last 16 hours of credit. Avg. academy class 26. Have Criminal Justice Training Center.
MSU	\$14,115	Bachelor of Arts	General Studies students take four classes of choosing in content areas.	Minor in Security Management. Internship not mandatory. Online program
SVSU	\$9,345	Bachelor of Arts	General Studies with elective concentrations (18 credits)	300 students in program. Agreement with Delta to give credit for their academy experience in their last semester.
Baker	\$10,920	Associates/Bachelor of Science	General studies only.	Regional locations. Compete with off-campus
U of M Flint	\$10,884	Associates/Bachelor of Arts	General studies only.	

U of M Dearborn	\$12,032	Associates/ Bachelor of Arts	General studies only.	
LSSU	\$11,214	Associates/ Bachelor of Science	Generalist, Homeland Security, Corrections, Law Enforcement, Law Enforcement Certification with NRT, Loss Prevention, Public Safety. <u>Six Concentrations.</u>	Have criminalistics labs and police academy facilities including gun range. The Generalist degree has 51 students in Spring 2014. Corrections (20), Criminalistics (13), Public Safety (6), and Loss Control (1). Online program.

An analysis of the programs shows that they each have their niche. Most schools use a generalist curriculum as the core of their curriculum and allow students to choose courses in content areas. The content areas in many cases may be chosen by the student who could take courses across content areas. Only Ferris and Lake Superior State offer concentrations or career paths for students to follow. Only three schools Ferris, Grand Valley and Lake Superior State have police academies. Grand Valley and Lake Superior State have academies structured primarily around MCOLES standards and take approximately 16 weeks to complete. The LEA at Ferris is structured around MCOLES standards and a college curriculum. The fact that the LEA lasts a school year and employs an innovative approach makes it a distinct program. Interestingly the schools with police academies have innovative facilities that make them distinct. Lake Superior State has an indoor gun range and forensic laboratories. Grand Valley has their Criminal Justice Training Center used for police officer training as well. It is interesting that the program at Ferris has the most distinctive and popular academy program in the state, yet it has the most non-distinctive makeshift training facility of all. This includes academy

facilities in community colleges not mentioned in this report. Oakland, Schoolcraft and Kirtland community colleges have upgraded academy training facilities.

Only two schools advertise a concentration in corrections: Ferris and Lake Superior State. Ferris has more graduates in this concentration than Lake Superior State. The corrections program at Ferris does not have a physical site to train. Students in the program at Ferris move from site to site for training. The issue again is the lack of a training site.

The Generalist degree at Ferris most closely resembles the curriculum offered at competitive colleges. The generalist program is offered on campus and is the only alternative off campus. It is the most populated program offered in the SOCJ. The generalist degree is also the most non-distinctive at Ferris. As such it does not offer a career pathway. The courses are more general in nature. Interestingly it is also the pathway that moves the furthest from the mission of Ferris to prepare students for successful careers. This is the area in which the SOCJ needs to make headway -- Particularly off campus. The generalist program at Ferris is the most sensitive to competition that has increased at other schools. More schools are competing for fewer students in the State of Michigan.

The feature that makes us unique from our competitors is the focus on career paths. This is where our marketability and future development should be focused. Other schools use an adaptable general degree with some ability to take concentration courses. Their focus is on subject matter, instructor expertise or curriculum generalizability. A career path should allow for courses to be mapped together in a developmental tract. This is evident in our internship pathway. Other schools offer internships as voluntary or as a

stand-alone course. Ferris uses their internship as an experience for students to transition to the workplace. Internships are the result of courses that develop student skills and knowledge to that point. Internships begin on campus in FSUS classes when students begin to build their portfolios.

Off campus partnerships with community colleges are a necessity. Using this model, we can reach out to students who may be able to afford or have the time to pursue a traditional college experience on the main campus. To be competitive we must sign 2 + 2 or 3+ 1 agreements. However, there have been agreements where articulation agreements have gone beyond the 3+1 model. When this happens, we lose the developmental path and career tract we have structured into our curriculum. Courses such as Ethics, Internship, and Report Writing are core classes that complement other classes in the curriculum and our core values in the SOCJ.

Competitive schools have their niche and we have ours. We are at a critical point to recognize that our niche is structured around creating pathways for students into a career. The focus of our improvement should move from this point.

Preeminent Program

The program that is most preeminent and matches closely with Ferris' SOCJ is Rutgers University. Rutgers is currently ranked number nine in the US News & World Report top ranked US Criminal Justice Schools for 2017. Rutgers has identified their strength and offers students' different concentrations in Human Behavior, Deviance, and Crime; Social Control Institutions; and Law and Ethics. Rutgers goal is to provide a *“comprehensive, interdisciplinary program that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice”*. Although

these concentrations differ from our programs in the SOCJ, Rutgers has identified their strengths and continue to develop them. They also note that their approach to education is a blend of liberal arts education and pre-professional training.

At Rutgers, the focus is on students. Faculty are encouraged to work with students in the program. Rutgers promotes student achievement. Rutgers encourages student involvement through student organizations and has a peer advisor program. Rutgers also places a high importance on their internship program. Their internship is held during the summer and consists of a classroom and field component. As noted the Rutgers website, *“Completing an internship in the criminal justice field is an excellent way to network and make connections, to build field experience to help polish a résumé, as well as to lead to potential job opportunities post-graduation”* It is also noted on the Rutgers website that 85% of their students who had an internship had at least two job offers. This statistic solidifies the importance of a formal internship. It is our intent to further develop the internship through a series of courses structured to develop student workplace understanding. Rutgers mandates that internship credit from other colleges cannot be transferred.

Rutgers has a strong centralized policy on transfer credits. To be eligible for transfer credit a student must apply to the department for approval. Rutgers puts a cap on the credits they allow and have tight restrictions on online and extension or professional credit (<http://criminaljustice.rutgers.edu/academics/transfer-courses/transfer-course-policies>). The criminal justice at Rutgers has a robust program that operates at full student capacity. Rutgers has had to cap enrollment due to the popularity of their program. They have a strong program where the quality of the program has not sacrificed

the numbers in the program. Rutgers has risen to a higher level by emphasizing and capitalizing on their strengths and by maintaining the integrity of their program. They have not repackaged or changed their core strength. Their emphasis is on the quality of their program. Rutgers also understands that student relationships are vital to their program. Finally, Rutgers understands the vital relationship between their courses and career preparation. Rutgers has grown their program to capacity, yet maintained the integrity of their coursework for students.

Ferris as a Preeminent Program

The first step in building the School of Criminal Justice at Ferris into a preeminent program is understanding the core of the program. The core of the program is to continue to provide students the academic and technical knowledge and skills to succeed. We provide the workers who are the backbone of the criminal justice system. Our strongest programs are the Law Enforcement and the Corrections tracts. These programs have the most success for getting students employed upon graduation. The strength of these programs is the developmental nature of the courses that concentrate on mapping academic and technical knowledge. Students come to Ferris knowing that they will get a quality education that focuses on career success. Through the assessment process we have also begun the process of developing professional and technical writing skills across the courses. We have also begun to work and develop employability and professional knowledge by structuring assignments into our coursework. This needs to continue.

The program that needs development and structure varies the most from the main mission at Ferris, has the least structure and suffers from a lack of identity. The

Generalist program is also the most populated program in the SOCJ. To develop it one must understand the growing field of criminal justice and the population enrolled in the program. Students from off campus differ in their career goals than on campus students. Their interest lies in human services occupations (corrections counseling, juvenile counseling, offender rehabilitation, etc.). The Generalist program needs a curriculum adjustment. Students on campus also have an interest in alternative criminal justice fields. Human services and probation/parole coursework would provide an alternative tract for students both on and off campus.

Changes in career opportunity should be reflected in our programs. Our current minors are Forensic Science and Homeland Security Digital Security and Forensics (Military Science and the Criminal Justice Minor are not included here). Both minors attract very few of our students. A different route to take would be to utilize our strength and to provide a minor that would inform students of more career choices and to enhance majors in in the program. An investigation minor would offer courses would focus on asset protection, forensic science, crime interviewing, scene investigation, digital security and human behavior. Students would have access to more career choices and learn more about the investigation process in their career choice. These courses would also allow qualified and credentialed expert instructors to teach as adjuncts in our program. The proposed minor would show students other career paths in the profession and provide information they could use on the investigative process in criminal justice.

We have a prominent program. More students choose our program than any other criminal justice program in the State of Michigan. However, our physical facilities at the main campus are makeshift and in poor condition. When comparing competitive

programs in the State of Michigan almost all showcased their facilities. In our case we dissuade student tours into our facilities for the fear that they will be discouraged from attending Ferris. Our police academy and correction students shift from location to location to fulfill their coursework. The shooting range does not have adequate storage. The Simulations[®] and video training facilities have minimal equipment and no air-conditioning. The classrooms suffer from poor ventilation and temperature control. The classrooms we use in Bishop have poor temperature control and have had mold issues. We need a facility that reflects and showcases the quality that we put into our program. To have a preeminent program we need adequate facilities.

Our online options need to develop in our program. Currently we have several locations with low student enrollment. These locations may be better served by an online program. Online programs are more flexible than off-campus programs that require articulation agreements. Online programs would also allow us to help our own students by offering coursework apart from our usual rotation. Online programs have worked well in other campuses where quality has been maintained and with adequate support services. An online program would allow us to take our program to students where it doesn't pay to establish a physical facility.

Professionally marketing the Criminal Justice program at Ferris is essential. This past school year staff from the SOCJ developed marketing materials on their own. We also developed our own strategies. Though well intended this is not a professional strategy. With (or despite) our increased efforts we did manage to raise student admissions slightly this year. We need different strategies for on and off campus

recruiting. There needs to be a partnership between Admissions, Marketing and Criminal Justice that does not exist right now.

Ferris' School of Criminal Justice is a preeminent program with professionals in the field. We need to continue to develop and work on our strengths. Our most successful programs are those that are the most consistent with the mission of Ferris. Our least successful programs stray from our strengths. Preeminent programs all have different strengths. There is great diversity in curricular offerings in the top 10 criminal justice schools in the U.S. News & World Reports. The one trait they do share is a focus on quality in their core area. That is what Ferris must do to become a preeminent program in the next 10 years.

Demand

The demand for criminal justice professionals remains high as supported in the following U.S. Bureau of Labor Statistics indicates. These data consistent with information gained from our program advisory board members. The demand is high and there is a lack of qualified applicants throughout the Great Lakes region. Police administrators as seeing fewer applications for posted vacancies, which suggests a surplus job market, as applicants are being very selective in choosing their employer. Most advisory board members agree that total number of vacancies is unprecedented as compare to the past two decades. The tables and link below provide information regarding policing, detective work, corrections, and private security occupations.

Police

Employment of police and detectives is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. While a continued desire for public safety is expected to result in a need for more officers, demand for employment is expected to vary depending on location, driven largely by local and state budgets. In the past year, there has been an upswing in hiring. The need for police officers has grown across the country. Even with crime rates falling in the last few years, demand for police services to maintain and improve public safety is expected to continue.

Job Outlook

About this section [?](#)

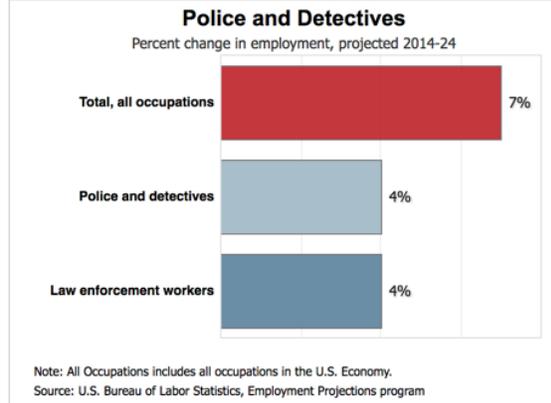
Employment of police and detectives is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

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Job Prospects

Overall job prospects are expected to be good. Applicants with a bachelor's degree and law enforcement or military experience, especially investigative experience, as well as those who speak more than one language, should have the best job opportunities.

Because the level of government spending determines the level of employment for police and detectives, the number of job opportunities can vary from year to year and from place to place.



Employment projections data for police and detectives, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Police and detectives	—	806,400	839,500	4	33,100	—
Detectives and criminal investigators	33-3021	116,700	115,300	-1	-1,400	[XLSX]
Fish and game wardens	33-3031	6,200	6,300	2	100	[XLSX]
Police and sheriff's patrol officers	33-3051	680,000	714,200	5	34,200	[XLSX]
Transit and railroad police	33-3052	3,600	3,700	4	100	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[LINK](#)

Correctional Officers

Employment of correctional officers and bailiffs is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Although state and local budget constraints and prison populations will determine how many correctional officers are necessary, employment opportunities will continue because the stress associated with the job causes many to leave the occupation each year.

Job Outlook

About this section [?](#)

Employment of correctional officers and bailiffs is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

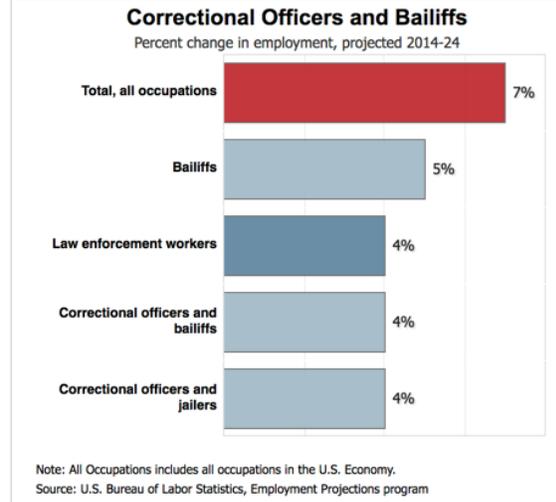
Correctional officers will continue to be needed to watch over the U.S. prison population. Most states are projecting that they will have more prisoners in the future. However, changes to criminal laws can have a large effect on how many people are arrested and incarcerated each year.

Faced with high costs for keeping people in prison, many state governments have moved toward laws requiring shorter prison terms and alternatives to prison. While keeping the public safe, community-based programs designed to rehabilitate prisoners and limit their risk of repeated offenses may also reduce prisoner counts.

Bailiffs will continue to be needed to keep order in courtrooms.

Job Prospects

Job prospects should be good as some local and state corrections agencies experience high job turnover. The need to replace correctional officers who retire, transfer to other occupations, or leave the labor force—coupled with rising employment demand—should generate job openings.



Employment projections data for correctional officers and bailiffs, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Bailiffs, correctional officers, and jailers	33-3010	474,800	492,800	4	17,900	[XLSX]
Bailiffs	33-3011	17,300	18,100	5	800	[XLSX]
Correctional officers and jailers	33-3012	457,600	474,700	4	17,100	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

LINK

Probation Officers

Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Limited state and local government funding for corrections will temper employment growth.

However, job openings should be plentiful because many people leave the occupation each year.

Job Outlook

About this section [?](#)

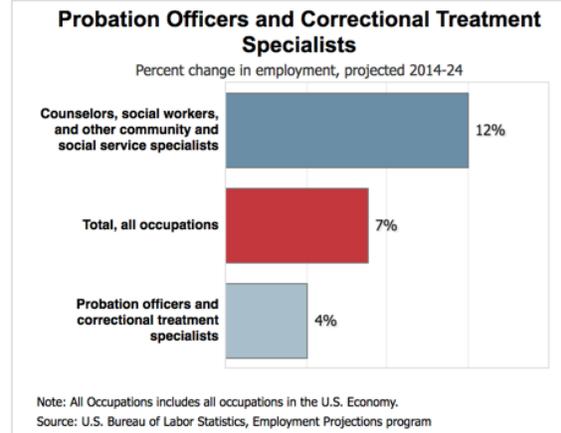
Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

Employment growth depends primarily on the amount of state and local government funding for corrections, especially the amount allocated to probation and parole systems.

However, because community corrections is viewed as an economically viable alternative to incarceration in some cases, demand for probation officers and correctional treatment specialists should continue. Parole officers will continue to be needed to supervise individuals who will be released from prison in the future.

Job Prospects

Many job openings will result from the need to replace those who leave the occupation each year due to the heavy workloads and high job-related stress. Job opportunities should be plentiful for those who qualify.



Employment projections data for probation officers and correctional treatment specialists, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Probation officers and correctional treatment specialists	21-1092	91,700	95,000	4	3,300	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[LINK](#)

Private Detectives

Employment of private detectives and investigators is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Demand for private detectives and investigators will stem from security concerns and from the need to protect confidential information. Strong competition can be expected for jobs.

Job Outlook

About this section 

Employment of private detectives and investigators is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations.

Technological advances have led to an increase in cybercrimes, such as identity theft, credit card fraud, and spamming. Internet scams, as well as other types of financial and insurance fraud, create demand for investigative services, particularly by the legal services industry.

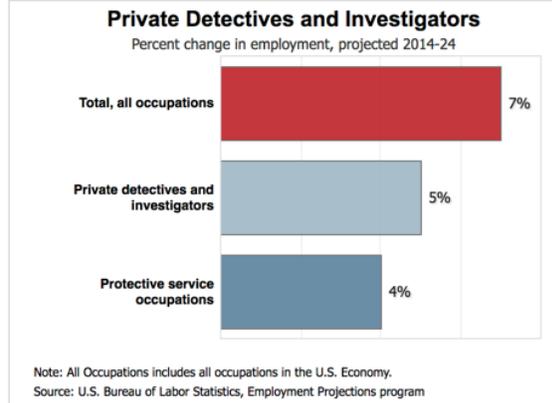
Background checks will continue to be a source of work for many investigators, because both employers and personal contacts wish to verify a person's credibility.

Job Prospects

Strong competition for jobs can be expected because private detective and investigator careers attract many qualified people, including relatively young retirees from law enforcement and the military.

The best job opportunities will be for entry-level positions in detective agencies.

Candidates with related work experience, as well as those with strong interviewing skills and familiarity with computers, may find more job opportunities than others.



Employment projections data for private detectives and investigators, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Private detectives and investigators	33-9021	34,900	36,700	5	1,800	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[LINK](#)

Student Achievement

Providing specific data on the number of students involved in an RSO is difficult. The Registered Student Organization department head advised that they do not keep those specific records, but that Org Sync is where students sign up. To the best of our ability, it appears that approximately one in every five, or 20% of criminal justice students are involved in some type of fraternity, sorority, club or society organization. Some of the criminal justice students belong to one of two criminal justice groups, either Lambda Alpha Epsilon (LAE), a professional criminal justice fraternity, or Alpha Phi Sigma (APS) a criminal justice honors society. Many students also belong to other student run groups at the university.

Currently, the number of students involved in student government is very small. This past school year, a criminal justice student, Dylan Tantolo, 74th university Student President, was head of the student government and attended several university functions and meetings to represent their group. Student Craig Heof was a Senator on the student government, and Tome Peterson, Jacie Brown and Tre Gladney each represented a student organization on the student government. This year, Troy Longman II, and Ethan Leppanen are also Senators on the board and Tom Peterson continues to represent student organizations.

Over the past three years, there have been a small number of students that have taken part in the Honors Program. In Criminal Justice, there have been
It is very common for students in criminal justice at Ferris to have a paid job, helping to ease the costs of tuition, books, housing, etc. Many of the students have found work at the university, in food service, or at the Department of Public Safety. Those students

have been advised they usually work approximately 16 to 20 hours per week during the school year.

Students graduating from the Police Academy are finding an excellent job market. 97% percent of graduates from the academy start a career upon graduating from Ferris. Additionally, other aspects of the criminal justice program, generalists and corrections graduates are also finding a good job market. Ferris is graduating students that find careers in corrections, both at the state and at county Sheriff Offices, and in Probation/Parole. A few of the graduates also find work in the private sector. For example, one student graduate is working private security for General Motors and another is in a management position at a private facility for delinquent youth.

In criminal justice, we constantly strive to be diverse. The number of female students has dramatically gone up and Ferris has graduated students in the criminal justice program from other countries. One recent graduate, from Saudi Arabia, upon graduation, returned to their home country and obtained a position with the government-run police agency. Another student from Canada, obtained a law enforcement job upon graduation from Ferris.

Student Awards

Students in criminal justice are encouraged to be involved in the community. Many CJ students volunteer for the Ferris “Day of Caring” each April. Additionally, criminal justice students have raised funds for Special Olympics, conducted the Police Torch Run, served community meals at a local church in Big Rapids, raised funds for K-9 dogs in Osceola County, raise funds and run in the 5K Fallen Officer run, organize and operate a Criminal Justice Career Fair, assist with security at local events including

Kranktofest and Music Takes Action, and conduct Peer Mentoring for other criminal justice students who may be struggling with courses.

Criminal justice faculty works closely with students to have them volunteer and become involved in both university life and in the community. The two student-run organizations that are directly related to criminal justice, Lambda Alpha Epsilon Fraternity, and Alpha Phi Sigma, the CJ Honors Society, make community service and volunteering an important part of their professional development and involvement. Students take part in several programs as previously documented.

The Ferris State University School of Criminal Justice is extremely proud of the graduates and the successful careers that develop from their formative years at Ferris. There are police officers, corrections officers and Probation/Parole Agents in agencies in all 50 states, as well as countries around the world. One past graduate, Mr. Tim Murphy, class of 1983, retired as Deputy Director of the F.B.I. Many other graduates have retired as Police Chiefs, Public Safety Directors, Jail Administrators, Sheriff's and other administrative positions.

Employability of Graduates

The follow table provides some evidence of employability from our various programs. However, the results should be considered with caution as the response rate of very low relative to the total number of graduates. When traveling around the state of mission to various criminal justice agencies in multiple settings if difficult to not find Ferris graduates embedded within the agency. Our reputation remains strong and graduates do find meaningful careers upon graduation.

2014/2015 Graduate Follow Up Survey Summary

College: Education and Human Services

EDUCATION & HUMAN SERVICES	Degrees							TOTAL	Placement Information				Ave Salary
	CERT	AA/AS	BAS/BS	MED	MS	MSCJ	MTE		# Responded	% Responded	# Employed/CE	Placement Rate	
CRIMINAL JUSTICE													
Criminal Justice Admin							19	19	6	32%	6	100%	\$ 41,367
Criminal Justice-Corrections			16					16	2	13%	2	100%	NA
Criminal Justice-Generalist			299					299	61	20%	55	90%	\$ 35,089
Criminal Justice-Law Enforcement			43					43	7	16%	7	100%	\$ 42,857
Pre-Criminal Justice		71						71	9	13%	4	44%	\$ 17,989

We have collected data regarding agency satisfaction with our interns, which provides some insights into the preparedness of our students just prior to graduation. The follow data represents feedback obtained from the summer 2016 internship program with a significant response rate (N=364) from 12 campus locations. The aggregate mean average of internship performance was 3.79 based on a 4-point scale. This is relevant to the employability discussion as most of our internship partners are also employers. In addition to this quantitative data, all comments have been summarized to from each campus location to provide a more qualitative look at the perceptions of our internship hosts/employers. A copy of the survey instrument and narrative report summaries for each location are available as Appendix M.

Faculty Composition and Engagement

Organization

	Big Rapids Campus	Off-Site Locations
Tenure Track (1 vacant)	12	0
Full Teaching Load	12	0
Fully Online	0	0
Full Time Temporary	1	1
Adjunct Faculty	4	63
Adjunct Faculty Online	0	0

The on-campus structure is very effective. However, off-campus operations need more direct supervision related to quality of teaching within major. On a positive note, this improving due to more centralized control over quality of teaching and compliance with assessment off-campus. It is recommended that additional training for off-campus instructors be offered within the major. Finally, a more consistent process for the evaluation of part-time faculty and record keeping is essential.

Curriculum Vitae

This information can be found in its entirety as Appendix N, which details the credentials of all tenure-tracked faculty. Information for off campus faculty is incomplete and under review now by an ad hoc committee appointed by the dean. The SOCJ is committed to completing a credential audit for all adjunct faculty and establish a repository for this information.

Service

The Criminal Justice faculty at Ferris State University is extremely service orientated and has participated in numerous service opportunities at the program, department, university and community levels. A few examples include the following:

- School of Criminal Justice, Faculty Search Committee Member.
- School of Criminal Justice, Program Director Search Committee Member.
- University Faculty Advisor, Women's Lacrosse Team.
- University Curriculum Committee, Appointed by the Academic Senate.
- College of Education and Human Services, Curriculum Committee Member.
- School of Criminal Justice, Criminal Justice Advisory Board Committee.
- University Committee, Adjunct Teaching Excellence Award Committee Member.
- University Committee, Focus on Student Success Grant Committee Member.
- University Committee, Academic Service Learning Committee Member.
- University Graduate Program Committee.
- College Promotion Committee.
- Search Committee for the Dean of the College of Education and Human Services.
- College Promotion Committee.
- Juvenile Officers Association of Michigan and Ontario.
- Downy Quilts for Kids program, making quilts for hospitalized children.
- Michigan Community Blood program.
- 61st District Court Drug/Sobriety Court Advisory Committee Member.
- Kent Career Technical Center Criminal Justice Advisory.
- Michigan State Police Museum and Learning Center.
- Big Rapids High School Hockey Boosters.
- Mecosta-Osceola Intermediate School District-Advisory Board for Public Safety.
- Grant and Training Coordinator for Central West Michigan Law Enforcement Training.

Research

Scholarly research achievements have been an integral part of the School of Criminal Justice faculty at Ferris State University. A few highlights include the following:

- Trust and Fear of Victimization among Prison Staff.
- The Effects of the Workplace on Jail Officers.
- Examining Fear Enhancers and Fear Inhibitors.
- Police Use of Force: Transitioning Policy into Practice.
- The Impact of Diversion on Recidivism Rates in a Rural Michigan County; A Local Perspective.
- Problem-Learning for Police Academy Students: Comparison of Those Receiving, Such Instruction with Those in Traditional Programs,
- To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decision to Pursue Promotion.
- Effective Report Writing for Discharge and Prosecution.
- Citizens Perception of Crime.
- Implementing Problem-Based learning into the University Classroom.
- Learning About Students: Developing a Career-Based Criminal Justice Curriculum.
- The importance of job satisfaction and organizational commitment in shaping turnover intent among staff at a private prison.

Continuing Education

The School of Criminal Justice faculty at Ferris State University has been very active over the last three years in the areas of training, development and continuing education

where they have presented and attended a variety of conferences. A few examples include the following:

- Academy of Criminal Justice Sciences.
- Lilly Conference.
- State and Provincial Police Academy Directors.
- Midwestern Criminal Justice Association.
- International Law Enforcement Educators and Trainers Association Conference.
- The American Society of Criminology Annual Meeting.
- Michigan Commission on Law Enforcement Standards Training Directors.
- Academy of Criminal Justice Sciences.
- American Criminal Justice Association.
- American Society of Law Enforcement Trainers.
- International Law Enforcement Educators and Trainers Association.

Stakeholder Perceptions of Faculty

This information is addressed in detail in the presentation of data section following the survey analysis.

Program Policy and Procedure

Teaching Improvement, Research and Service

There are ample opportunities for on campus faculty to engage in teaching improvement and service. The Faculty Center for Teaching and Learning (FCTL) provides opportunity for faculty development on campus. Each year faculty are

encouraged to attend as many of the training sessions as possible. The FCTL also provides one on one instruction that our faculty take advantage of. Faculty also attend various conferences and off-site training that provides them the knowledge and certification needed to properly teach in their specialty field. Members of the Law Enforcement and Corrections Academies must attend certification courses. Each faculty member is encouraged to attend conferences with workshops to hone their craft. One of the most popular conferences with faculty is the Academy of Criminal Justice Science conference held each spring. Faculty also have attended Simunitions ® training, knife defense training and MCOLES training yearly. Opportunities for research are self-driven by the faculty. Ferris has a reputation as a teaching school and faculty adhere to that philosophy. Important research has been conducted by faculty that has been published and presented at conferences. There has not been a push by Ferris to reward or market a research agenda. All research undertaken is undertaken by faculty on their own initiative. Faculty accept the “teaching first” philosophy and focus their time on teaching. Ferris strives to provide experiential teaching for students and our faculty concentrate their time and resources on students. There are ample service opportunities on campus for faculty to engage in. Faculty serve on various committees at the university, college and department level. Our faculty are very engaged in the committee process at each level. The most important service opportunities are within the School of Criminal Justice. In the past year curriculum and assessment committees were formed to help oversee and govern two important processes within the SOCJ.

Off campus adjunct instructors are given little opportunity to develop their instructional improvement. Instructors are given necessary instruction at the various off campus sites once or twice yearly. On-site directors have done their best to provide administrative training to instructors off campus. To date little time or resources has been devoted to instruction outside of the basic requirements of the basic rules of Ferris. This past year there was discussion with the FCTL to begin online modules for instructors. This is most likely the best solution to the training problem off campus. There has been resistance with the assessment process off campus at the administrative level. Assessment mandates and curriculum requirements for all instructors require that assessment measures be met. Training needs to be completed to assure learning objectives are being met. Adjunct instructors are enthusiastic about teaching. They want to turn their education and experience into opportunities for students. Experience does not automatically equate into good teaching. We need to provide more development opportunities for our off campus instructors.

Program Advising

Advising is done in two stages on campus. We have a full time advisor who handles advising for freshman and sophomores. Once a student enters their junior year they are assigned to a faculty member. Students are assigned to a faculty member based on their specialization area. Students are paired with faculty in the law enforcement, corrections or generalist track. Students have the obligation of making appointments with their faculty advisor up until their graduation. Faculty members are responsible for filling out graduation audits and other paperwork for

the student. Students and faculty interact more closely through this process and it promotes a more personal relationship between faculty and students. Although the SOCJ has a large enrollment there is a strong relationship between faculty and the students. This is one of the strengths of the program. Advising by faculty is important and necessary for numerous reasons. Faculty student interaction is a key component of the program. The administrative end of advising can be improved on campus. Students don't always meet with their advisors and make scheduling errors that are not caught. Students don't fill out the necessary paperwork on time that results in circumventing the process. In the past year administrative efforts have been made to get students their Associates degree and to complete their Bachelor's degree. Steps are being taken to get students to complete their degree audits and intent to graduate paper early in their senior year.

Off campus advisors have a strong relationship with their students that is fostered through the advising process. The advising role off campus is equally important as it differentiates Ferris from other schools. The advisor is the "face" of Ferris off campus. Students are guided through classes and the administrative process by their advisor. We must be careful off campus with the shuffling of advisors. Some advisors are moved between multiple campus locations to do their advising and teaching. The move to include more articulation agreements should be measured against the capabilities of our advisors. The role of advisor and recruiter are significant roles for our off campus advisors. Relationships are the core of the advisors role off campus. It is imperative that they be allowed to build relationships in a location to recruit and maintain a student population. Quality should never be a

sacrifice for quantity. Advising is an essential function both on and off campus.

Advising fosters strong student faculty interaction. The one to one relationship is a key component of the SOCJ.

Minimum Qualifications for Faculty

The minimum qualifications for new faculty is a master's degree in criminal justice or criminal justice related field upon hire. The candidate must then obtain a terminal degree in criminal justice or criminal justice related field before they obtain tenure (defined as a Juris Doctor for legal classes and a doctorate for other faculty) The qualifications for new faculty both full-time and adjuncts have become more stringent based on requirements by the Higher Learning Commission. Faculty in the SOCJ must also meet standards based on; assigned professional responsibilities, professional development and service (See FFA Contract). The SOCJ has primarily hired non-law faculty with a master's degree with the agreement that they will obtain their terminal degree prior to application for tenure. The timeline has proven difficult for faculty obtaining their doctorate. New faculty must juggle teaching, professional development and service in conjunction to the rigors of graduate school. Regretfully graduate school is often non-amenable to timelines. Within the past five years two non-law faculty were hired in the SOCJ. This past fall the SOCJ attempted to hire at the Associate Professor level with a terminal degree in place. However, the pool of applicants was not strong and the position was not filled. Ferris has been fortunate to fill their position posting in the past. The entry level salary and benefits are not a strong incentive for attracting individuals with a

doctorate in hand. The timeline of obtaining a terminal degree while hired needs to be changed or clarified.

The minimum qualifications for full-time faculty as defined by contract and within the department are well defined. Promotion requires a full-time commitment by faculty. Faculty must engage in professional responsibilities and service duties outside of their teaching load. The minimal requirements go beyond meeting classes two or three times a week. Faculty that wish to attain tenure and promotion must show a full time commitment to the SOCJ and Ferris State University. There are many roles that need to be filled by faculty members. Faculty serve roles of coordinators of specialty studies within the SOCJ, they also oversee the administration of the master's program and internship program. Other roles include committee work at the various levels. After their first year faculty are assigned students as advisees.

Minimum qualifications for full time temporary faculty are five years of experience in the American criminal justice system and a master's degree in criminal justice or related field. The qualifications for temporary faculty are in line with the requirements of the Higher Learning Commission. The requirements also allow us to draw in more applicants. In the past there has not been a large pool of applicants, however there has been a good small pool of applicants that have filled the need.

Up until this year minimum qualifications for adjuncts have been overseen by an off campus director. This past year a curriculum committee was formed within the SOCJ. The committee which consists of faculty will review and oversee adjunct

qualifications. The education qualifications will be consistent with the qualification as set forth by the HLC. All adjuncts will have a criminal justice or related master's degree in an accredited college. There will also be criminal justice experience standards. Adjunct faculty will also be evaluated yearly. In the past not all adjuncts were evaluated. As mentioned before there will be more training available for adjunct faculty.

Hiring and Retention

The hiring of full time faculty on campus is a difficult process. Faculty with existing doctorate degrees are not drawn to Ferris. This past year a position posting for Associate Professor did not draw a strong pool of candidates. It's not known if candidates don't want to move to a remote location or if the lack of benefits scare away applicants. In the SOCJ applicants primarily come in with a master's degree and pursue their doctorate while teaching. The problem has been in meeting the tight timeline needed to complete a doctorate. Working full time and going to school full time also means dedicating oneself to schooling for five to six years. This is non-appealing to many people. The retention of full time faculty is very good. There is little turnover of faculty who teach full time at Ferris.

There is a strong pool of adjuncts who wish to work in one of our off site locations across the state. Several our faculty advisors graduated from the Ferris Master's in Criminal Justice Administration. Students who graduate from this program have an excellent background in teaching as adjuncts. The SOCJ has many experienced criminal justice professionals who teach across the state. They have a strong commitment to Ferris and enjoy the opportunity to share their expertise. As

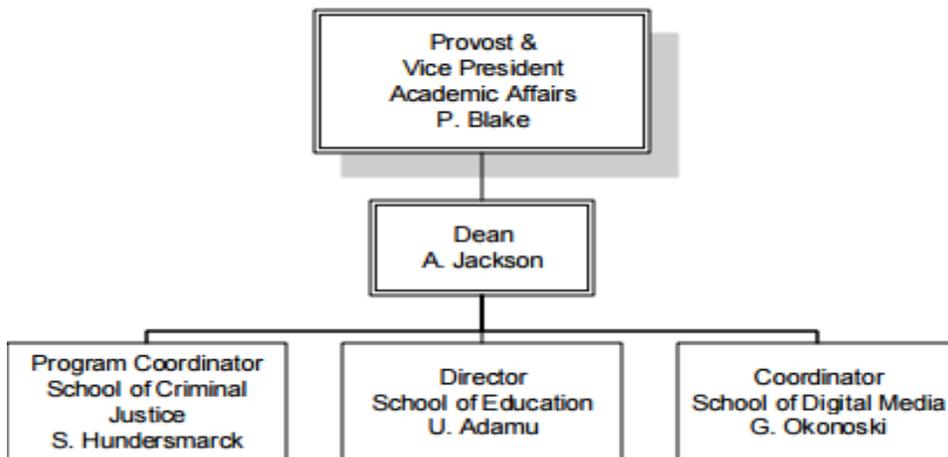
stated prior there is a review program in place now to ensure that qualified adjuncts are hired and stay in the system.

Program Administration and Support

The School of Criminal Justice is located within the College of Education and Human Services. Other schools within the College of Education and Human Services are the School of Education and the School of Digital Media. Within the School of Criminal Justice The current position of Director is held by Steven Hundersmarck Ph.D. who is the Interim Director. Dr. Hundersmarck has a Ph.D. in Educational Psychology. He has been an Interim Director at Ferris for one school year. Prior to that Dr. Hundersmarck was the Director of Criminal Justice at Indiana Tech for a period of five years. Dr. Hundersmarck was the Director of Justice Studies at Ohio Northern University for one year. Attached is the organizational chart for the College of Education and Human Resources for the school year 2016-2017.

FERRIS STATE UNIVERSITY *ACADEMIC AFFAIRS DIVISION*

COLLEGE OF EDUCATION & HUMAN SERVICES



The current structure is an effective and efficient design with clear lines of administration and organization up to the Provost and Vice President of Academic Affairs position. Bi-monthly (or more) meetings are held one-on-one or with other administrators in the college. The simplicity and direct nature of the structure is its strength. The structure is hard to improve upon. Communication is direct and there is no question at this level who to report to. The only room for improvement would be in the position of the School of Criminal Justice Assistant Director for Off Campus. Currently there is ambiguity in who this person reports to. This has created miscommunication and conflicting goals within the School of Criminal Justice. The future job duties have been clarified through the Dean of Extended and International Operations and the Dean of the School of Education and Human Services. Other positions within the School of Criminal Justice are held by faculty who receive a course reduction for their administrative oversight. These positions are, Coordinator of the Law Enforcement Academy and Graduate Program Coordinator. These position report directly to the director of the program. There is an open and direct level of communication with these coordinators.

As stated the current structure allows faculty to have direct contact with the director. Contact with the Dean and Vice President of Academic Affairs is not so frequent. Faculty and staff meet with the Dean at least twice per school year on a formal basis. Faculty and staff may request a meeting with the Dean or may interact with him during meetings etc.

Currently in the School of Criminal Justice there are three support staff. Sue Pennock (Secretary Level III); Sara Rasmussen (Secretary Level II) and Amie Calhoun (Academic Advisor). Support staff also have access and report directly to the director's

position. They also have limited access to the Dean and Vice President of Academic Affairs. The staff also has more of an opportunity to interact with staff in the School of Education and Digital Media.

Support Services

There are several support services that both students and faculty in the criminal justice programs at Ferris use. Listed below is a university service, an explanation of how that service is utilized, and any recommendations for improving that service.

- **FLITE:** Nearly every Criminal Justice Professor has students use FLITE to assist them with conducting research. Occasionally, Professors will take their classes to FLITE so they can spend course time working on research projects. There are classrooms available in FLITE where instructors have brought their classes to learn HOW to conduct research taught by FLITE staff. The FLITE library also provides technology that assists students to conduct their research and homework. One example of FLITE, is the Skype Room, where students can conduct one-on-one interviews via computers. The facility is an important and extremely useful part of the university and serves many of the program needs for criminal justice.
- **Faculty Center for Teaching and Learning:** Students receive an indirect benefit from this support service, but for faculty it is a valuable resource. Each year, a wide variety of learning workshops are held to assist faculty to create new learning concepts, become more efficient, be a better instructor, and keep abreast of new teaching objectives. Every faculty member has attended some training offered by FCTL.
- **Tutoring Center:** This is an excellent opportunity for students to benefit from. Yet, the center is underutilized. Although some students need the tutoring center, and many students have been recommended to attend, some do not use the

tutoring center. Those students that have used the center regularly, have shown positive results. As faculty, it is very appreciated to receive notification of students that have attended the tutoring center. The only recommendation is to make the center more student friendly, thereby having more students use the facility.

- Technology Assistance Center (TAC): TAC is always helpful when faculty have computer related problems. They are timely and efficient. For students with computer issues, TAC has been a good resource. They also assist students in the criminal justice program having problems with software or adapting their device so that it can be used in their studies.
- Birkam Health Center: Criminal Justice faculty can take advantage of services that Birkam offers, including obtaining flu shots each year. This past year 11 of the faculty advised that they received a flu shot from the university. Students can receive a plethora of health-related services. Information is confidential, therefore there is little to report.
- Media Productions: Several faculty have taken older VHS tapes to the Media Center and had those tapes transferred to DVD. Both criminal justice classrooms have eliminated the VHS players and DVD is an alternative for faculty. It is unclear if or how students use Media Productions.
- Institutional Research Board (IRB): Criminal Justice faculty conducting new research involving human participants is to be reviewed and approved. The IRB is there to make sure participants are kept confidential, as well as being protected

from any harm. Students conducting research involving human participants are also required to obtain IRB approval.

- **Career Center:** The center is a good resource for CJ students looking for employment, as well as developing and improving their resume and portfolio. Although several criminal justice organizations contact the School of Criminal Justice directly and job openings are posted, the Career Center is another forum for students who wish to compete for job opportunities.
- **Institutional Research and Testing:** This is another service whereby students can take CLEP testing or AP testing (Advanced Placement Program) and earn college credits. The office also confirms student SAT and ACT test scores for validation to the university.
- **University Advancement and Marketing:** This service provides scholarships to students as well as conducts fundraising for the university. In the past, criminal justice students have benefited from scholarships to assist with their education. Criminal Justice students have opportunities to apply and receive funds to help with tuition.
- **Diversity and Inclusion Office:** Criminal Justice students will be working in the public and must develop an understanding of many cultures, religions, ethnic groups, physical and developmental abilities and sexual preferences. One example of criminal justice students having a learning experience is when the police academy travel to a mosque and discover a religion that is not threatening or narrow, but is inclusive and welcoming to everyone. Faculty also works

through their course teachings to create an environment of support and respect for every student.

- **Educational Counseling and Disabilities Services:** At the start of each semester, faculty advise students both in the syllabus and verbally in the classroom, that they should obtain a VISA if they have any disabilities or difficulties and need special arrangements. Faculty understands that the matters are confidential.
- **Grounds and Maintenance:** The Police Academy has the grounds employees mow the shooting range area, which is Ferris State University property.
- **Ferris Department of Public Safety:** Criminal Justice students have been fortunate to obtain part time employment at DPS, including parking violations, reception, and dispatching. Chief Bruce Borkovich is a strong advocate to the criminal justice program and looks for CJ students to assist his agency.
- **Honors Program:** Criminal justice students use this program. Students enrolled in the program pursue academic interests beyond the classroom learning and through a contractual agreement with their professor; they conduct research that may be useful to future instruction. Students have then presented their findings to other criminal justice students. The program creates intellectual growth in every student that takes part in the work.

Facilities and Equipment

Space

The number and size of on-campus Undergraduate classrooms are a serious problem for the large number of students in the Criminal Justice program. Presently, in Bishop Hall, there are only two classrooms assigned as full-time teaching spaces for professors and students. The rooms are BIS 215 and BIS 219. Bishop 215 is also designated as the Graduate classroom. Often, faculty must travel to another building on campus to find room to instruct their courses. Over the past years, we have used classrooms in the Science Building and Business Building to assist with the number of courses being taught. Additionally, classrooms are often filled to their limit with students and there is no ability for Instructors to conduct MBWA, or easily monitor the students. Movement around the classroom is limited and a pillar is located in the rooms, which blocks students seated in that area of the room, both from the instructor seeing the students, as well as the students being able to see the whiteboard in the front of the classroom.

One room, BIS 223 is designated as a Computer Lab, but is not user friendly. Faculty must schedule in advance when requesting use of the lab and special key access must be provided for entry into the room.

Office space is acceptable. Each faculty and staff member has a designated office to conduct preparation, research, student advising, council and mentoring. The Criminal Justice offices are located on the fifth floor of Bishop Hall. There are fourteen offices, one copy and mailroom, three storage rooms, one Scan-Tron™ grading room, one library/student mentoring room, two secretary offices and one Director's Office.

As stated, there are three storage rooms located on the fifth floor of Bishop Hall used for keeping records, files, and supplies used for Criminal Justice.

When Criminal Justice faculty holds meetings, they must reserve space in the sixth-floor Conference Room of Bishop Hall. The Conference Room is the only room large enough to accommodate the number of faculty.

Presently, there is no easy solution to address the space needs of the Criminal Justice program. Classroom numbers are lacking, classrooms size is lacking, meeting rooms are lacking, lab availability is lacking. Faculty continues to drive to other locations on campus to conduct classes at other buildings.

Changes in space availability that would have a positive impact on the students and faculty are as follows: larger classroom size, no visual blocks such as pillars in the rooms, additional classrooms for criminal justice classes in the CJ building, and easier access to the computer lab or an additional lab.

The Law Enforcement Training Academy has room for up to fifty recruits. The facility is showing severe signs of deterioration. Leaking ceilings, no air conditioning, pillars in the rooms, all are cause for concern and create problems in learning. The Law Enforcement Academy has two classrooms and two training rooms located in South West Commons. If the number of recruits exceeds fifty students, then two parallel academies would need to take place. That would also create a problem with space to hold training and classes.

Computers

The standard classrooms each have an Instructor podium computer. Bishop 219 Computer is in a terrible location, which blocks the vision between the Professor and

students sitting along the North side of the classroom. On multiple occasions a request has been made to place a swing arm on that computer so the instructor can move the computer out of the way to see students. As of this date, those requests have not been fulfilled.

In the Computer Lab, BIS 223, there are fifteen computers. Often, that means two or three students for every one computer if being used for coursework. There is one computer lab in Bishop Hall. This has created problems with scheduling and preparation for classes and for students. Each faculty has one computer in their fifth floor office. Along with staff, there are seventeen computers.

At the Law Enforcement Academy, there are two class computers, one in each classroom. Additionally, there are ten laptop type computers used by students for several training projects. Students must work in teams and share lap top computers. The computer software that the university has chosen works fine for the criminal justice program.

Presently, each time faculty has an issue, concern or problem with their computer or software, TAC has been very accommodating and willing to assist. Lap top computers for each student in the police academy would be extremely useful. Ideally, one lap top computer for each student would be most beneficial. Additionally, making BIS 219 more instructor friendly should be an easy fix, yet for some reason, has been continually overlooked.

Equipment

BIS 215 and BIS 219, each have Visualizers, which are frequently used to show students documents. There are also DVD players located at each podium and those are

used as part of the instruction process. An enlarged screen was placed in BIS 219, with the idea that the screen size could be enlarged and easier to see, but students seated in the rear of the class had to stand up each time a new slide was shown. That idea was a failure and the large screen is not worthwhile.

In the computer lab, there are fifteen computers. Undergraduate generalists learn to conduct criminal investigations and some very basic mock evidentiary items have been purchased for use in the classroom. Mock evidence, measure tapes, cameras, evidence placards, hand cuffs, are being used in the classrooms as students learn criminal justice and law enforcement techniques. Students often have difficulty looking for power sources to charge lap top computers, etc. Other than student desks and chairs, there is no equipment for students located in the two criminal justice classrooms.

In the Law Enforcement Academy, which provides training for police recruits, has a shooting simulator room. The simulator system is a stand-alone computer, which allows students to train in shoot-don't shoot scenarios. There is a mock crime scene scenario room, where walls and furniture can be moved and changed to create different crime settings. There is little climate control in the two rooms and no air-conditioning. If the temperature is above 75 degrees it is extremely hot and uncomfortable in the rooms. The equipment used in the crime scene room is makeshift.

Other equipment used by students in the academy are training weapons and ammunition, evidence collecting materials, measuring tapes and crime scene placards, as well as the leasing of Michigan State Police training patrol units, used in defensive driving training. Those items are required by the State of Michigan so students can be

certified as law enforcement officers under the Michigan Coalition on Law Enforcement Standards.

Implementation of Findings

The APR committee consists of relatively new SOCJ faculty members and we do not feel that it is appropriate to unilaterally make an implementation plan at this point without input from senior faculty and administration. However, it is hoped that when the faculty reconvene for the fall 2017 semester, the findings will be visited during regularly faculty meetings to discuss implementation and responses to the issues identified here. Moreover, the committee would recommend this document as a resource for those tasked with creating a strategic plan for the SOCJ. The timing of this report does not correspond well with implementation as the completion takes place during summer recess. The committee looks forward to answering any questions regarding our findings.

Perceptions of Overall Program Quality



FERRIS STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES

To: Tim Eklin, Ph.D.
From: Arrick Jackson, Dean COEHS 
Subject: Undergraduate Criminal Justice Academic Program Review
Date: August 17, 2017

1. On a scale of 1-100, rate the overall quality of the program.
Quality—95; The Undergraduate Criminal Justice Program was rated a rating of 95 for overall quality. The program has provided excellent instruction for the students and has made significant strides in recruiting and retaining faculty to lead the program. Further, the Program continues to maintain a strong enrollment and a diverse student body. Our student population continue to benefit from a healthy job market in the criminal justice industry. In fact, the employment rate for our law enforcement tract students if an astounding 95%. Nonetheless, there is still opportunity for improvement in the areas of recruitment, retention, and facilities.
2. Summarize the reason(s) for the rating assigned.
Although the School of Criminal Justice benefits from strong faculty and a robust curriculum, there are many opportunities that have not been maximized to produce greater results. For example, the Undergraduate Criminal Justice program still needs to leverage many of the in-bound marketing techniques (i.e., social media and other web-based strategies) that several of the other competing schools in the State are taking advantage of. The School also needs to expand where possible its on-line course offerings. This will require faculty training, incentives, and collaboration with instructional designers to ensure continued quality and rigor in the on-line courses. The Undergraduate Criminal Justice Program also needs to leverage multiple funding sources either through grants, partnerships, or external fundraising to assist students with financial support and allow faculty the opportunities to enhance their research and student research agendas. There are also great opportunities for student engagement with faculty and overall improvement of the university experience here at Ferris State University. Finally, as noted in the APR report appropriate facilities for training of law enforcement cadets remains a real concern for the program.
3. Outline recommended next steps to improve program quality.
 - a. Build on report to develop strategies for

Perceptions of Overall Program Quality

-
- i. Continue efforts to align curriculum to ensure up-to-date courses and industry alignment
 - ii. Increasing diversity among student enrollment in the law enforcement tract
 - iii. Utilizing on-line technology where appropriate
 - iv. Recruiting faculty for off-site courses
 - v. Expand marketing strategy to include in-bound marketing approaches
- b. Increase funding to
- i. Provide scholarships for graduate students
 - ii. Pay for recruitment and marketing
 - iii. Improve classrooms and classroom technology
 - iv. Develop appropriate training facilities and classrooms for the law enforcement tract
- c. Review workload of faculty to
- i. Allow for faculty to develop robust research agendas
 - ii. Allow faculty the opportunity to explore grant opportunities
 - iii. Allow faculty to engage with community partners and leverage their expertise
 - iv. Allow faculty the opportunity to engage in a variety of student engagement activities that are beyond the classroom experience but are part and parcel, of the overall student university experience.
-

Overall, the health of the Undergraduate Criminal Justice Program is strong and provides excellent teaching and learning opportunities through the Problem-based Learning approach and other innovative pedagogical strategies. This program has demonstrated that it is both a value-added program and a true workforce program that matriculates well-educated students who are prepared to enter the Criminal Justice industry in a variety of areas. The Undergraduate Criminal Justice Program remains one of the healthiest programs at Ferris State University, meets all of the goals of Ferris State University and should be fully supported to maintain its reputation and academic outcomes.

Signature Page

School of Criminal Justice – BS

My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:


Signature and Date

Timothy M. Eklin, Ph.D.
PPR Chair


Signature and Date

Steven Hundersmarck, Ph.D.
Interim Department Chair

NO LONGER AT FSU
Signature and Date

Scott Fischer, M.S.
Individual with Special Interest

Signature and Date

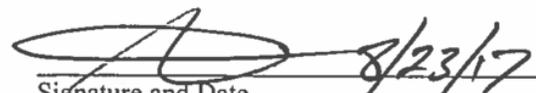
Steve E. Reifert, Ph.D.
Individual from Outside the College


Signature and Date

Michael S. Vasicek, Ed.D.
Program Faculty


Signature and Date

David Greydanus, J.D.
Program Faculty


Signature and Date

Arrick L. Jackson, Ph.D.
Dean

Appendices

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UNDERGRADUATE CRIMINAL JUSTICE PROGRAM

Academic Program Review
2017

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

Acknowledgements

Name	Role	FSU Position
Timothy Eklin	Chair	Assistant Professor, SOCJ
Michael Vasicek	Member	Assistant Professor, SOCJ
David Greydanus	Member	Assistant Professor, SOCJ
Steve Hundersmarck	Administration	Interim Director, SOCJ
Scott Fischer*	Off Campus Interest	Off Campus Instructor
Steve Reifert**	Outside SOCJ Member	Dean, EIO
Breanne Gotham	Data Transcriptionist	Student
Annmarie Clay	Data Transcriptionist	Student

* Mr. Fischer has a special interest as a faculty member with experience both teaching and advising within the off-campus environment. Since the criminal justice program is offered at several satellite locations, this perspective was thought to be valuable for purposes of this review.

** Dr. Reifert is the former Director of the School of Criminal Justice and most recently the Interim dean of the School of Education and Human Services. Given his recent proximity to the department, the committee determined that his perspective and institutional memory would be valuable as an outside reader.

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Executive Summary

The purpose of this academic program review is to provide evidence of reflection regarding program effectiveness. Is the program worthy of support by the University for the value it adds to the larger community and its stakeholders? What is working well? Also, in the spirit of continuous quality improvement, what opportunities exist for refinement? The school of criminal justice (SOCJ) has a long and prestigious history as a premier provider of career-oriented educational opportunities for students. The mission of the SOCJ aligns well with the overarching goals and ambitions of the University.

Student assessment is currently a major focus of the SOCJ and our efforts are purposefully presented in great detail here. This report provides evidence of our commitment to establishing and delivering agreed upon student learning outcomes for each course. The next step of our assessment strategy is to incorporate our standardized learning outcomes and assessment tools into TracDat® for better outcomes analysis.

This academic program review also went “behind the numbers” to rigorously explore the perceptions of the SOCJ from students, faculty, advisory board members, off-campus instructors, and students from several of our statewide locations. In total, N=397 qualitative surveys were analyzed to create a portrait of both strengths and challenges facing the program. The summary results of this study are contained within the body of this report and detailed data is provided within the appendices.

Affirmation was received on several key areas such as faculty expertise, SOCJ reputation, and support services to students. Conversely, students identified a lack of flexibility in course scheduling, content redundancy, threats based on the negative stigma for criminal justice professionals, and poor facilities and equipment as challenges to overcome to name just a few of the findings.

Our graduates go on to serve the public good around the globe as first responders, content experts, leaders, and innovators. The evidence here supports the continuation of the program based on enrollment, graduation rate, student success, job market demand, employability of graduates, and our reputation among the criminal justice community.

To capture the effectiveness of our student interns, we analyzed the N=364 final performance evaluations from 12 campus locations. Many of our internship providers are also employers of our graduates. So, it was encouraging to see an overall satisfaction level of 3.79 based on a 4.0 scale.

In sum, the program is strong, well respected, staffed with expert faculty, and worthy of continuation with an eye toward minor modifications to better meet student needs.

Criminal Justice Program Historical Information

Dr. Robert Parsons established the undergraduate Criminal Justice program in 1972. At that time, he hired two faculty members to assist him with the new program, Dr. Terry Nerbonne and Dr. Al Lawson. Since that time, the Criminal Justice program has grown dramatically, from 52 students in 1972, to 1186 students in 2016. On campus students equate to 602 and off campus students number 584. Ferris State University School of Criminal Justice is considered one of the best Criminal Justice programs in the Midwest, with many law enforcement agencies, corrections facilities and probation / parole organizations seeking out Ferris graduates. To meet those needs, the undergraduate criminal justice program continues to adapt to new technologies, laws and training concepts.

Originally, the criminal justice program was designed as a two-year program, accepting students with two years of college credits or an associate degree in law enforcement. Today, the criminal justice program is a four-year degree that consists of three different tracks for students to choose: law enforcement, corrections or a generalist. The primary goal of the Ferris State University School of Criminal Justice is to provide students with marketable knowledge and skills in the field of criminal justice. Students that graduate will obtain a Bachelor of Science in Criminal Justice, and the ability to transition to the workforce or continue into graduate studies.

The undergraduate Criminal Justice program functioned well as it grew during the 1970's and into the 1980's. During the early 1990's, rapid growth in enrollment

leads to financial strains on the resources of the program. Faculty-student ratios were far above manageable levels and were at points two to three times the recommended levels. Faculty was stressed by the demands of advising large numbers of students as well as teaching overload courses. To manage the increased enrollment, admission standards were imposed. This move caused a drop in the criminal justice program from approximately 800 to 550. The School of Criminal Justice Board recommended to the university administration that additional resources, in the form of new faculty, be provided to ensure quality education for the students.

In 1997, the university administration approved additional funding for resources for the Criminal Justice program. Three additional faculties were added. Additionally, a new track was added for students that wanted a criminal justice education, but did not want the academy experience or law enforcement certification. The generalist track was added. The additional resources allowed the Criminal Justice program to provide quality instruction to all undergraduate Criminal Justice students. The Criminal Justice program continued to grow and by the early 2000's found itself in a situation where there were not enough faculty to meet the demands of the number of students registering for courses. Again, Professors were advising large numbers of students and were teaching overload courses. With a new Director (Dr. Steven Reifert) overseeing the growth of the program, a new full time academic advisor was hired. The responsibilities of the academic advisor are to assist Pre-Criminal Justice students develop an effective plan of study as well as guide students to seek university resources to ensure

academic success. The full-time faculty continues to advise upper level undergraduate students in the Criminal Justice program.

In addition to the Criminal Justice major that is offered, minors in criminal justice, homeland security, military science and forensic science are offered. The homeland security minor focuses on information technology and security, fraud and homeland security. The military science minor was added and assists students in the ROTC and who have had a military history.

The off campus Criminal Justice program HAS CONTINUED TO EXPAND IN THE PAST DECADE. Students off campus are placed in the in the generalist track. In 2006, the satellite campuses teaching the Ferris Criminal Justice program were as follows: Flint, Grand Rapids, Lansing, Warren, Bay City- Saginaw area, and Livonia. Today, the School of Criminal Justice is offered at several community college locations including: Auburn Hills, Clinton Township, Dowagiac, Flint, Garden City, Grand Rapids, Harper Woods, Lansing, Midland/ Bay City/ Saginaw, Muskegon, Port Huron and Traverse City. The student numbers this year are 612 off-campus students. The collaboration with local community colleges has been very beneficial for our Criminal Justice program. In 3+1 articulated agreements, the first eighty-five credits of course work are provided at the local community college where students obtain their Associate Degree. The final thirty-five credits are provided by Ferris State University, with students staying at their local community colleges. Ferris hires adjunct faculty to assist with the instructional needs. The concept has been very successful with students who might otherwise miss out on the Ferris Opportunity. For a variety of reasons, many students are not able to come to the

main campus for coursework; financial, family obligations, work, personal community commitment, etc. This concept has been a “win-win” situation for students, the local community colleges, and for Ferris. These opportunities have helped the non-traditional students but have once again, stretched the resources of the undergraduate program.

In 2012, a full-time Assistant Director of Off Campus Programs (Marie Putt) was hired. She focuses on hiring Ferris adjunct criminal justice faculty, works with the course curriculums so they coincide with the main campus courses, and helps with advising students in the program. Now, the program has instructors who have experience in the field of criminal justice.

Furthermore, the off-campus sites have improved in consistency of advising students and delivering quality instruction that meets Ferris’ expectations. Some questions remain as to the rigor and consistency of the courses being delivered. The ongoing assessment process has improved the structure of the courses.

Unsupervised and undertrained adjunct instructors continue to be used and no tenured full time faculty has been hired to instruct off-campus. Adjunct instructors and off-campus instructors are dedicated to the program.

A cornerstone of the School of Criminal Justice is the Law Enforcement Academy. The past five years have had nearly 100 students apply for the academy. Each year, through screening and physical agility testing, over one half of the students are eliminated from the academy and most become generalist students. State of the art driving facilities are still needed.

One concern identified in 2006 was the need for more resources for the precision driving component of the law enforcement track. Currently, a large parking lot on the main campus is used for training purposes. Additionally, the need for a 'training village' is desirable. Ferris owns the property (an old vacated trailer park) and for the past several years a request has been made to obtain the property and turn it into a 'training village'. The ability to train our students in a realistic setting is invaluable. The mock buildings and streets would create a realistic atmosphere where students would receive training in a lifelike atmosphere. The ability to hold police scenarios and conduct police tactics and training would be immensely useful. The Law Enforcement Academy is renowned for its innovative approach to learning.

The Law Enforcement Academy has room available for up to fifty recruits. To date, there has not been an academy that exceeded that number, but this is another concern for faculty trainers. The facility that houses the academy must be approved by the Michigan Commission on Law Enforcement Standards, as are the instructors. If additional students, above fifty, are eligible to take part in the Law Enforcement Academy, then two parallel academies would be needed. That possibility would also create a need for additional faculty trainers. Also, the faculty at the Law Enforcement Academy has never had a staff employee directly assigned to assist with administrative functions. This is another shortcoming that should be addressed.

Even though the Criminal Justice program is almost 50 years old and is the program is the largest program there has never been adequate training facilities.

The police academy is currently housed at several locations on and off campus. The classroom and training sites are makeshift and inadequately equipped. The academy classrooms and training facility in Southwest Commons are poorly equipped and are not properly ventilated. The shooting range facility needs replacement and repair. A new permanent facility that would be used for law enforcement and corrections students would add even more to our reputations. A new facility would also be a showcase for prospective students as well

In the 2014-2015 and 2015-2016 school years, a Criminal Justice Corrections Academy was held, as an experiment to see if our students would show interest and the job market would support that endeavor. Michigan Sheriff's Association standards were used as a base guide for the academy and they control the course of instruction. The first year, eight students graduated from the program and twelve the second year. Each student received his or her Bachelor Degree as well as certification. This year, the academy has been suspended, until it is determined if there are enough students to warrant the idea, or until the School of Criminal Justice can build and expand the corrections curriculum.

An experimental program was introduced in 2016 to provide students with more opportunities. A Probation/Parole course is being presented with the hope that students in the generalist track may seek another viable option toward future employment.

With the advancements of technology, the fact that there is no computer lab large enough to hold classes for Criminal Justice students on the second floor of Bishop Hall is problematic. The current lab has only 15 computers and at times

some computers are out of service. Faculty is hampered by the lack of terminals. Scheduling the computer lab creates changes for preparation and planning. At times, there has been scheduling conflicts with other classes using the lab. It should be noted that the College of education and Human Services has one of the largest student enrollments at the university, yet one of the smallest student computer centers.

While there are problem areas in the Criminal Justice program, overall, the Undergraduate program is providing quality education with well-qualified faculty to students interested in a career in the Criminal Justice System. The Ferris program is well regarded in Michigan and the Midwest. Survey results of current students, graduates, advisory board members and employers all illustrate the point that Ferris State University offers quality education and is well respected. A list of our advisory board and their professional roles is published as Appendix A.

Finally, both on-campus and off-campus programs remain strong. Although there is a slight decline of students in 2016, the number of overall students in the program, on and off campus is solid. This year, there are 584 off-campus and 602 on-campus students for an overall number of 1186 students in the School of Criminal Justice. The recommendation of the Program Review Committee is that the undergraduate program in Criminal Justice be continued. It is also the recommendation of the Program Review committee that the university administration continue to provide resources that will ensure a sound Criminal Justice program.

Ferris State University Mission Statement

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Ferris State University's Vision Statement

Ferris State University will be: The recognized leader in integrative education, where theory meets practice throughout the curriculum, and where multi-disciplinary skills important in a global economy are developed with the result that Ferris State University will also be:

- The preferred choice for students who seek specialized, innovative, career- and life-enhancing education
- The premier educational partner for government, communities, agencies, businesses, and industries through applied research and joint ventures
- A stimulating, student-centered academic environment that fosters life-long engagement, leadership, citizenship, and continuing intellectual development
- A university that aligns its practices and resources in support of its core values of collaboration, diversity, ethical community, excellence, learning, and opportunity

Ferris State University's Core Values

- **Collaboration:** Ferris contributes to the advancement of society by building partnerships with students, alumni, business and industry, government bodies, accrediting agencies, and the communities the University serves.
- **Diversity:** By providing a campus, which is supportive, safe, and welcoming, Ferris embraces a diversity of ideas, beliefs, and cultures.
- **Ethical Community:** Ferris recognizes the inherent dignity of each member of the University community and treats everyone with respect. Our actions are guided by fairness, honesty, and integrity.

- **Excellence:** Committed to innovation and creativity, Ferris strives to produce the highest quality outcomes in all its endeavors.
- **Learning:** Ferris State University values education that is career-oriented, balances theory and practice, develops critical thinking, emphasizes active learning, and fosters responsibility and the desire for the lifelong pursuit of knowledge.
- **Opportunity:** Ferris, with a focus on developing career skills and knowledge, provides opportunities for civic engagement, leadership development, advancement, and success.

College of Education and Human Services

The College of Education and Human Services believes in Mission, Vision, Outcomes, and Assessment ideology found at the link below. This model acts as our guide of assessment and decision making to ensure our graduates are acquiring the necessary skills to excel in the criminal justice field. These outcomes and assessments of the same are created for ease of collection and measurement of data. They coincide with the goals of the College and Ferris State University. Specifically it is designed to track student development, improve planning, improve instructor pedagogy, inform curriculum planning and course sequencing and promote timely completion of the program.

[LINK](#)

Program Mission Statement of the School of Criminal Justice

The School of Criminal Justice at Ferris State University, through partnerships with agencies within and related to the criminal justice field, creates the fundamental preparation for successful careers and responsible citizenship. The academic pursuit of excellence for both students and faculty is provided in a learning environment that combines the theoretical knowledge with the practical application.

Vision of the School of Criminal Justice

Our vision is to uphold the high quality of graduates produced by the School. Continue to educate both undergraduates and graduate students for acquiring and sustaining positions within the criminal justice field. Maintain the leader position held by the School within the criminal justice education realm within the State of Michigan and expand its reputation to nation-wide recognition. Moreover, maintain the admiration of our peers, graduates, practitioners, citizens and our students by continuing the excellent in education we strive for.

We value:

- Education and academic excellence in learning and teaching with a student-focused foundation.
- Problem-based learning and critical thinking.
- Ethical and professional services for our diverse communities in which we serve.
- An atmosphere of collegiality and collaboration
- Diversity, opportunity and persistence in providing education to aspiring students.
- Knowledgeable, empowered, skilled graduates to pursue careers in the Criminal Justice profession.

The SOCJ embraces both University and program level mission and vision statements. We provide career-focused educational opportunities for the future criminal justice practitioners at the local, state, and federal level. Our mission is communicated based on our actions both in and outside the classroom. We are actively engaged with our community of practice through advisory boards, scholarship, conference presentations, consultation, and academic advising for students.

Graduates of our program act as ambassadors to shed a favorable light on our department in the communities they serve. In addition, the SOCJ has a positive image among practitioners and among various social media outlets.

SOCJ Program Goals

This following text contains the agreed upon goal statements for the School of Criminal Justice. These program goals statements are synthesized and align well with the overall University mission, vision, and core values.

- **Collaboration:** Ferris faculty engage in a pedagogy that emphasizes active collaborative learning through innovation and creativity that is student focused. Students work together through innovative learning techniques to solve complex problems that reflect problems they will encounter in their profession. Outside of the classroom the School of Criminal Justice builds integration with other colleges within the university, ensuring a well-rounded, quality education for our students. There is ongoing collaboration among several community colleges where the School of Criminal Justice holds Ferris credited courses in a three plus one design and provides students with a Ferris degree. There is cooperation among alumni and law enforcement professionals who are members of the Ferris Criminal Justice Advisory Committee. There is also collaboration with the State of Michigan and the Law Enforcement Training Council as well as the Michigan Coalition on Law Enforcement Standards, regarding the courses taught in the police academy and the requirements that are met.
- **Diversity:** In the School of Criminal Justice, the faculty comes from diverse backgrounds and varying roles within the criminal justice fields. In criminal justice we embrace diversity through service-oriented activities in the community and through student learning in the classroom. The criminal justice curriculum is designed to teach students the understanding, interaction, and respect of different people and cultures. Criminal Justice also has a diverse population of students that partake in the criminal justice program. The School of Criminal Justice is actively engaged in the recruitment and retention of students with diverse backgrounds.
- **Ethical Community:** The guiding forces toward the success of students in criminal justice are that they each have integrity and honesty. Our curriculum was developed to provide a focus on ethics, diversity and professional service in criminal justice. Ethics are stressed in the classroom and in student activities outside of the classroom. Criminal justice students act as dispatchers, parking enforcement staff and reception clerks. Other students work in the food service area and as dormitory Resident Assistants. Off campus, criminal justice students also have jobs at restaurants, coffee shops, and fast food establishments. By working in the community, students learn to care and show respect to people and businesses in the community.

- **Excellence:** In the School of Criminal Justice we provide an education that is career-based that balances theory and practice throughout the curriculum. Criminal Justice students learn from faculty who has worked in the field and to be successful, they must work hard to achieve success. There is a broad group of faculty who come from varied professional backgrounds that emphasize three career tracks within the program. The three tracks of education to choose from, law enforcement, generalist, and corrections, so they can gain the highest quality of education for what interests them and their future. Our end goal is to develop skilled graduates prepared to pursue careers in the Criminal Justice profession and make a difference in their community.
- **Learning:** Learning in the School of Criminal Justice emphasizes problem-based learning skills. A commitment to develop students written and oral communication skills. The School of Criminal Justice uses several learning elements in the education of students. The expertise and experiences from faculty that have held careers in the profession connects the learning to real-life experiences. Problem-based learning is incorporated into classroom instruction, which empowers students to work through situations and critically think of positive outcomes, as well negative consequences. Learning also takes place outside of the classroom through internships and service-oriented activities. Student learning is dynamic and innovative in the School of Criminal justice.

Program Compatibility with the Mission of Ferris State University

The undergraduate Criminal Justice program strives every day to meet the mission of Ferris State University. "Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career- oriented, broad-based education, Ferris serves our rapidly changing global economy and society." (Ferris State University Mission Statement). Both academic and technical skills are provided to students in the program. Students analytical reasoning skills are developed in courses across the curriculum. Analytical reasoning will allow them to learn and grow in their chosen fields. A well-rounded general education is required of students in the program. Besides the general education requirements, students are required to take additional upper level courses in multiple areas outside their academic major. This is done to ensure a well-rounded graduate who possesses cognitive skills and knowledge not only within the discipline but also across a wide array of disciplines. This philosophy supports Ferris State University's vision of integrative education "where theory meets practice throughout the curriculum" (Ferris State University Vision Statement).

Technical training is incorporated into the Criminal Justice program tracts to provide students with marketable job skills. For example, the law enforcement track is recognized by the Michigan Commission on Law Enforcement Standards (MCOLES). When students graduate from the law enforcement track, they are Michigan Commission on Law Enforcement Standards licensable. This means that upon passing the physical and written tests from the Michigan Commission on Law Enforcement Standards, they can be hired by a law enforcement agency and are not required to

attend a law enforcement training academy. This is a highly marketable asset for students seeking employment with mid-size and small law enforcement agencies.

Similarly, the corrections track is recognized by the Michigan Corrections Officers' Training Council (MCOTC). Graduates from this track are in great demand in the field of corrections, as evidenced by the waiver of several civil service tests by the Michigan Department of Corrections for graduates of the corrections track. The generalist program allows students to obtain technical education in areas of their choice, such as accounting, management, and computer information systems. These fields are in high demand in the field of criminal justice. In addition, many graduates of the generalist program pursue graduate studies or professional education, such as law school. The undergraduate Criminal Justice program provides a quality educational experience that is well received in the job market. The survey results of employers validate that the graduates of the program are in demand and are well regarded with in the criminal justice field. The survey of graduates of the program also supports the position that their education helped them in their chosen career. In summary, the undergraduate Criminal Justice program is consistent with the mission of Ferris State University and is successful in positioning students to work in the field of criminal justice upon graduation. It is essential that students on and off campus follow the curriculum standards as set forth by the university through the established governing bodies.

Strategic Plan

The school of criminal justice does not have a documented strategic plan in place as of this program review. There is an overall strategic plan being revised that is broad in scope for the entire College of Education and Human Services. However, such a document does not exist specifically within the School of Criminal Justice. Perhaps an appropriate next step would be to develop a strategic plan from the program goal statements found on the previous page. The strategic plan is a process that needs development in the future.

Curriculum

Program check sheets links are provided as Appendix B of this report. In addition, a sample of each course syllabus is attached as Appendix C. We routinely evaluate the general education curriculum that supports our undergraduate program. No recommendations for changes are provided now as the general education area is undergoing major revisions. However, we don't anticipate any issues on the horizon.

The School of Criminal Justice does pride itself on experiential learning opportunities. The core faculty consists of practitioner-scholars with extensive field experience. Thus, it's common for classroom activities to include hands-on crime scene scenarios, precision driving, firearms, restraint application training, clothed body searches, and mock criminal trials to name a few. Evidence of these activities is featured on our website, social media, and described to potential students as part of our marketing strategy.

Service learning opportunities within the arena are challenging due to privacy and safety concerns. Agencies are reluctant to allow students to participate in activities and class size makes it difficult to find a good match. However, students do receive extensive field experience during their 216-hour internship experience. The one-on-one attention in conjunction with close screening regarding criminal history does help to break the barriers that exist with traditional service learning projects. Agencies are willing to work with small groups of student interns, as compared to larger groups that make up a typical academic course.

The most current curricular changes involved reducing the CRIM 305 Ethics course from four credits to three. Two undergraduate courses were created to facilitate

certification for students wishing to work as certified corrections officer at the county jail level. These courses are CRIM 460 Applied Correctional Strategies I and CRIM 465 Applied Correctional Strategies II respectively. These courses were offered for three years as pilot program to assess student interest and feasibility. The cohort of yearly students ranged from 8-13 graduates. While this certification lead to employment for a clear majority of graduates, the program was suspended due to lower than expected enrollment numbers and faculty workload issues.

Faculty is currently discussing curricular revisions in the following areas: (1) There is support building to add a criminology course to the program. To make room for this addition, the efficacy of CRIM 220 is being considered as this is a management and supervision course, which does not appeal to traditional college, aged students focused on securing their first entry-level position as criminal justice professional. Further, it believed that student's lack theoretical understanding necessary to be successful in CRIM 410 Crime Control Policy. (2) The removal of CRIM 111 Introduction to Criminal Justice as a requirement has been discussed. The proposed change would require that all students complete CRIM 111 Introduction to Corrections, CRIM 112 Introduction to the US Legal System, and CRIM 113 Introduction to Law Enforcement. The logic here involves a preference to give all students rigorous exposure to all three aspects of the criminal justice system regardless of one's program track. (3) Students in the Master of Science, Criminal Justice Administration program are lacking knowledge in research methodology and statistical analysis. Thus, faculty have discussed the benefits of adding this content to the undergraduate program to better prepare students for graduate studies and increase their competency as student researchers. Appendix D provides a mind map depicting the

connections among the courses. This document reveals a few courses that require integration and/or laddering into other courses for reinforcement. Perhaps these are courses that should be replaced with new content. (4) A new trend in our discipline involves the unfortunate reality of human trafficking. After reviewing our curriculum, advisory board members have suggested this topic for inclusion into our program. It is premature at this point to determine if it rises to the level of course, or perhaps it should be added as a learning outcome in an existing course.

Assessment of Student Learning

Dr. Hundersmarck has facilitated several faculty meetings/workshops to guide the creation of agreed upon course level outcomes and corresponding assessment strategies. The text below is taken from a working draft of the SOCJ assessment plan that is still a working document under revision. This is an outline documenting how each course aligns to programmatic goals and student learning outcomes. Once finalized, data will be collected and entered into TracDat and is foundation for our developing assessment strategy.

Currently, we are entering all learning outcomes and assessment mechanisms into TracDat. This effort will be completed in time for the fall 2017 semester at which time we will begin collecting data to assess and report student learning. Currently, the SOCJ have no data to report on from TracDat but we're moving strategically in that direction.

Program Level Learning Objectives

Graduates will know, be like, and/or able to do the following:

1. Academic excellence through innovation and creativity that is student focused and develops critical thinking and emphasizes active collaborative learning.
2. An education focused on ethics and professional service in criminal justice.
3. An education that is career-based which balances theory and practice throughout the curriculum.
4. Emphasis is placed on diversity through service-oriented activities in the community and through student learning in the classroom.
5. Develop student written and oral communication skills.
6. Skilled graduates prepared to pursue careers in the Criminal Justice profession.

Program Level Learning Objectives Course Map

This section maps the relationships among the courses and program level student learning outcomes. This information is also presented as table marked as Appendix E

- *Academic excellence through innovation and creativity that is student focused that develops critical thinking and emphasizes active collaborative learning*
 - Innovation – Problem-based learning, mock and case-based assignments.
 - CRIM 113, 260, 301, 305, 311, 321, 357, 385, 402, 411, 420, 425, 435, 453, 454, 475
 - Collaboration
 - CRIM 113, 260, 305, 311, 321, 357, 385, 402, 420, 440, 453, 475.
 - Testing
 - CRIM - ALL
- *A focus on ethics and professional service in criminal justice.*
 - Ethics
 - CRIM 113, 305, 311, 420
 - Career based
 - CRIM 110; CRIM 111; CRIM 321, CRIM 322, CRIM 499; CRIM

- *An education that is career-based which balances theory and practice throughout the curriculum.*
 - Resume/portfolio building, internship, career immersion
 - CRIM 110; CRIM 321; CRIM 322; CRIM 391 CRIM 499
 - Theory
 - CRIM 110, 111, 113, 220, 260, 305, 310, 311, 321, 453, 499
- *An emphasis on diversity through service-oriented activities in the community and through student learning in the classroom.*
 - CRIM 110; CRIM 305, CRIM 310; CRIM 311; CRIM 321; CRIM 322, CRIM 499
- *A commitment to develop students written and oral communication skills.*
 - APA formatted papers
 - CRIM 110, 111, 113, 220, 260, 305, 310, 311, 385, 411, 475, 499.
Graduate – All with exception of 699
 - Reports/Case Summaries
 - 301, 321, 322, 391, 425, 430, 435, 475
 - Presentations
 - CRIM 111, 113, 305, 311, 321, 385, 411, 440, 453, 475.
- *Skilled graduates prepared to pursue careers in the Criminal Justice profession.*
 - CRIM 110; CRIM 310; CRIM 311; CRIM 321; CRIM 322, CRIM 499

Key Program Learning Assessment Strategies and Pedagogy

This section identifies the types of common assessment strategies that are implemented within each course for measuring student success going forward.

Development/key areas in objectives

- **APA Formatted papers.** CRIM 110, 111, 113, 220, 260, 305, 310, 311, 385, 411, 475 499.

- **Collaboration.** CRIM 111, 113, 260, 305, 311, 357, 385, 402, 411, 420, 440, 453, 475.
- **Theory.** CRIM 110, 111, 113, 220, 260, 305, 310, 311, 453, 499
- **Problem-based learning –** CRIM 113, 260, 305, 311, 321, 322, 357, 385, 402, 411, 420, 425, 453, 475
- **Mock/Case-Based.** CRIM 113, 301, 420, 425, 430, 435, 454
- **Testing.** CRIM – ALL
- **Job skills/Marketability – Resume, Cover Letter, Interviews.** CRIM 110; CRIM 111; CRIM 321; CRIM 322, CRIM 499

Course Level Learning Outcomes

CRIM 110 Introduction to Criminal Justice

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, compare and differentiate different theories on the criminal justice system.
3. Identify and evaluate the overall mission and purpose of the criminal justice system.
4. Identify and describe the functions and operations of the disciplines within the criminal justice system.
5. Identify the issues facing the criminal justice system
6. Develop and write a personal resume.
7. Identify and describe the components of APA formatted papers.
8. Analyze a topic via an APA formatted paper.

CRIM 111 Introduction to Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Explore the historical and philosophical development of corrections
3. Identify, compare and differentiate different theories related to the corrections field.
4. Differentiate among various legal processes relative to the criminal justice system
5. Articulate the differences among probation, imprisonment, and parole
6. Define prisoner rights afforded to confined individuals
7. Examine the correctional workers' roles involving custody, security, and offender change
8. Investigate demographic data to identify the make-up of inmate populations
9. Explain the purpose and processes surrounding prisoner reentry programs

10. Predict the future of corrections and make suggestions for systemic change
11. Collaborate and prepare group projects and presentations on an assigned topic.
12. Prepare a personal resume.
13. Produce evidence of critical thinking and problem solving abilities
14. Analyze a topic via an APA formatted paper.

CRIM 112 Introduction to US Legal Systems

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, compare and differentiate between criminal and civil legal systems in the U.S.
3. Identify, compare, and describe the procedures of US court systems.
4. Identify, compare and describe the legal impact of state and federal constitutions.
5. Identify, analyze and compare legal doctrines affecting state and federal courts.
6. Identify, describe, and apply the Bill of Rights to criminal justice procedures.
7. Analyze, collaborate, and present a group presentation of a Superior Court decision.
8. Analyze a topic via an APA formatted paper.

CRIM 113 Introduction to Law Enforcement

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and examine historical events in policing and recognize their impact on current police tactics.
3. Identify and recognize police practices and decision making skills used while protecting the constitutional rights of citizens.
4. Identify, compare and differentiate different theories on law enforcement.

5. Comprehend ethics in policing, including misconduct and their impact on both the police agency and community relations.
6. Identify the significance and the components of police programs such as Community Oriented Policing, Compstat policing, stop and frisk, zero-tolerance policing as well as other police programs.
7. Identify and understand laws that directly affect policing in America.
8. Understand police investigation procedures. Utilize investigation skills in a mock investigation.
9. Collaborate and prepare group projects and presentations on an assigned topic.
10. Conduct case studies utilizing problem-based learning exercises alone and in group projects.
11. Analyze a topic via an APA formatted paper.

CRIM 220 Supervision-Management in CJ

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, examine and recall supervision and management methods used in the criminal justice system.
3. Identify, compare and differentiate different theories on management and supervision in the criminal justice system.
4. Recognize the influence supervision and management have on operations in all the three major components of the criminal justice system.
5. Describe the selection process for personnel and how it impacts the delivery of services to the community, inmates, probation, courts and juvenile agency.
6. Apply supervision and management methods to problems in criminal justice agencies.
7. Assess and evaluate current management practices and recommend changes to those practices in the criminal justice system.
8. Critically identify and evaluate real and proposed problems involved in the delivery of services to criminal justice agencies.

9. Analyze a topic via an APA formatted paper.

CRIM 260 Juvenile Delinquency

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, develop and evaluate juvenile delinquency topics using APA formatted papers.
3. Identify and differentiate among various historical and theoretical perspectives of juvenile delinquency
4. Collaborate and prepare a group discussion on an assigned topic in juvenile delinquency.
5. Actively participate in problem-based learning exercises as related to juvenile delinquency.
6. Identify and evaluate various theoretical perspectives related to juvenile delinquency.
7. Analyze and evaluate a topic via an APA formatted paper.

CRIM 301 Criminal Justice Investigation Issues

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and differentiate historical and theoretical perspectives of criminal investigation.
3. Examine and evaluate crime scene collection techniques.
4. Define the methods and understand the importance of preservation and analysis of evidence.
5. Differentiate the difference between interrogation and interviews.
6. Define and determine how to interview and interrogate suspects, witnesses and victims.
7. Describe the components of good investigative reports.

8. Develop and write police investigative reports.
9. Identify, collect and document evidence in case-based scenarios.

CRIM 305 Ethical Issues in Criminal Justice

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Examine various theoretical perspectives central to ethical issues.
3. Investigate ethical standards in the criminal justice professions.
4. Predict how ethics within the criminal justice professions impact society.
5. Analyze ethical situations involving conflicts between government and the individual.
6. Apply ethical concepts to real and constructed ethical dilemma situations.
7. Explain and justify moral and ethical decisions based on one's values and beliefs.
8. Collaborate and prepare a group presentation on an assigned topic.
9. Actively participate in problem-based learning exercises.
10. Construct and evaluate arguments on ethical issues using APA formatted papers.

CRIM 310 Corrections and Society

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Practice using a critical approach to articulate the social impact of incarceration.
3. Differentiate among various historical perspectives of theoretical penology.
4. Empathize with the plight of various marginalized penal populations.
5. Predict social factors that lead to prison violence.
6. Justify various penal processes afforded to confined individuals.
7. Produce evidence of critical thinking, leadership, and problem solving abilities.
8. Analyze a topic via an APA formatted paper.

CRIM 311 – Police and Society

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and describe the historical and theoretical strategies used by the police and the residual effects on society.
3. Identify and evaluate the importance of police operational programs such as COMPSTAT, Community Oriented Policing, Stop and Frisk, Zero-Tolerance Policing and other initiatives.
4. Identify the internal and external factors that impact the functions of police organizations.
5. Discuss the importance of ethics, appropriate behavior, and good education in the police field.
6. Apply modern policing concepts to real and constructed police situations.
7. Collaborate and prepare a group presentation on an assigned topic.
8. Analyze the relationship of police with society and various Criminal Justice systems.
9. Actively participate in problem-based learning exercises.
10. Construct and evaluate arguments on policing issues using APA formatted papers.
11. Prepare and complete a resume

CRIM 319 Conflict Management in Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Explore the meaning and function of culture
3. Articulate the impact of discrimination and prejudice
4. Interpret statistics that represent ethnic and racial minorities in Michigan prisons
5. Assess factors influencing attitude formation regarding interpersonal relationships
6. Practice various professional responses for interacting with corrections clients
7. Produce evidence of critical thinking and problem solving abilities

CRIM 321 Report Writing for Police

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, comprehend and explain the characteristics of a well written police report.
3. Present and apply the skills involved in collecting and organizing information that is useful to other investigators, supervisors, attorneys and individuals outside of the field of criminal justice.
4. Write accurate and effective police and administrative reports.
5. Practice interview and interrogation skills and document results in a report.
6. Identify elements of crimes that will be included in police reports.
7. Demonstrate characteristics of well-written police, investigation, and administrative reports.
8. Work with a group to complete projects, presentations and other course material.

CRIM 322 Report Writing for Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, comprehend and explain the characteristics of well-written corrections, probation, police or administrative reports.
3. Present and apply the skills involved in collecting and organizing information that is useful to other investigators, supervisors, attorneys and individuals outside of the field of criminal justice.
4. Write accurate and effective reports corrections/probation and administrative reports.
5. Provide analytical reviews of papers/reports from peers within the class and analyze the strengths and weaknesses of the writing.

CRIM 355 Precision Driving

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, discuss and demonstrate safe driving techniques as mandated by the State of Michigan for emergency vehicle operation.
3. Demonstrate and successfully complete range driving exercises.
4. Demonstrate professional, and responsible student behaviors as related to class attendance, being on time, submitting assignments when required, and being physically prepared for training and physical testing.
5. Actively participate and model a sense of community by assisting in the development of class structure and leadership and follow the academy's core values at all times.
6. Be prepared for class each day by reading and analyzing the assigned readings. Participate in classroom activities.

CRIM 357 Firearms

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, employ and demonstrate safe weapons handling techniques.
3. Describe and analyze the legal, moral and ethical conditions of police firearms use and the applicable Michigan CCW statutes.
4. Analyze and generate proper decisions under stress related to the use of force in realistic scenario training environments, employing the use of weapons systems such as Simunitions ®, Airsoft ®, and PRISM video Simunitions ®, by properly conducting threat assessment and responding.
5. Evaluate and distinguish survival tactics in life-threatening confrontations, including proper drawing and holstering/slinging of long guns and handguns, as well as utilizing cover and concealment tactics.

6. Identify, memorize and recall basic weapon nomenclature and safety features of various firearms and to demonstrate a working knowledge of firearms and ammunition.
7. Demonstrate safe and appropriate weapon loading and unloading procedures as well as proper tactical, emergency, and combat loading for handguns, rifles and shotguns.
8. Exhibit proper shooting positions and platforms while displaying the appropriate grip, trigger control, breath control, sight picture, and sight alignment.
9. Apply and demonstrate satisfactory abilities to clear multiple phases of semi-automatic weapon malfunctions and to exhibit the ability to effectively adapt to changing conditions and circumstances presented during shooting decision-making.
10. Demonstrate proficiency of all MCOLES mandated range exercises and qualification procedures related to the MCOLES firearms training objectives, as well as successfully passing all course written examinations and quizzes.
11. Exhibit professional and responsible student behaviors as related to weapon and ammunition handling, class attendance, being on time, meeting or surpassing minimum assignment requirements and completing assignments as required.
12. Collaborate with other students in the class in problem-based learning activities.
13. Incorporate and utilize a team approach to all assignments pertinent to the firing range, such as clean up, equipment set-up and storage, weapon maintenance and care, general facility maintenance etc.
14. Prepare for class each day by reading and analyzing the assigned readings, wearing the appropriate clothing and by bringing the appropriate equipment as required.

CRIM 370 Correctional Institutions

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Predict strengths and weaknesses of multiple prison architectural designs.

3. Explain security classification processes within the context of multiple offender types.
4. Explore various operational aspects of correctional facilities.
5. Consider various security tools, procedures, and techniques used to manage prisoners.
6. Defend the necessity of inmate programming.
7. Assess the implications related to the mental and physical health of inmates.
8. Explore various responses to emergency management and critical incident scenarios.
9. Propose alternative outcomes following post-incident reviews involving the failure of custody and security practices.
10. Produce evidence of critical thinking, leadership, and problem solving abilities.

CRIM 385 Current Issues

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and examine current issues in criminal justice through a critical perspective.
3. Write APA formatted papers critically analyzing criminal justice topics
4. Plan, collaborate and prepare group presentations on assigned topics.
5. Be able to understand the significance of events in criminal justice.
6. Actively participate in problem-based learning exercises.

CRIM 391 Criminal Justice Internship

Students shall:

1. Conduct themselves in a professional demeanor at all internship related events both on and off-site. This includes; dressing professionally, proper behavior on and off site, professional demeanor when interacting with others, completing assignments as required on and off-site.

2. Complete and submit proof of required internship hours through documentation on daily logs as required. Logs must be properly documented and submitted on due dates.
3. Complete and submit all incident and administrative reports as assigned. Reports must be submitted per the requirements of the internship supervisor and must be submitted on due dates.
4. Complete and submit the final internship report on due date.
5. Attend all required internship meetings as required through the School of Criminal Justice and the on-site internship supervisor.
6. Complete other internship requirements as required.

CRIM 397 – Independent Study EXAMPLE

The student shall:

1. Explore a variety of current criminal justice issues as they relate to society
2. Participate in a fieldwork opportunity with a criminal justice-related agency
3. Synthesize assigned literature and form well-reasoned conclusions
4. Articulate learning using scholarly writing and oral presentation skills
5. Explore the meaning and function of culture
6. Articulate the impact of discrimination and prejudice
7. Assess factors influencing attitude formation regarding interpersonal relationships
8. Produce evidence of critical thinking and problem solving abilities using APA formatted papers

Another EXAMPLE

1. Practice using a critical approach to articulate the social impact of incarceration.
2. Differentiate among various historical perspectives of theoretical penology.
3. Empathize with the plight of various marginalized penal populations.
4. Predict social factors that lead to prison violence.
5. Justify various penal processes afforded to confined individuals.
6. Produce evidence of critical thinking and problem solving abilities.

CRIM 401 Defensive Tactics (Corrections)

Students shall:

1. Develop skills to defend against subject resistance.
2. Comprehend and apply methods and techniques of subject control in order to gain compliance with the least possibility of injury to the subject while maintaining officer safety at all times.
3. Comprehend the effects of survival stress on performance, motor skills, and reaction time as it relates to the sympathetic and parasympathetic nervous systems.
4. Understand and apply proper techniques using impact weapons focused upon temporary motor dysfunction of an attacking subject with the least amount of permanent injury to the attacker.
5. Understand and apply techniques to defend against a person attempting to take their holstered or drawn firearm and techniques to survive when an attacker has the student at gunpoint.
6. Comprehend the need to reduce excessive force when controlling resisting subjects resulting in civil liability reduction.
7. Develop confidence in defending themselves against a physical attack.
8. Properly comprehend and perform the following techniques: Proper blocking techniques, handcuffing procedures, pressure point controls, takedowns, joint locks, defensive counter measure techniques, use of intermediate weapons, weapon disarming/retention methods, spontaneous knife defense techniques, ground avoidance and ground engagement techniques, interview positioning, proper releases from attacker holds, and prisoner search techniques.
9. Evaluate and display when to use force and when to de-escalate the use of force when dealing with aggressive subjects with an emphasis on Michigan's control force continuum.

CRIM 402 Physical Fitness Training

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests.

2. Provide positive criticism and feedback on the subject matter by engaging in thinking about attention to details and by being prepared to summarize and relate personal knowledge and experiences to each lesson.
3. Identify and evaluate their own personal fitness development as related to strength, endurance, fatigue, stress, flexibility, and body composition.
4. Identify their own physical fitness baseline and develop goals for improvement. Incorporate the benefits of circuit training and various designs of circuit prototypes and interval training methods into a training routine.
5. Understand and incorporate plyometric exercise and other aerobic exercise into a training routine.
6. Successfully complete physical fitness examinations.
7. Demonstrate professional, and responsible student behaviors as related to class attendance, being on time, submitting assignments when required, and being physically prepared for training and physical testing.
8. Collaborate and utilize a team approach with other students in the class in problem-based learning activities.
9. Identify and describe the multifaceted issues and problems surrounding physical fitness facing police officers today.
10. Actively participate and model a sense of community by assisting in the development of class structure and leadership and follow the academy's core values at all times.
11. Be prepared for class each day by reading and analyzing the assigned readings. Compose and produce a lesson plan to teach MCOLES fitness educational components.
12. Identify, understand and explain the MCOLES Training Objectives as related to this course of study. Describe the Cooper Fitness testing requirements as defined in class.
13. Successfully complete MCOLES written exam at a 70% or higher score.

CRIM 411 Crime Control Policy

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify and relate the picture of crime in America and predict its effect on society.
3. Identify and describe the types of crimes overlooked by criminal law and assess the justifications for the discrepancy in the application of criminal law.
4. Identify and evaluate political influences on the criminal justice system.
5. Evaluate the role of race, class, gender and interpret their effect on outcomes in the criminal justice system.
6. Write APA formatted papers critically analyzing criminal justice topics.

CRIM 420 Crisis Intervention

Students shall:

1. Identify and Evaluate Nature, Prevalence of Domestic Violence, Law Regarding Domestic Violence, and Domestic Violence Response Procedures via a collaborative Problem Based andragogy
2. Identify and Analyze Ethics in Policing as well as Cultural Awareness/Diversity via a collaborative Problem Based andragogy
3. Identify and Memorize Laws Pertaining to Civil Rights and Human Relations via a collaborative Problem Based andragogy
4. Identify and Evaluate Civil Dispute Remedies and Victim Rights via a collaborative Problem Based andragogy
5. Identify and Evaluate Radio/Telephone Communications Usage and Procedures via a collaborative Problem Based andragogy
6. Identify and Analyze Obtaining Information and Preparing Reports via a collaborative Problem Based andragogy
7. Identify and Evaluate Prisoner Care and Treatment
8. Identify and Evaluate Crisis Intervention and Interpersonal Skills during confrontational events
9. Identify and Memorize Laws Dealing with Juvenile Offenders Dealing with Families of Juveniles via a collaborative Problem Based andragogy

CRIM 425 Michigan Criminal Law

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Apply principles of laws, analyze and argue case law as applied to factual scenarios.
3. Judge constitutionality of specific Michigan laws.
4. Describe and apply the Model Penal Code.
5. Compare and contrast Common law to Michigan Statutes.
6. Compare and contrast administrative, case and legislative law.
7. Identify and analyze specific laws that protect persons and property.

CRIM 425 ACADEMY Michigan Criminal Law

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Locate and describe specific provisions of the United States Constitution that are important to our form of government.
3. Describe the Michigan Constitution and its relationship to the U.S. Constitution and law enforcement in Michigan.
4. Identify the basic concepts of criminal law.
5. Use the Michigan Penal Code to locate, and be able to identify, crimes against persons.
6. Use the Michigan Penal Code to locate, and be able to identify, crimes against property.
7. Use the Michigan Penal Code to locate, and be able to identify, contraband and regulatory crimes.
8. Use the Michigan Penal Code to locate, and be able to identify, public order crimes.
9. Identify and describe civil law necessary for effective functioning as a law enforcement officer.

10. Analyze and describe components of the court system, and legal terms and issues related to the court system, at a level necessary for effective functioning as a law enforcement officer.
11. Identify and analyze legal processes of the court at a level necessary for effective functioning as a law enforcement officer.
12. Identify, analyze and describe rules of evidence and how evidence must be handled during an investigation to be admissible as competent evidence.
13. Identify and analyze juvenile law at a level necessary for effective functioning as a law enforcement officer.
14. Apply principles of law to factual scenarios.
15. Actively participate in problem-based learning exercises.

RMLS 425 Advanced First-Aid for Law Enforcement

Students shall:

1. Demonstrate proficiency in CPR under the American Heart Association model.
2. Identify, memorize and describe material covered in class and apply to tests.
3. Describe civil responsibilities associated with administering first aid.
4. Describe and analyze the responsibilities of a law enforcement officer at a medical scene.
5. Demonstrate a working knowledge of infectious disease control.
6. Demonstrate ability to correctly conduct a patient assessment.
7. Demonstrate proficiency in controlling bleeding and utilizing items commonly found in a patrol vehicle.
8. Demonstrate the ability to treat a variety of soft tissue injuries.
9. Demonstrate the ability to recognize and treat various types of fractures.
10. Demonstrate the ability to recognize and treat injuries to the head, neck and spine.
11. Demonstrate proper procedures to assist in emergency childbirth.
12. Describe scene safety issues at crash scenes.

13. Demonstrate proper methods for extricating victims from a crash with common items found in a patrol vehicle.
14. Pass American Heart Association BLS Provider course by successfully demonstrating proficiency to the instructor.
15. Pass American Heart Association BLS Provider written exam with a minimum score of 80%.
16. Maintain a 70% average throughout the course.
17. Actively participate in problem-based learning exercises.

CRIM 430 Michigan Criminal Procedure

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, compare, contrast and recall federal and state legal procedures.
3. Identify, compare, contrast and recall substantive procedural law.
4. Analyze and identify the Bill of Rights.
5. Identify and differentiate civil versus criminal legal issues.
6. Argue legal issues and apply procedural rules in a mock trial.

CRIM 435 Legal Issues in Corrections

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Compare and contrast federal and state legal systems.
3. Describe and summarize Michigan court systems
4. Analyze and argue legal points from case law scenarios.
5. Describe major torts related to correctional law.

CRIM 440 Criminal Investigation

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects
2. Identify, memorize and describe techniques of interviewing, crime scene search, evidence processing and documentation.
3. Identify and differentiate specific offenses to appraise and evaluate strategies of criminal investigation.
4. Plan and collaborate different strategies and methods of presentation in court.
5. Collect evidence in an ethical and procedurally correct manner via a collaborative Problem Based andragogy.

CRIM 453 Patrol Problems

Students shall:

1. Identify, memorize and describe material covered in class and apply to tests and projects.
2. Identify, describe and evaluate theories of tactics and techniques of patrol operations and their implications for police officers in criminal justice organization
3. Accept and provide positive criticism and feedback on the issues during regular discussion using communication dynamics in a professional manner. They will engage in active listening by being constantly engaged in on-going discussions.
4. Identify and analyze numerous perspectives related to police patrol operations, applications, and practices.
5. Apply principles of patrol tactics to factual scenarios within differing public environments.
6. Plan, collaborate and prepare group presentations on assigned topics.
7. Identify and develop a theoretical foundation for the study and critical assessment of patrol problems. This will directly connect with the preparation for the course comprehensive written and practical examination process.
8. Write reports and narratives that are grammatically correct, as well as technology in word processing and electronic delivery related to Ferris Connect for course applications.

9. Demonstrate competence responsible student behaviors as related to class attendance, being on time, and submitting assignments when required.
10. Describe, explain and analyze the multifaceted issues and problems facing patrol officers today, as well as the importance of leadership and core value development.
11. Read and analyze the assigned readings and summarize the main ideas of the previous day's readings.
12. Actively participate in problem-based learning exercises.
13. Explain, practically apply, and analyze the following MCOLES Basic Training Objectives:
 - a. Arrest Procedures
 - b. Warrantless Search Procedures
 - c. Preparation for Patrol
 - d. Patrol Operation Administrative Duties
 - e. Types of Patrol
 - f. Patrol Area Checks
 - g. Responding to Crimes in Progress
 - h. Handling Abnormal Persons
 - i. Mechanics of Arrest and Search
 - j. Police Tactical Techniques
 - k. Emergency Preparedness
 - l. Explosive Devices
 - m. Civil Disorders & Techniques for their Control
 - n. Tactical Operations
 - o. Environmental Crimes
 - p. Terrorism & Weapons of Mass Destruction
 - q. Incident Command Systems

CRIM 454 Traffic Law and Accident Investigation

Students shall:

1. Identify, memorize, interpret and describe material covered in class and apply to tests and projects.
2. Describe, recognize and properly report a mock accident.
3. Generate and complete a uniform traffic citation.
4. Recognize items to establish probable cause to search a vehicle on a traffic stop.
5. Apply and demonstrate proficiency in OWI tests and PBT application on a traffic stop.
6. Memorize subject matter, apply and demonstrate radar use to obtain State of Michigan certification.

CRIM 460 Applied Correctional Strategies I

Students shall:

1. Complete all training modules as prescribed by the Michigan Sherriff's Coordinating and
 - a. Training Council.
2. Demonstrate a professional demeanor consistent with professional expectations.
3. Execute basic military drill commands and adhere to paramilitary decorum.
4. Participate in community service activities to assist those in need.
5. Produce evidence of critical thinking, leadership, service, and problem solving.

CRIM 465 Applied Correctional Strategies II

Students shall:

1. Complete all training modules as prescribed by the Michigan Sherriff's Coordinating and
 - a. Training Council.
2. Demonstrate a professional demeanor consistent with professional expectations.
3. Execute basic military drill commands and adhere to paramilitary decorum.
4. Produce evidence of critical thinking, leadership, service, and problem solving.

CRIM 475 Correctional Clients

Student shall:

1. Identify and describe mental health symptoms and relate to specific illnesses.
2. Identify the symptoms of suicide.
3. Describe the cycle of sex offender and describe the different sex offender typologies.
4. Identify and categorize type of child maltreatment and its effects on juvenile/adult criminality
5. Identify traits of anti-social behavior and describe how these traits become risk factor for pro-criminal behavior.
6. Identify and defend evidence-based treatment and compare to criminogenic needs.
7. Identify and describe effective treatment modalities for deviant populations.
8. Write APA formatted papers critically analyzing correctional clients.
9. Plan, collaborate and prepare group presentations on assigned topics.

CRIM 498 Law Enforcement Assessment

Students shall:

1. Identify and explore critical thinking, problem solving, and decision-making abilities as they relate to MCOLES course objectives.
2. Identify and explore a proficiency in the use and ability to use the MCOLES course objectives manual.
3. Identify and analyze specific skills, competencies, and points of view required of professionals in the field of criminal justice, relating prior academy course as they relate to the MCOLES course objectives manual.
4. Identify and explore a clearer understanding of, and commitment to, your personal values.
5. Research and collaborate in small and large group the MCOLES course objectives.

CRIM 499 Capstone

Students shall:

1. Develop, design and write a comprehensive resume and cover letter.

2. Analyze and evaluate the hiring process, career track and benefits of working in a selected criminal justice profession via a job search and interview of a criminal justice professional.
3. Analyze and critically evaluate ideas, theories, arguments, and points of view of regarding issues in the criminal justice field.
4. Identify, compose and select personal skills acquired for career opportunities.
5. Write APA formatted papers.
6. Analyze and evaluate an ethical dilemma in a criminal justice profession.

Learning Objectives Forensic Science Minor

The minor in forensic science is based on students supplementing their education in a minor that combines a working knowledge of the application of the natural sciences to criminal justice. The minor will enable students to recognize, document collect, develop and process physical evidence found at a crime scene. Students will also know the different types of analysis of physical analysis. Method of instruction will include; lecture, testing, demonstration, case-based scenarios and laboratory work. The minor is based upon combining three criminal justice courses with four natural science courses (two in biology and two in chemistry).

Headcount

The following tables detail the available data provided by the University in each of the concentrations found within the criminal justice major.

Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)

ED
Criminal Justice Generalist
BS

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	2	0	0	2
	Junior	12	0	0	12
	Senior	31	0	0	31
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	10	0	11
	Junior	19	43	0	62
	Senior	42	130	0	172
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	2	37	0	39
	Junior	20	190	0	210
	Senior	61	130	0	191
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	3	31	0	34
	Junior	19	246	0	265
	Senior	62	279	0	341
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	1	0	0	1
	Sophomore	2	38	0	40
	Junior	30	255	0	285
	Senior	63	299	0	362
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Program Profile Data

**Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)**

**ED
Criminal Justice Law Enforcement
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	1	0	0	1
	Sophomore	8	0	0	8
	Junior	43	0	0	43
	Senior	44	0	0	44
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	11	0	0	11
	Junior	46	0	0	46
	Senior	41	0	0	41
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	11	0	0	11
	Junior	62	0	0	62
	Senior	53	0	0	53
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	14	0	0	14
	Junior	57	0	0	57
	Senior	51	0	0	51
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	10	0	0	10
	Junior	55	0	0	55
	Senior	50	0	0	50
	Masters	0	0	0	0
	1st Professional	0	0	0	0

**Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)**

**ED
Criminal Justice Corrections
BS**

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
Term					
200908	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	11	0	0	11
	Senior	20	0	0	20
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	8	0	0	8
	Senior	16	0	0	16
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	2	0	0	2
	Junior	18	0	0	18
	Senior	15	0	0	15
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	1	0	0	1
	Sophomore	3	0	0	3
	Junior	18	0	0	18
	Senior	29	0	0	29
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	0	0	0	0
	Sophomore	1	0	0	1
	Junior	15	0	0	15
	Senior	20	0	0	20
	Masters	0	0	0	0
	1st Professional	0	0	0	0

Ferris State University
Administrative Program Review 2013
Enrollment (Headcounts)

ED
Criminal Justice
BS

Enrollment (Headcounts) - On-Campus, Off-Campus, On-Line and Total

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
200908	Freshman	0	1	0	1
	Sophomore	0	23	0	23
	Junior	5	185	0	190
	Senior	10	195	0	205
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201008	Freshman	0	0	0	0
	Sophomore	1	40	0	41
	Junior	0	165	0	165
	Senior	3	118	0	121
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201108	Freshman	0	0	0	0
	Sophomore	0	1	0	1
	Junior	1	52	0	53
	Senior	2	157	0	159
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201208	Freshman	0	0	0	0
	Sophomore	0	0	0	0
	Junior	1	7	0	8
	Senior	0	27	0	27
	Masters	0	0	0	0
	1st Professional	0	0	0	0
201308	Freshman	1	0	0	1
	Sophomore	0	0	0	0
	Junior	0	0	0	0
	Senior	1	0	0	1
	Masters	0	0	0	0
	1st Professional	0	0	0	0

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Spring Semesters 2015-16

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Diagnostic Medical Sonography	SONO	452.73
Construction Management	CONM	452.73
Medical Record Infor Systems	MRIS	448.39
Respiratory Care	RESP	447.62
Ferris State University Sem	FSUS	446.86
Criminal Justice	CRIM	443.82
Electrical Electronics Eng Tec	EEET	436.99
German	GERM	417.00
Homeland-Digital Sec-Forensics	HSCJ	415.10
Information Security and Intel	ISIN	409.48
Education Language Arts	EDLA	404.85
Automotive Management	AMGT	404.34
Geographic Information Science	GISC	393.58
Heavy Equipment Technology	HEQT	389.58
Computer Information Tech Sys	CITS	389.15
Heavy Equip Service Eng Tech	HSET	387.63
Building Construction Tech Mgm	BCTM	387.27

Productivity

**Criminal Justice
BS**

FERRIS STATE UNIVERSITY

Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by University by Department within College

Department	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (ab)
College of Business													
Marketing	2012-13	806.00	5,886.00	6,035.00	11,721.00	4.25	21.72	22.50	22.11	189.65	261.78	268.22	530.11
Marketing	2013-14	952.00	5,988.00	6,167.00	12,155.00	5.08	22.49	22.98	22.73	187.40	268.27	268.42	534.71
Marketing	2014-15	901.00	6,417.00	5,801.00	12,218.00	4.83	24.78	22.33	23.55	186.54	258.97	256.79	518.71
Marketing	2015-16	936.00	6,174.00	5,698.00	11,872.00	4.83	24.62	24.69	24.65	193.79	250.78	230.81	481.56
Sports, Entertain, Hosp. Mgmt	2012-13	559.00	1,724.00	1,619.00	3,343.00	2.86	6.81	8.03	7.42	210.15	263.26	201.62	450.62
Sports, Entertain, Hosp. Mgmt	2013-14	560.00	1,826.00	1,822.00	3,648.00	2.63	6.85	7.76	7.31	212.93	268.43	234.83	499.30
Sports, Entertain, Hosp. Mgmt	2014-15	710.00	1,578.00	1,545.00	3,123.00	3.25	7.61	6.95	7.28	218.46	207.30	222.20	428.83
Sports, Entertain, Hosp. Mgmt	2015-16	700.00	1,457.00	1,693.00	3,150.00	3.08	7.03	8.69	7.88	227.27	207.20	194.78	400.87
College of Education-Human Ser													
Criminal Justice	2012-13	2,936.00	8,663.00	7,937.00	16,600.00	23.37	33.51	32.19	32.85	125.63	258.52	248.57	505.33
Criminal Justice	2013-14	2,805.00	8,558.00	8,467.00	17,045.00	20.11	34.23	34.97	34.00	139.48	250.01	242.69	492.63
Criminal Justice	2014-15	2,800.00	8,628.00	8,617.00	17,245.00	21.38	34.03	36.17	35.10	121.61	253.52	238.22	491.27
Criminal Justice	2015-16	2,879.00	8,587.00	7,911.00	16,478.00	22.30	36.60	36.67	36.63	129.10	234.08	215.76	449.83
Recreation, Leisure Serv-Well	2012-13	125.00	887.00	785.00	1,652.00	.74	4.63	4.35	4.49	188.92	187.39	180.48	368.06
Recreation, Leisure Serv-Well	2013-14	48.00	590.00	440.00	1,030.00	.34	3.76	2.74	3.25	141.18	158.72	160.79	318.84
Recreation, Leisure Serv-Well	2014-15	18.00	612.00	533.00	1,145.00	.11	2.77	2.36	2.57	163.64	220.64	225.80	448.35
Recreation, Leisure Serv-Well	2015-16		630.00	620.00	1,250.00		2.37	2.36	2.36	265.74	262.96	262.96	528.71
School of Digital Media	2012-13		60.00	2,216.00	2,276.00		.25	11.14	5.70		240.00	198.92	399.63
School of Digital Media	2013-14	258.00	2,315.00	2,080.00	4,395.00	2.48	12.51	11.84	12.18	104.03	195.01	175.63	380.00
School of Digital Media	2014-15	268.00	2,173.00	2,011.00	4,184.00	3.10	11.83	11.74	11.79	85.81	183.69	171.29	355.03
School of Digital Media	2015-16	267.00	2,449.00	2,299.00	4,748.00	4.03	13.66	14.00	13.83	66.25	179.30	164.18	343.29
School of Education Dept	2012-13	1,311.00	4,193.00	3,999.00	8,192.00	10.62	25.50	24.98	25.23	123.45	164.43	160.22	324.89
School of Education Dept	2013-14	1,068.00	3,821.00	3,736.00	7,557.00	9.74	26.93	22.95	24.64	109.65	141.87	162.82	303.02
School of Education Dept	2014-15	1,026.00	3,661.00	3,313.00	6,974.00	10.08	23.71	21.72	22.72	101.79	154.41	152.52	307.01
School of Education Dept	2015-16	944.00	3,482.00	3,356.00	6,838.00	9.43	23.12	22.70	22.91	100.11	150.63	147.85	298.51
Television Production	2012-13	141.00	838.00			1.25	4.91			112.80	170.56		
College of Health Professions													
Clinical Lab-Resp Care-Hlth Ad	2012-13			8,574.00				33.71					254.33
Clinical Lab-Resp Care-Hlth Ad	2013-14	3,480.00	8,721.00	8,771.00	17,492.00	19.23	33.11	33.09	33.10	180.98	263.40	265.08	528.47
Clinical Lab-Resp Care-Hlth Ad	2014-15	3,377.00	5,248.00	5,488.00	10,736.00	17.23	23.35	23.80	23.58	196.00	224.72	230.59	455.37
Clinical Lab-Resp Care-Hlth Ad	2015-16	2,376.00	4,716.00	4,946.00	9,662.00	13.80	23.43	22.55	22.99	172.22	201.24	218.33	420.23

FERRIS STATE UNIVERSITY

**Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department**

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (a/b)
College of Business													
Sports, Entertain, Hospt. Mgmt													
HOMT	2012-13	110.00	288.00	644.00	912.00	.75	1.28	2.95	2.11	148.67	208.64	218.68	431.26
HOMT	2013-14	108.00	325.00	577.00	902.00	1.00	1.86	3.16	2.51	108.00	174.50	182.38	358.92
HOMT	2014-15	118.00	375.00	530.00	905.00	.76	2.60	2.61	2.60	156.14	144.42	203.10	347.66
HOMT	2015-16	172.00				.92				187.14			
HSMG	2015-16		1,035.00	1,280.00	2,315.00		5.18	7.01	6.10		199.87	182.55	379.81
MIMG	2012-13	92.00	205.00	102.00	307.00	1.00	.73	.70	.71	92.00	281.88	145.71	430.19
MIMG	2013-14	118.00	215.00	95.00	310.00	1.00	.36	.35	.36	118.00	591.25	271.43	868.79
MIMG	2014-15	134.00	140.00	116.00	256.00	1.00	.36	.35	.36	134.00	385.00	331.43	717.45
MIMG	2015-16	98.00	122.00	79.00	201.00	1.00	.36	.35	.36	98.00	335.50	225.71	563.31
PGMG	2012-13	264.00	310.00	298.00	608.00	.33	.67	1.00	.84	800.00	462.69	298.00	728.14
PGMG	2013-14	258.00	328.00	310.00	638.00	.17	.83	.89	.86	1,517.65	395.18	348.03	741.54
PGMG	2014-15	314.00	292.00	296.00	588.00	.67	1.16	.89	1.03	468.66	251.72	332.31	573.45
PGMG	2015-16	332.00	240.00	276.00	516.00	.80	1.16	1.00	1.08	553.33	206.90	276.00	477.78
PTMG	2012-13	52.00	102.00	94.00	198.00	.33	.33	.33	.33	157.59	309.09	254.55	563.64
PTMG	2013-14	38.00	112.00	96.00	208.00	.33	.33	.33	.33	115.15	339.39	290.91	630.30
PTMG	2014-15	40.00	100.00	74.00	174.00	.33	.33	.33	.33	121.21	303.03	224.24	527.27
PTMG	2015-16	44.00	60.00	58.00	118.00	.33	.33	.33	.33	133.33	181.82	175.76	357.56
RFIM	2012-13	41.00	839.00	491.00	1,330.00	.25	3.80	3.06	3.43	164.00	221.05	160.72	388.29
RFIM	2013-14	38.00	846.00	744.00	1,560.00	.13	3.47	3.02	3.25	292.31	243.98	246.01	489.85
RFIM	2014-15	104.00	671.00	529.00	1,200.00	.49	3.16	2.77	2.97	210.40	212.21	190.78	404.40
RFIM	2015-16	54.00				.23				233.85			
College of Education-Human Ser													
Criminal Justice													
CRIM	2012-13	2,936.00	8,472.00	7,728.00	16,200.00	23.37	33.51	32.19	32.85	125.63	252.82	240.07	493.15
CRIM	2013-14	2,805.00	8,373.00	8,331.00	16,704.00	20.11	34.23	34.97	34.80	139.48	244.61	238.23	482.77
CRIM	2014-15	2,800.00	8,478.00	8,451.00	16,929.00	21.38	34.03	35.82	34.92	121.61	249.11	235.96	484.74
CRIM	2015-16	2,879.00	8,453.00	7,805.00	16,258.00	22.30	36.60	36.67	36.63	129.10	230.97	212.87	443.82

FERRIS STATE UNIVERSITY

**Student Credit Hours (SCH), Full Time Equated Faculty (FTEF) and SCH/FTEF
Aggregated by Course Prefix within College and Department**

Prefix	Year	Student Credit Hours				Full Time Equated Faculty				SCH/FTEF			
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring	F + SP (a/b)
College of Education-Human Ser													
Criminal Justice													
MSCI	2012-13		191.00	209.00	400.00		.00	.00	.00				
MSCI	2013-14		185.00	158.00	341.00		.00	.00	.00				
MSCI	2014-15		150.00	98.00	248.00		.00	.00	.00				
MSCI	2015-16		114.00	106.00	220.00		.00	.00	.00				
RMLS	2014-15			70.00				.36				196.12	
Recreation, Leisure Serv-Well													
RMLS	2012-13	126.00	867.00	795.00	1,652.00	.74	4.63	4.35	4.49	168.92	187.39	180.48	368.06
RMLS	2013-14	48.00	560.00	440.00	1,030.00	.34	3.78	2.74	3.25	141.18	156.72	160.76	316.84
RMLS	2014-15	18.00	612.00	533.00	1,145.00	.11	2.77	2.36	2.57	163.64	220.94	225.80	446.35
RMLS	2015-16		630.00	620.00	1,250.00		2.37	2.36	2.36		265.74	262.66	528.71
School of Digital Media													
DAGD	2012-13		60.00	1,254.00	1,314.00		.25	6.00	3.13		240.00	209.00	420.48
DAGD	2013-14	39.00	1,245.00	1,133.00	2,378.00	.08	6.35	5.25	5.80	487.50	196.03	215.81	409.97
DAGD	2014-15	39.00	1,272.00	1,088.00	2,358.00	1.00	6.05	5.67	5.88	39.00	210.25	191.43	402.28
DAGD	2015-16	72.00	1,452.00	1,365.00	2,817.00	1.25	7.74	7.51	7.63	57.60	187.54	181.69	369.32
SENG	2012-13			123.00				1.00				123.00	
SENG	2013-14	42.00	300.00	144.00	444.00	.75	1.46	1.25	1.38	56.00	205.26	115.20	327.49
SENG	2014-15	69.00	231.00	198.00	429.00	.75	1.25	1.33	1.29	92.00	184.80	149.22	332.96
SENG	2015-16	63.00	270.00	183.00	463.00	.75	1.58	1.50	1.53	84.00	173.33	122.00	296.30
TDMP	2012-13			839.00				4.14				202.64	
TDMP	2013-14	177.00	770.00	803.00	1,573.00	1.65	4.70	5.34	5.02	107.27	163.81	150.29	313.23
TDMP	2014-15	158.00	670.00	727.00	1,397.00	1.35	4.53	4.74	4.63	117.04	147.90	153.38	301.40
TDMP	2015-16	132.00	727.00	751.00	1,478.00	2.03	4.38	4.99	4.67	65.02	166.79	150.50	318.19
School of Education Dept													
ECTE	2012-13	45.00	97.00	138.00	235.00	.44	1.03	1.67	1.35	103.45	93.89	82.42	173.80
ECTE	2013-14	37.00	128.00	111.00	236.00	.44	1.45	.54	1.00	84.60	88.02	204.72	239.43
ECTE	2014-15	57.00	96.00	110.00	206.00	.91	1.37	1.35	1.36	62.86	72.06	81.21	153.21
ECTE	2015-16	19.00	139.00	114.00	253.00	.08	1.07	.88	.88	237.50	129.61	166.64	288.20

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Department Fall + Spring Semesters 2015-16

Department	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Criminal Justice	449.83
Plastics-Rubber	445.88
Construction Tech-Mgmt	435.53
Clinical Lab-Resp Care-Hlth Ad	420.23
Sports, Entertain, Hospt. Mgmt	400.67
EET-CNS	399.44
Heavy Equipment	389.20
School of Nursing	382.69
Surveying	374.38
Automotive	365.50
Arch Tech-Facility Mgmt	344.17
Social Work	344.08
School of Digital Media	343.29
Liberal Arts-Sci-Arts History	335.63
HVACR	316.08
Professional-Tech Studies	301.38
School of Education Dept	298.51

FERRIS STATE UNIVERSITY

Ranked Listing of Student Credit Hours (SCH) / Full Time Equated Faculty (FTEF) Aggregated by Course Prefix Fall + Spring Semesters 2015-16

Course Description	Course Prefix	Student Credit Hours/ Full Time Equated Faculty (SCH/FTEF)
Diagnostic Medical Sonography	SONO	452.73
Construction Management	CONM	452.73
Medical Record Infor Systems	MRIS	448.39
Respiratory Care	RESP	447.62
Ferris State University Sem	FSUS	446.86
Criminal Justice	CRIM	443.82
Electrical Electronics Eng Tec	EEET	436.99
German	GERM	417.00
Homeland-Digital Sec-Forensics	HSCJ	415.10
Information Security and Intel	ISIN	409.48
Education Language Arts	EDLA	404.85
Automotive Management	AMGT	404.34
Geographic Information Science	GISC	393.58
Heavy Equipment Technology	HEQT	389.58
Computer Information Tech Sys	CITS	389.15
Heavy Equip Service Eng Tech	HSET	387.63
Building Construction Tech Mgm	BCTM	387.27

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice Generalist
BS

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	44	1	0	23	3.04	2.03	3.99	19.88	15	27
201008	0	244	0	1	27	3.32	1.66	4	18.78	12	27
201108	0	437	3	1	27	3.17	.91	4	19.21	11	27
201208	0	638	1	1	28	3.31	.52	4	19.03	11	27
201308	0	680	5	0	28	3.27	1.38	4	19.28	08	32

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice Law Enforcement
BS

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	94	2	0	21	3.22	2.45	3.97	20.34	15	28
201008	0	96	2	0	21	3.18	2.32	3.97	20.89	15	32
201108	0	124	2	0	21	3.21	2.18	4	20.38	13	32
201208	0	118	4	0	21	3.20	2.06	4	19.98	13	31
201308	0	113	1	0	21	3.22	1.95	4	20.29	14	29

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice Corrections
BS

Term	Residency				Age	FSU GPA			ACT		
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	32	0	0	22	3.05	1.9	3.94	18.13	12	23
201008	0	25	0	0	23	3.01	2.24	3.8	17.78	15	22
201108	0	35	0	0	24	2.92	2.04	3.66	18.96	14	25
201208	0	50	0	1	24	3.03	1.82	4	18.09	14	26
201308	0	34	0	0	23	2.99	2.09	3.94	18.55	14	26

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Pre-Criminal Justice
AA

Term	Residency		Age		FSU GPA			ACT			
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	289	10	0	19	2.82	.78	4	19.61	15	32
201008	0	336	9	1	19	2.79	.67	4	19.64	12	31
201108	0	338	7	2	19	2.77	1.33	4	19.61	11	28
201208	0	353	10	4	19	2.84	1.53	4	19.94	13	32
201308	0	354	10	6	19	2.84	.92	4	19.70	13	31

Ferris State University
APR 09-13 Enrollment by Residency, Age, FSU GPA, and ACT

ED
Criminal Justice
BS

Term	Residency		Age		FSU GPA			ACT			
	Blank	Resident	Midwest Compact	Non-Resident	Avg. Age	Avg. GPA	Min. GPA	Max. GPA	Avg. ACT	Min. ACT	Max. ACT
200908	0	417	0	0	29	3.22	.69	4	18.60	11	29
201008	0	327	0	0	28	3.06	.7	4	18.52	12	29
201108	0	213	0	0	29	3.32	1	4	19.02	14	27
201208	0	35	0	0	31	3.25	1.89	3.95	20.00	18	22
201308	0	1	0	0	21	2.12	1.13	3.1	18.50	17	20

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice Generalist
BS

Term	Enrolled	Gender				Ethnicity							Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time
200908	45	33	12	0	2	2	0	1	40	0	0	0	40	5
201008	245	121	124	12	40	11	3	0	174	0	5	0	105	140
201108	442	210	232	17	86	32	2	4	290	1	10	0	172	270
201208	640	299	341	27	119	43	2	6	424	1	18	0	209	431
201308	688	315	373	25	156	45	3	5	433	1	20	0	243	445

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice Law Enforcement
BS

Term	Enrolled	Gender				Ethnicity								Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time	
200908	96	82	14	0	2	3	1	1	89	0	0	0	95	1	
201008	98	90	8	0	6	1	0	1	90	0	0	0	95	3	
201108	126	111	15	0	5	1	1	0	119	0	0	0	122	4	
201208	122	104	18	3	3	1	1	1	111	0	2	0	119	3	
201308	115	104	11	4	2	1	0	1	105	0	2	0	112	3	

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice Corrections
BS

Term	Enrolled	Gender				Ethnicity								Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time	
200908	32	10	22	0	5	2	0	0	25	0	0	0	30	2	
201008	25	7	18	1	8	1	0	0	15	0	0	0	19	6	
201108	35	17	18	0	2	0	0	0	33	0	0	0	30	5	
201208	51	17	34	1	8	2	0	0	36	0	3	1	43	8	
201308	36	14	22	1	5	4	0	0	24	0	2	0	33	3	

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Criminal Justice
BS

Term	Enrolled	Gender				Ethnicity								Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time	
200908	419	196	223	44	78	29	6	3	258	0	1	0	115	304	
201008	327	172	155	17	63	19	0	3	217	0	8	0	87	240	
201108	213	110	103	14	37	12	1	0	144	0	5	0	28	185	
201208	35	21	14	1	8	0	0	0	25	0	1	0	2	33	
201308	2	2	0	0	0	0	0	0	2	0	0	0	2	0	

Ferris State University
APR 09-13 Enrollment by Sex and Ethnicity

ED
Pre-Criminal Justice
AA

Term	Enrolled	Gender				Ethnicity								Full/Part Time	
		Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full Time	Part Time	
200908	299	215	84	5	35	3	3	0	253	0	0	0	294	5	
201008	346	236	110	12	36	10	2	1	283	0	2	0	337	9	
201108	347	237	110	12	32	11	1	1	277	0	12	1	339	8	
201208	367	247	120	12	37	15	2	2	283	0	14	2	356	11	
201308	373	219	154	7	56	11	4	2	271	1	20	1	364	9	

Retention

Criminal Justice
BS

The committee was unable to locate published data by program. However, the College of Education of Human Services includes the School of Criminal Justice and is included in the following table.

**FALL TO SPRING/FALL TO FALL RETENTION
FALL 2009 - 2013 COHORTS**

All Degree Seeking FTIACS by College

College	Fall 2009 FTIACS			Fall 2010 FTIACS			Fall 2011 FTIACS			Fall 2012 FTIACS			Fall 2013 FTIACS		
	FTIACS	% Ret	% Ret												
ARTS & SCIENCES	423	91%	76%	474	93%	74%	534	91%	70%	442	94%	76%	408	94%	78%
BUSINESS	331	88%	66%	313	88%	66%	328	88%	68%	363	89%	67%	356	88%	68%
ED. & HUMAN SVCS	220	85%	63%	215	90%	67%	205	87%	67%	226	88%	63%	244	88%	70%
ENG. TECHNOLOGY	246	88%	82%	265	93%	81%	297	91%	77%	278	91%	81%	293	91%	77%
HEALTH PROFESSIONS	255	92%	72%	248	91%	70%	273	89%	69%	279	85%	70%	217	91%	69%
KENDALL COLLEGE	186	87%	75%	157	89%	73%	156	92%	76%	189	93%	86%	192	86%	72%
PROFESSIONAL & TECH.	14	86%	71%	35	94%	66%	21	86%	57%	29	72%	62%		N/A	N/A
UNIVERSITY COLLEGE	328	74%	52%	307	79%	51%	297	76%	52%	329	75%	56%	295	80%	57%
FSU Total	2,003	87%	69%	2,014	89%	69%	2,111	88%	68%	2,135	88%	71%	2,005	87%	70%

Source: Office of Institutional Research & Testing

Program Graduates

Criminal Justice
BS

Ferris State University
Administrative Program Review 2013
Graduates

ED
Criminal Justice - Generalist
BS

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	42	32	0	74
2009-2010	37	144	0	181
2010-2011	38	191	0	229
2011-2012	120	109	0	229
2012-2013	64	222	0	286

Ferris State University
Administrative Program Review 2013
Graduates

ED
Criminal Justice - Corrections
BS

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	9	0	0	9
2009-2010	17	0	0	17
2010-2011	15	0	0	15
2011-2012	16	0	0	16
2012-2013	25	0	0	25

Ferris State University
Administrative Program Review 2013
Graduates

ED
Criminal Justice
BS

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	16	57	0	73
2009-2010	7	11	0	18
2010-2011	2	3	0	5
2012-2013	0	1	0	1

**Ferris State University
Administrative Program Review 2013
Graduates**

ED
Pre-Criminal Justice
AA

Graduate Headcount

<u>Academic Year</u>	<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
2008-2009	70	0	0	70
2009-2010	75	0	0	75
2010-2011	74	0	0	74
2011-2012	79	0	0	79
2012-2013	72	0	0	72

Six-Year Graduation Rate

The committee was unable to locate program specific data regarding the six-year graduation rate. However, the table below provides aggregate data representing the University of which the school of criminal justice is included. The rate is consistent at about 50% and is in line with the national average of similar universities.

GRADUATION RATES
Percent of Full-Time FTIAC (First Time in Any College) Students
Graduating Within 2 to 6 Years

All Two and Four Year Degree Programs

Entering Term	# of FTIAC's	2 Yr Grad Rate %	3 Yr Grad Rate %	4 Yr Grad Rate %	5 Yr Grad Rate %	6 Yr Grad Rate %
2003	2190	8	18	31	44	49
2004	1917	9	19	34	46	51
2005	2188	6	14	28	42	48
2006	1895	7	15	32	46	52
2007	2032	7	15	29	43	50
2008	2101	6	13	29	42	49
2009	1954	6	11	26	41	
2010	1956	6	12	29		
2011	2059	7	12			
2012	2084	5				

Two Year Degree Programs

Entering Term	# of FTIAC's	2 Yr Grad Rate %	3 Yr Grad Rate %	4 Yr Grad Rate %	5 Yr Grad Rate %	6 Yr Grad Rate %
2003	1467	11	24	34	44	49
2004	1260	13	25	38	45	51
2005	1437	9	19	32	43	49
2006	1239	9	19	33	43	50
2007	1244	10	20	30	40	47
2008	1312	9	18	30	40	48
2009	1228	8	15	27	39	
2010	1238	9	17	32		
2011	1280	11	17			
2012	1313	7				

Four Year Degree Programs

Entering Term	# of FTIAC's	2 Yr Grad Rate %	3 Yr Grad Rate %	4 Yr Grad Rate %	5 Yr Grad Rate %	6 Yr Grad Rate %
2003	723	1	6	23	44	49
2004	657	2	7	25	46	52
2005	751	2	6	22	41	47
2006	656	2	7	30	52	56
2007	788	1	6	27	47	54
2008	789	1	5	26	44	51
2009	726	1	4	24	46	
2010	718	1	3	23		
2011	779	1	4			
2012	771	1				

State and National Examinations
Criminal Justice
BS

The law enforcement academy at Ferris State is affiliated with the Michigan Commission on Law Enforcement Standards (MCOLES). As such, all academy students are assessed using a standardized exit examination under the supervision and direction of the State of Michigan. Historically, the pass rate for our graduates is exceptional. For example, the law enforcement officer track student pass rate on this standardized MCOLES exam is 100% over a span of 12 years with a sample size of approximately 500 graduates.

The law enforcement training academy at Ferris State University uses problem-based learning (PBL) as a foundation of its strategy. A 2016 study by the academy director, Dr. Cecil Queen, looked at the effectiveness of PBL in relation to all other non-PBL training academies in Michigan. Queen (2016) obtained the licensing examination mean test scores from the State of Michigan and conducted independent sample *t*-tests to compare the overall mean scores for FSU pre-PBL from 1999-2005 and FSU post-PBL from 2006-2014. The number of FSU licensing examination scores reported by Michigan were 631 in total (pre-PBL, $n=275$; post-PBL, $n=356$). There was a significant difference in the overall mean scores for pre-PBL ($M=79.28$, $SD=1.38$) and post-PBL ($M=81.11$, $SD=1.69$) conditions. See Table 4 for a display of these results.

Table 4

Independent Sample T-Tests Comparing Licensing Examination Mean Scores Between PBL and NPBL Academies: Pre-PBL Years (1999-2005) and Post-PBL Years (2006-2014)

Variable (Exams Scored)	Other State Academies Non-PBL		Ferris State University PBL		<i>t</i>	<i>Sig (2-tailed)</i>
	Mean	SD	Mean	SD		
Pre-PBL Years (1999-2005) n=7 years (6,984)	77.71 (6,709)	0.488	79.29 (275)	1.38	2.84	*0.023
Post-PBL Years (2006-2014) n=9 years (5,978)	77.11 (5,622)	0.333	81.11 (356)	1.69	6.96	*0.000

*p<=0.05 Number of examinations scored in parenthesis.

The study goes into more detail and analyzes various other constructs involving student experiences and outcomes following a PBL academy experience. However, this report is limited to the licensure outcomes to demonstrate of overall program innovation and effectiveness. The entire study can be reviewed online as only a short excerpt is provided within this academy program review with the permission of the author.

[LINK](#)

Program Value Beyond Productivity and Enrollment Numbers

Appendices F-L (Survey Data Groupings)

To better understand how students and faculty perceive the school of criminal justice, a qualitative study was designed to capture what the program means to participants beyond what we can learn from quantitative inquiry. All participants were asked to complete the same instrument which consists of three broadly worded questions:

- (1) What are the three things that you cherish most about the school of criminal justice?
- (2) What are the three biggest challenges facing the school of criminal justice?

The questionnaire format was modified and adapted from President Eisler's small group meetings with FSU employees last year. The committee felt the questions were thought provoking and go well beyond the numbers to better understand our program from the participants' perspective.

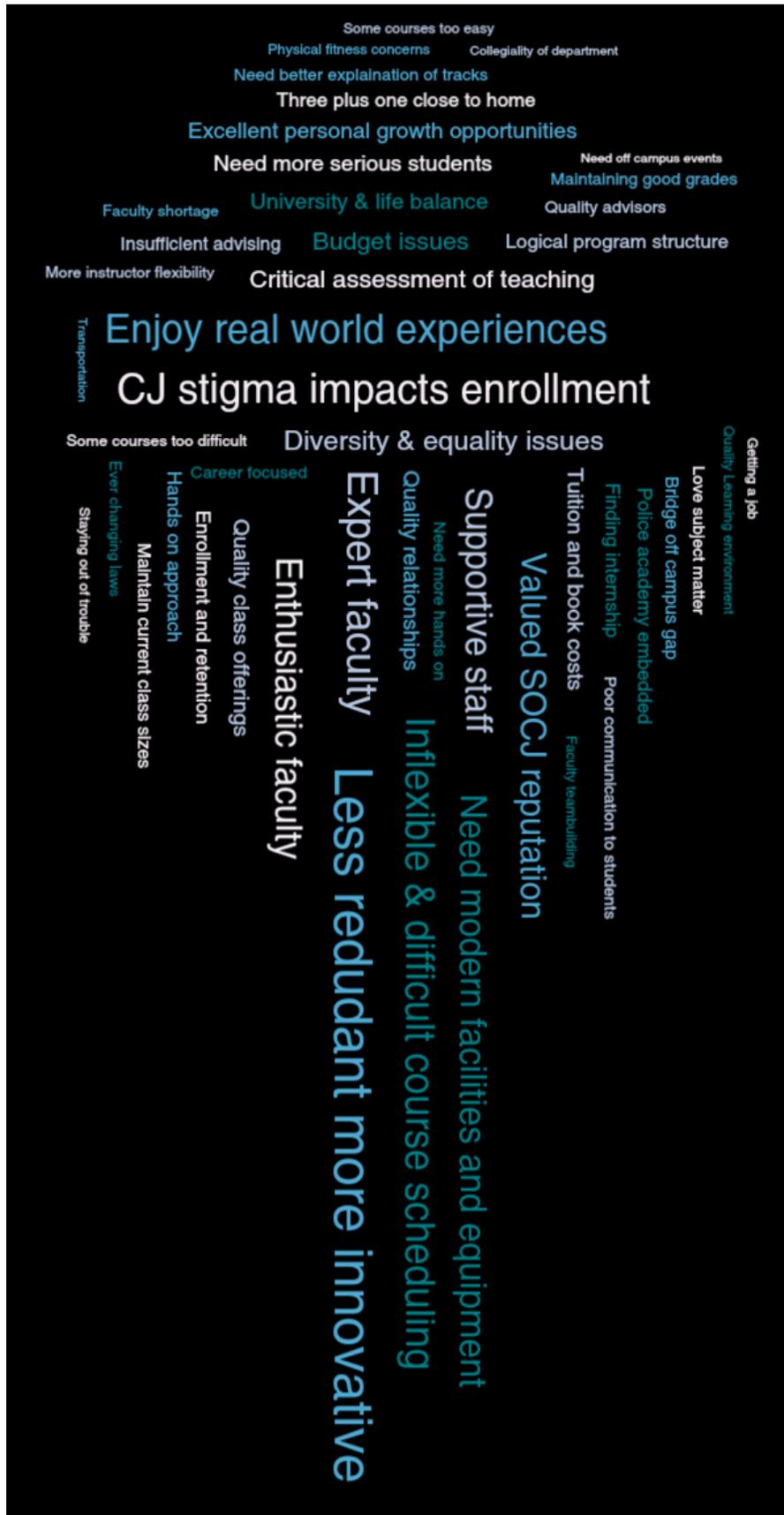
A total of N=397 useable in-person qualitative surveys were received and analyzed for this report. The following table provides a breakdown of the sample.

Participant Group	<i>n</i>
Big Rapids Campus Faculty	12
Off-Campus Instructors	11
Advisory Board	4
LE Academy Students	41
Undergraduates – Big Rapids	186
Undergraduates – Lansing	26
Undergraduates – Flint	9
Undergraduates – Muskegon	5

Undergraduates – Detroit	12
Undergraduates – Harper Woods	20
Undergraduates – Grand Rapids	40
Undergraduates – Delta	18
Undergraduates – Traverse City	13
TOTAL	N = 397

Once the handwritten surveys were collected, they were transcribed word-for-word into MS-Word documents by two student workers hired to complete this task. Next, the full digital transcripts were uploaded into Dedoose® [LINK](#) which is a specialized research software package for analyzing text for thematic patterns. The software is capable of producing reports that summarize the essence of each question by group and/or location. To obtain results, the transcript data were coded thematically using a line-by-line method to identify the content and meaning behind each statement. The findings are provided below for consideration and the full transcripts are attached as Appendices F-L.

A total of 1,837 discrete passages of text were analyzed and assigned a code name. Using the constant comparative methodology (comparing data against data) the pool of codes were merged and combined thematically and reduced to 48 thematic constructs. Within each code, Dedoose® calculates the density, or occurrences of the thematic ideas, to generate reports. The first report is a simple word cloud to represent the overall findings. The larger items in the word cloud represent the highest code density suggesting increased relevance among a large number of participants.



Appendix O shows the relationship among the 1,837 discrete comments in relation to the 48 coded categories. This is a more detailed document that goes into greater detail than both the word cloud presentation of the data and the brief narrative summary in the preceding paragraphs. The reader can review each segment of text that corresponds with the code assigned. This level of review provides the reader with an opportunity to review the actual words of the participants as opposed to a narrative summary.

Here are a few of the major themes that emerged from these data in a narrative format. In response to the question about what the participants like about the school of criminal justice, these were the themes that provided the greatest density during data analysis. Our hands-on applied approach to teaching and learning is significant to our success. Many students recommend even more of a deliberate emphasis to incorporate hands-on learning. Further, students perceive the faculty/instructors are experts and very enthusiastic about their role. The support staff and services were also highly valued by the participants. This combination of attributes is the cornerstone of our success. The study revealed that students place a great deal of importance on personal relationships – both with peers and Ferris employees. Students frequently mention the number of growth opportunities that they have experienced from both in-class and outside experiences at Ferris State University.

The participants' voices revealed much pride in being affiliated with the school of criminal justice and the program overall. Tremendous value was placed on the reputation of our school as a leader in criminal justice education and as gateway to the profession. Participants cherished the career-focused approach, which aligns perfectly with the

Universities overall mission. Having an embedded police academy is viewed as a great program attribute along with the three-track (Law enforcement, corrections, generalist) structural system. However, the data revealed a perceived sense of bias in favor of the law enforcement track students making others feel less valued. In addition, a significant theme emerged suggesting that students desire more information about each track to help them make an informed program decision.

The data reveals some challenges that we face when participants were asked to reflect on what changes are needed to move the program forward. The overwhelming challenge identified in the study involves the decline in applicants wishing to pursue a career in criminal justice in general, and law enforcement, more specifically. Participants theorized that negative media attention might be partially to blame for this decline. Students also expressed a sense of feeling unwelcomed within other schools on campus. There appears to be a stigma attached to disclosing one's major as criminal justice among other programs. This was an unexpected finding that requires more inquiry and consideration. All participant groups expressed concerns about declining enrollment and retention of students.

Another major finding involves the issues of inflexible student scheduling. While this was an issue for all student respondent groups, it was particularly problematic for statewide students. They expressed that classes are offered at inconvenient times, infrequently, and that there are limited online offerings for working adults. This dissatisfaction was tempered somewhat by a significant number of students who actually indicated the course offerings were appropriate. Some faculty/instructors also expressed concern over the lack of online coursework. Moreover, students expressed frustration

with redundancy of subject matter. They are recommending more innovative course titles with less redundant material. Statewide students, when comparing the Ferris courses with the community college curriculum, more forcefully expressed the occurrence of redundancy.

Off campus instructors are seeking more flexibility in matters such as selecting textbooks. This is counter to current efforts on the main campus to standardize the course offerings and standardized objectives throughout the school of criminal justice. This is an area that will require some attention and communication to resolve. Statewide students expressed satisfaction with having a three-plus-one model in their communities making the dream of earning a Ferris degree possible. It is incumbent on all stakeholders to work together to make this a rigorous and valued experience for all students. The data suggest a fairly even distribution of students who perceive the courses as too difficult as opposed to too easy.

The biggest issues expressed by faculty and off-campus instructors involve a desire to bridge the perceived gaps that currently exist. This issue ascended to the top during data analysis suggesting it requires immediate attention. Everyone wants the best for our students. However, exactly how to implement that vision is unclear to many. The issue of consistency and academic rigor are often concerns expressed by the faculty. There is evidence that faculty would like to participate in some teambuilding activities to build better relationships spanning all organizational levels as a first step toward coming together for the benefit of the program, and ultimately our graduates.

All participants expressed the desire to have modern building facilities and equipment. This theme resonated throughout all participant groups. As the premier school

of criminal justice in the State of Michigan, it seems counterintuitive to most that we have the least favorable facilities on campus. Specific areas of concern involve the classroom layouts in Bishop Hall, outdated equipment for training, lacking technology, and the proximity of the law enforcement training academy facilities to the rest of the school of criminal justice. Many participants, including students, have the perception that budgeting is not equitable and feel that the school of criminal justice lacks the financial resources required to maximize the student experience. There is also a desire to maintain reasonable class size by both faculty and students. Students all have the perception that the school of criminal justice is understaffed with faculty. Similarly, statewide students expressed a concern regarding the lack of variety of instructors at some locations.

While tuition and textbook costs were a concern, it was not as prevalent as anticipated. In fact, many students actually believe that Ferris is a value from their perspective. The student perceptions regarding academic advising are mixed. There were many instances of accolades, yet more instances of criticism. This may be an area of focus for more professional development as to improve service in this area. Several students offered critiques of specific teaching styles and behaviors. This information was typically very specific to individual experiences and localized at the classroom level. No specific trends were identified. However, Appendix O contains these comments should the reader wish to look more closely.

A wide range of diversity-related topics emerged during the data analysis phase. Specifically, students expressed a noticeable lack of cultural diversity among the student population and faculty. These data also suggests that some students encountered racism as part of their experience as a member of our learning community. Some also expressed

a desire for exposure to diverse ideologies from both sides of the political spectrum. Participants are also seeking more diverse topics among the course selections. Some of which specifically focused toward multiculturalism. The perceived lack of diversity is also captured in sentiments surrounding the feeling of being unwelcomed among other academic programs. There is a feeling of inequity among some students in relation to treatment experienced by non-criminal justice entities throughout the University.

Interestingly, very few students expressed concerns about getting a job following graduation. Faculty and staff were more concerned about this issue than the student participants. This study does not offer an explanation as to why. However, it may be indicative of the robust job market for criminal justice graduates in concert with declining applicant pools. There are currently many open positions and students may feel a sense of confidence that they will become gainfully employed after graduation. A significant number of students shared concerns about staying on top of the ever-changing laws once becoming a practitioner. This along with maintaining good grades were issues that resulted in stress for students. Students espoused some frustration regarding communication issues such as unreturned emails or phone calls by faculty and staff. Finally, students articulated that it was difficult for them to find internship placements and that they desire more assistance from the SOCJ. While this sentiment was noted for both Big Rapids and statewide students, the off campus students expressed this concern more frequently.

Program Flexibility and Access

Program flexibility and access remain strong on the main campus in Big Rapids and across the state at soon to be 13 off campus locations. Off-campus sites offer a portion of the generalist track in conjunction with the local community colleges (Mott Community College, Grand Rapids Community College, and Lansing Community College) who offer the first two to three-plus years of classes. The program was expanded in 2004 to include Delta Community College, Macomb Community College, and Schoolcraft Community College. Further expansion in off campus programs has allowed the School of Criminal Justice to offer programs in Auburn Hills (Oakland Community College), Harper Woods (Wayne County Community College), Muskegon (Muskegon County Community College), Port Huron (St. Clair Community College), Dowagiac (Southwest Michigan College), and Traverse City (Northwest Michigan College). An articulation agreement was recently signed with Kirtland Community College in Roscommon. The need for expansion should be tempered with the need for maintaining a strong viable program. Recently a curriculum committee was formed to oversee articulation agreements with off campus locations. It is imperative that access and quality of education experience co-exist together. A review of existing programs, management and marketing strategies is also suggested. While many off campus locations have flourished, others are struggling to maintain student numbers.

Online availability is in the planning and development stages in the College of Education and Human Services. Currently students may take Introduction to Criminal Justice (CRIM 110) and The Criminal Justice Capstone Course (CRIM 499) online. In the 2016 school year the COEHS Online Advisory Committee was formed to develop an

online presence. As a result, several criminal justice courses have been proposed for development. These courses include; Internship in Criminal Justice (CRIM 391 – Hybrid), Ethical Issues in Criminal Justice (CRIM 305), Police and Society (CRIM 311) and Current Issues in Criminal Justice (CRIM 385). We will continue to develop classes and move in this direction. Most instructors already have an online presence with students through their course Blackboard site. It is imperative that quality is a considered factor in the move towards online instruction.

There are limited course offerings at the undergraduate level for weekend classes. Students on and off campus do have the availability of attending school during the evening once per week. Students may also attend school during the day time at a few of the campuses. Non-traditional and student commuters seem to prefer courses that are held in the evening, once per week. Students on campus have the availability of an accelerated program if they take extra credit during the semester and summer courses. Students off-campus participating in the 3 + 1 program are tied to the supporting community college's policy on the front end of their studies. The final year is structured in an accelerated format with students. The addition of online course offerings held outside of their usual rotation will help accommodate an accelerated format. Good advising and flexibility in financial aid will assist an accelerated format as well.

In the School of Criminal Justice there are course offerings held during the summer. Report writing and internships are held in the summer. Off campus has a wide range of courses available in the summer. These courses are driven by student demand. There has been more of a demand for off campus students to attend classes in the summer. If demand were stronger on campus more course offerings would be extended.

More flexibility with financial aid may help students take more courses in the summer.

The School of Criminal Justice does have a robust summer schedule.

The School of Criminal Justice does have multiple entry points for students. Since we do have transfer and articulation agreements we continue to have students that enter our program at various stages. We have excellent advisors in the School of Education and Human Services who cater to student requests quickly. An asset that we have is a strong relationship between our on campus advisor and the School of Education's and Human Services Student Academic Affairs office. The policies with off campus need to be clarified through the Assistant Director's position.

The School of Criminal Justice is dedicated to student needs. While we have the largest Criminal Justice program in the State of Michigan we have great flexibility in our program. We are very responsive to students who wish to transfer into our school and who wish to graduate early or attend school on a flexible schedule. Because we have campuses at different locations students can rotate out of schedule and attend class at another locale. Our advisors are very adept at transferring students into the program. The advent of online classes that are scheduled appropriately will add more flexibility to our program. The need for flexibility and access should not include a sacrifice of quality. Assessment guidelines demand structure in our course offerings and the credits we offer students entering our program. The School of Criminal Justice must be consistent with the Higher Learning Commission's guidelines on offering credit. Credit transferred outside of transfer agreements, independent study, portfolio credit and other similar practices must be curtailed and regulated by policy.

Visibility and Distinctiveness

Ferris State University's School of Criminal Justice program is the largest in the State of Michigan. We feel it is the best in the country. What makes the School of Criminal Justice unique is its focus on students and on the school's ability to provide academic and technical knowledge and skills to students in the program. This is consistent with the mission of Ferris State University. "Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society". Our core strength in the School of Criminal Justice (SOCJ) is preparing students for a successful career and lifelong achievement as citizens. Our program has provided the backbone of the criminal justice system. Our students are the workers and doers that make the system run. We produce the police officers, corrections officers, probation officers, lawyers and human service workers that provide service in the criminal justice system and the people in it. Our strength is not in technology, forensics or research. We specialize in people. We shouldn't move from our core, we should enhance it.

Students come to Ferris to learn how to become practitioners in the criminal justice system. Most students come to the main campus with hopes of becoming police officers. For some, that interest changes throughout their college career to become corrections officers, probation or parole officers, lawyers and human services workers (juvenile and adult counselors etc.). Many off campus students are more non-traditional students who wish to change careers and become human services workers or probation/parole workers. The School of Criminal Justice currently has three programs

for students on the main campus and one program for off campus students. Students on campus have the choice of Law Enforcement, Corrections or the Generalist programs. Student's off-campus must take the Generalist program.

The distinctive feature of the School of Criminal Justice is that our programs are structured by career opportunity. The law enforcement specialty is one of the main draws of our program. Students interested in law enforcement are drawn to the program for multiple reasons. The Law Enforcement Academy (LEA) has a reputation as the best academy in the state. While other academies have struggled to draw students, the LEA has historically run at full capacity. The LEA academy also has an in-field employment rate of 95%. Police agencies as far as Texas and New Mexico come to the academy to recruit Ferris students. Students and police agencies are also drawn to the LEA based on the advanced learning model adopted over a decade ago. The problem-based learning (PBL) model is used throughout the academy. The LEA is the only academy in Michigan and one of the few in the country to use this advanced learning model. Finally, students are also drawn to the program because they know that they may also complete their senior year of school and become certified police officers at the same time.

Recent research conducted in Michigan (Queen, 2016) sought to assess the perceived effectiveness of problem-based learning (PBL) teaching strategies within police training academies in Michigan and sought to measure the effects of PBL strategies on the MCOLES Police Officer Licensing Examination mean scores in Michigan over the previous 16 years. The PBL trained police officers, graduates from our program, were found to have statistically significant higher scores overall on the licensing examination.

In addition, the perceptions of 231 Michigan police officers on their academy experiences were collected to study the effects of PBL and non-PBL teaching methods. The officers opined on their levels of agreement regarding seven areas of their academy education: the level of the PBL instruction provided, their acquired problem-solving skills, their acquired critical thinking abilities, their acquired communication skills, their level of satisfaction of their academy classroom experiences, their beliefs that the education prepared them adequately to perform the requisite job tasks of a police officer in Michigan, and their overall satisfaction with their academy. The officers who graduated from our PBL police academy program provided statistically significant higher levels of agreement than the non-PBL academy officers in all seven areas. In open-ended questions, the responding officers indicated that PBL was the most valuable aspect of their education. We believe that our law enforcement academy program is very successful and has tremendous value to our students. These significant research findings involving our graduates who are police officers in Michigan confirmed that assertion without question.

Students that complete the corrections program graduate with certification to work in jails across the State of Michigan. The corrections program also allows students to get their degree and receive their Michigan Corrections Officer Training Council Certification at the same time. Students in the corrections program generally want to work in a corrections setting (prison, jail, community corrections) or as probation or parole officers. Courses are offered during the program that teach students directly about what they need to know in a corrections setting. The corrections program provides

students with job skills and employability when they graduate from the program.

Students that graduate from the corrections program also have a high employment rate.

The generalist program taught on and off campus was structured for students that have a variety of interests. Students in the generalist program want to work in the human services field; become probation or parole officers; lawyers; police officers or work in a federal agency. The generalist program is more like a traditional program offered at other universities. Courses are structured to provide students with knowledge of different careers in the criminal justice system. The program is adaptable so students may enter multiple fields within criminal justice and be taught on and off campus. The program is also the most “transfer” friendly for students transferring from other courses.

A unique feature structured into all the program tracts is the emphasis in developing career skills and guiding students through the employment process. Through the assessment process faculty are able to structure employability skills into the curriculum across different courses. Students will begin building their portfolios in their initial classes their freshman year and continue to develop them throughout their college careers. The junior and senior years are key transition years for students who are transitioning from a focus on college student to a career professional. The cornerstone of this transition is the student’s internship experience (CRIM 391). The internship experience at Ferris is essential.

The timing of the internship in the summer between their junior and senior year is equally important. The internship experience is the culmination of the portfolio building process and report writing course (CRIM 321/322). Students are introduced into the structure of the different career choices in report writing classes. From there they are

introduced into a formal job mentoring internship in the field of their choosing. A faculty member and an on-site supervisor supervise the internship. The internship experience (portfolio development/report writing/internship) is specifically structured to enhance Ferris student's career decision and employability. The internship experience is a culmination of classes timed for maximum impact. Students leave their internship in time for their final career preparation in their final year. The capstone class (CRIM 499) was developed to complete our student's portfolio and interviewing skills to complete their employability skills. Any attempt to remove any of the courses that are a part of the internship experience or change the progression or timing of courses is ill-advised and works against the cornerstone and capstone experience we have provided for our students on and off campus.

Marketing the unique selling points of our program has been accomplished completely in-house the past few years. Aside from DAWG days and other structured recruiting events there has been little or no assistance from Marketing or Admissions. Through connections in other departments the Criminal Justice staff have used lists created in Salesforce™ to recruit students based on region, interest in criminal justice, minority or ethnic status and grade point average. We have also contacted students who visited campus for the various events, attended technical schools in Michigan or we have visited while recruiting. The highlights of our program were emailed, postal mailed as letters and sent via postcards to the generated lists. Our off-campus faculty are active in marketing and recruiting. They arrange for group visits on-campus and recruit from within our community college partners. Off campus faculty recruit from local employers and go to events that prospective students will be in attendance. Our recruiting and

promotion of our program both on and off campus would be helped substantially with professional assistance from Marketing and Admissions.

Competitive Programs

Competitive criminal justice programs in the State of Michigan are; Grand Valley State University, Michigan State University, Lake Superior State University, Saginaw Valley State University, Baker College, the University of Michigan Flint and the University of Michigan Dearborn. Below is a quick analysis of the competing programs in the State of Michigan.

<u>College</u>	<u>Tuition FY 17</u>	<u>General Degree</u>	<u>Program(s)</u>	<u>Other</u>
Ferris	\$11,760	Associate/Bachelor of Science	Law Enforcement, Corrections, Generalist	Police academy stand-alone last year of law enforcement specialty. Corrections certification part of corrections program.
GVSU	\$11,520	Associates/Bachelor of Science or Arts.	Generalist and Legal Studies	Police academy 16 weeks. Any graduate with Associates or Bachelor's degree. GVSU students can enter for last 16 hours of credit. Avg. academy class 26. Have Criminal Justice Training Center.
MSU	\$14,115	Bachelor of Arts	General Studies students take four classes of choosing in content areas.	Minor in Security Management. Internship not mandatory. Online program
SVSU	\$9,345	Bachelor of Arts	General Studies with elective concentrations (18 credits)	300 students in program. Agreement with Delta to give credit for their academy experience in their last semester.
Baker	\$10,920	Associates/Bachelor of Science	General studies only.	Regional locations. Compete with off-campus
U of M Flint	\$10,884	Associates/Bachelor of Arts	General studies only.	

U of M Dearborn	\$12,032	Associates/ Bachelor of Arts	General studies only.	
LSSU	\$11,214	Associates/ Bachelor of Science	Generalist, Homeland Security, Corrections, Law Enforcement, Law Enforcement Certification with NRT, Loss Prevention, Public Safety. <u>Six Concentrations.</u>	Have criminalistics labs and police academy facilities including gun range. The Generalist degree has 51 students in Spring 2014. Corrections (20), Criminalistics (13), Public Safety (6), and Loss Control (1). Online program.

An analysis of the programs shows that they each have their niche. Most schools use a generalist curriculum as the core of their curriculum and allow students to choose courses in content areas. The content areas in many cases may be chosen by the student who could take courses across content areas. Only Ferris and Lake Superior State offer concentrations or career paths for students to follow. Only three schools Ferris, Grand Valley and Lake Superior State have police academies. Grand Valley and Lake Superior State have academies structured primarily around MCOLES standards and take approximately 16 weeks to complete. The LEA at Ferris is structured around MCOLES standards and a college curriculum. The fact that the LEA lasts a school year and employs an innovative approach makes it a distinct program. Interestingly the schools with police academies have innovative facilities that make them distinct. Lake Superior State has an indoor gun range and forensic laboratories. Grand Valley has their Criminal Justice Training Center used for police officer training as well. It is interesting that the program at Ferris has the most distinctive and popular academy program in the state, yet it has the most non-distinctive makeshift training facility of all. This includes academy

facilities in community colleges not mentioned in this report. Oakland, Schoolcraft and Kirtland community colleges have upgraded academy training facilities.

Only two schools advertise a concentration in corrections: Ferris and Lake Superior State. Ferris has more graduates in this concentration than Lake Superior State. The corrections program at Ferris does not have a physical site to train. Students in the program at Ferris move from site to site for training. The issue again is the lack of a training site.

The Generalist degree at Ferris most closely resembles the curriculum offered at competitive colleges. The generalist program is offered on campus and is the only alternative off campus. It is the most populated program offered in the SOCJ. The generalist degree is also the most non-distinctive at Ferris. As such it does not offer a career pathway. The courses are more general in nature. Interestingly it is also the pathway that moves the furthest from the mission of Ferris to prepare students for successful careers. This is the area in which the SOCJ needs to make headway -- Particularly off campus. The generalist program at Ferris is the most sensitive to competition that has increased at other schools. More schools are competing for fewer students in the State of Michigan.

The feature that makes us unique from our competitors is the focus on career paths. This is where our marketability and future development should be focused. Other schools use an adaptable general degree with some ability to take concentration courses. Their focus is on subject matter, instructor expertise or curriculum generalizability. A career path should allow for courses to be mapped together in a developmental tract. This is evident in our internship pathway. Other schools offer internships as voluntary or as a

stand-alone course. Ferris uses their internship as an experience for students to transition to the workplace. Internships are the result of courses that develop student skills and knowledge to that point. Internships begin on campus in FSUS classes when students begin to build their portfolios.

Off campus partnerships with community colleges are a necessity. Using this model, we can reach out to students who may be able to afford or have the time to pursue a traditional college experience on the main campus. To be competitive we must sign 2 + 2 or 3+ 1 agreements. However, there have been agreements where articulation agreements have gone beyond the 3+1 model. When this happens, we lose the developmental path and career tract we have structured into our curriculum. Courses such as Ethics, Internship, and Report Writing are core classes that complement other classes in the curriculum and our core values in the SOCJ.

Competitive schools have their niche and we have ours. We are at a critical point to recognize that our niche is structured around creating pathways for students into a career. The focus of our improvement should move from this point.

Preeminent Program

The program that is most preeminent and matches closely with Ferris' SOCJ is Rutgers University. Rutgers is currently ranked number nine in the US News & World Report top ranked US Criminal Justice Schools for 2017. Rutgers has identified their strength and offers students' different concentrations in Human Behavior, Deviance, and Crime; Social Control Institutions; and Law and Ethics. Rutgers goal is to provide a *“comprehensive, interdisciplinary program that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice”*. Although

these concentrations differ from our programs in the SOCJ, Rutgers has identified their strengths and continue to develop them. They also note that their approach to education is a blend of liberal arts education and pre-professional training.

At Rutgers, the focus is on students. Faculty are encouraged to work with students in the program. Rutgers promotes student achievement. Rutgers encourages student involvement through student organizations and has a peer advisor program. Rutgers also places a high importance on their internship program. Their internship is held during the summer and consists of a classroom and field component. As noted the Rutgers website, *“Completing an internship in the criminal justice field is an excellent way to network and make connections, to build field experience to help polish a résumé, as well as to lead to potential job opportunities post-graduation”* It is also noted on the Rutgers website that 85% of their students who had an internship had at least two job offers. This statistic solidifies the importance of a formal internship. It is our intent to further develop the internship through a series of courses structured to develop student workplace understanding. Rutgers mandates that internship credit from other colleges cannot be transferred.

Rutgers has a strong centralized policy on transfer credits. To be eligible for transfer credit a student must apply to the department for approval. Rutgers puts a cap on the credits they allow and have tight restrictions on online and extension or professional credit (<http://criminaljustice.rutgers.edu/academics/transfer-courses/transfer-course-policies>). The criminal justice at Rutgers has a robust program that operates at full student capacity. Rutgers has had to cap enrollment due to the popularity of their program. They have a strong program where the quality of the program has not sacrificed

the numbers in the program. Rutgers has risen to a higher level by emphasizing and capitalizing on their strengths and by maintaining the integrity of their program. They have not repackaged or changed their core strength. Their emphasis is on the quality of their program. Rutgers also understands that student relationships are vital to their program. Finally, Rutgers understands the vital relationship between their courses and career preparation. Rutgers has grown their program to capacity, yet maintained the integrity of their coursework for students.

Ferris as a Preeminent Program

The first step in building the School of Criminal Justice at Ferris into a preeminent program is understanding the core of the program. The core of the program is to continue to provide students the academic and technical knowledge and skills to succeed. We provide the workers who are the backbone of the criminal justice system. Our strongest programs are the Law Enforcement and the Corrections tracts. These programs have the most success for getting students employed upon graduation. The strength of these programs is the developmental nature of the courses that concentrate on mapping academic and technical knowledge. Students come to Ferris knowing that they will get a quality education that focuses on career success. Through the assessment process we have also begun the process of developing professional and technical writing skills across the courses. We have also begun to work and develop employability and professional knowledge by structuring assignments into our coursework. This needs to continue.

The program that needs development and structure varies the most from the main mission at Ferris, has the least structure and suffers from a lack of identity. The

Generalist program is also the most populated program in the SOCJ. To develop it one must understand the growing field of criminal justice and the population enrolled in the program. Students from off campus differ in their career goals than on campus students. Their interest lies in human services occupations (corrections counseling, juvenile counseling, offender rehabilitation, etc.). The Generalist program needs a curriculum adjustment. Students on campus also have an interest in alternative criminal justice fields. Human services and probation/parole coursework would provide an alternative tract for students both on and off campus.

Changes in career opportunity should be reflected in our programs. Our current minors are Forensic Science and Homeland Security Digital Security and Forensics (Military Science and the Criminal Justice Minor are not included here). Both minors attract very few of our students. A different route to take would be to utilize our strength and to provide a minor that would inform students of more career choices and to enhance majors in in the program. An Investigation minor would offer courses would focus on asset protection, forensic science, crime interviewing, scene investigation, digital security and human behavior. Students would have access to more career choices and learn more about the investigation process in their career choice. These courses would also allow qualified and credentialed expert instructors to teach as adjuncts in our program. The proposed minor would show students other career paths in the profession and provide information they could use on the investigative process in criminal justice.

We have a prominent program. More students choose our program than any other criminal justice program in the State of Michigan. However, our physical facilities at the main campus are makeshift and in poor condition. When comparing competitive

programs in the State of Michigan almost all showcased their facilities. In our case we dissuade student tours into our facilities for the fear that they will be discouraged from attending Ferris. Our police academy and correction students shift from location to location to fulfill their coursework. The shooting range does not have adequate storage. The Simunitions ® and video training facilities have minimal equipment and no air-conditioning. The classrooms suffer from poor ventilation and temperature control. The classrooms we use in Bishop have poor temperature control and have had mold issues. We need a facility that reflects and showcases the quality that we put into our program. To have a preeminent program we need adequate facilities.

Our online options need to develop in our program. Currently we have several locations with low student enrollment. These locations may be better served by an online program. Online programs are more flexible than off-campus programs that require articulation agreements. Online programs would also allow us to help our own students by offering coursework apart from our usual rotation. Online programs have worked well in other campuses where quality has been maintained and with adequate support services. An online program would allow us to take our program to students where it doesn't pay to establish a physical facility.

Professionally marketing the Criminal Justice program at Ferris is essential. This past school year staff from the SOCJ developed marketing materials on their own. We also developed our own strategies. Though well intended this is not a professional strategy. With (or despite) our increased efforts we did manage to raise student admissions slightly this year. We need different strategies for on and off campus

recruiting. There needs to be a partnership between Admissions, Marketing and Criminal Justice that does not exist right now.

Ferris' School of Criminal Justice is a preeminent program with professionals in the field. We need to continue to develop and work on our strengths. Our most successful programs are those that are the most consistent with the mission of Ferris. Our least successful programs stray from our strengths. Preeminent programs all have different strengths. There is great diversity in curricular offerings in the top 10 criminal justice schools in the U.S. News & World Reports. The one trait they do share is a focus on quality in their core area. That is what Ferris must do to become a preeminent program in the next 10 years.

Demand

The demand for criminal justice professionals remains high as supported in the following U.S. Bureau of Labor Statistics indicates. These data consistent with information gained from our program advisory board members. The demand is high and there is a lack of qualified applicants throughout the Great Lakes region. Police administrators as seeing fewer applications for posted vacancies, which suggests a surplus job market, as applicants are being very selective in choosing their employer. Most advisory board members agree that total number of vacancies is unprecedented as compare to the past two decades. The tables and link below provide information regarding policing, detective work, corrections, and private security occupations.

Police

Employment of police and detectives is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. While a continued desire for public safety is expected to result in a need for more officers, demand for employment is expected to vary depending on location, driven largely by local and state budgets. In the past year, there has been an upswing in hiring. The need for police officers has grown across the country. Even with crime rates falling in the last few years, demand for police services to maintain and improve public safety is expected to continue.

Job Outlook

About this section [?](#)

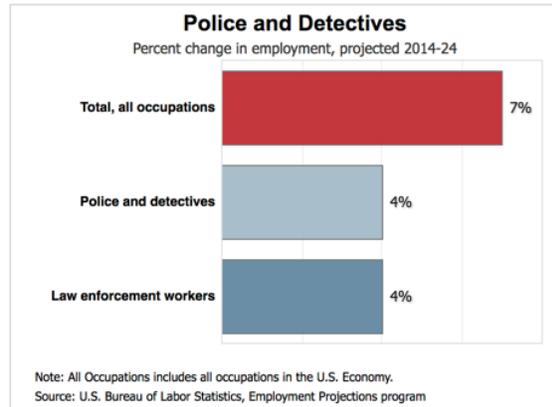
Employment of police and detectives is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

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Job Prospects

Overall job prospects are expected to be good. Applicants with a bachelor's degree and law enforcement or military experience, especially investigative experience, as well as those who speak more than one language, should have the best job opportunities.

Because the level of government spending determines the level of employment for police and detectives, the number of job opportunities can vary from year to year and from place to place.



Employment projections data for police and detectives, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Police and detectives	—	806,400	839,500	4	33,100	—
Detectives and criminal investigators	33-3021	116,700	115,300	-1	-1,400	[XLSX]
Fish and game wardens	33-3031	6,200	6,300	2	100	[XLSX]
Police and sheriff's patrol officers	33-3051	680,000	714,200	5	34,200	[XLSX]
Transit and railroad police	33-3052	3,600	3,700	4	100	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[LINK](#)

Correctional Officers

Employment of correctional officers and bailiffs is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Although state and local budget constraints and prison populations will determine how many correctional officers are necessary, employment opportunities will continue because the stress associated with the job causes many to leave the occupation each year.

Job Outlook

About this section 

Employment of correctional officers and bailiffs is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

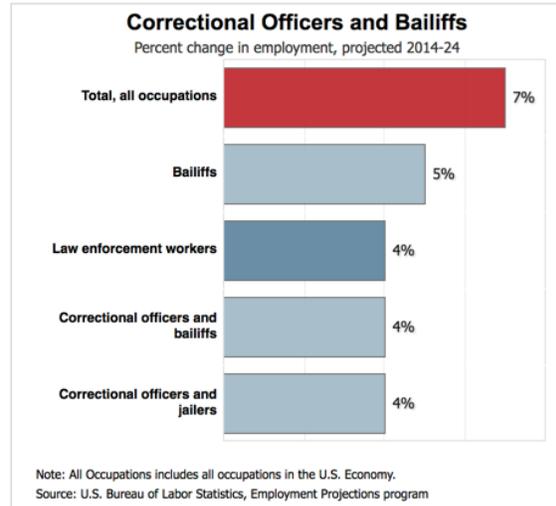
Correctional officers will continue to be needed to watch over the U.S. prison population. Most states are projecting that they will have more prisoners in the future. However, changes to criminal laws can have a large effect on how many people are arrested and incarcerated each year.

Faced with high costs for keeping people in prison, many state governments have moved toward laws requiring shorter prison terms and alternatives to prison. While keeping the public safe, community-based programs designed to rehabilitate prisoners and limit their risk of repeated offenses may also reduce prisoner counts.

Bailiffs will continue to be needed to keep order in courtrooms.

Job Prospects

Job prospects should be good as some local and state corrections agencies experience high job turnover. The need to replace correctional officers who retire, transfer to other occupations, or leave the labor force—coupled with rising employment demand—should generate job openings.



Employment projections data for correctional officers and bailiffs, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Bailiffs, correctional officers, and jailers	33-3010	474,800	492,800	4	17,900	[XLSX]
Bailiffs	33-3011	17,300	18,100	5	800	[XLSX]
Correctional officers and jailers	33-3012	457,600	474,700	4	17,100	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[LINK](#)

Probation Officers

Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations. Limited state and local government funding for corrections will temper employment growth.

However, job openings should be plentiful because many people leave the occupation each year.

Job Outlook

About this section [?](#)

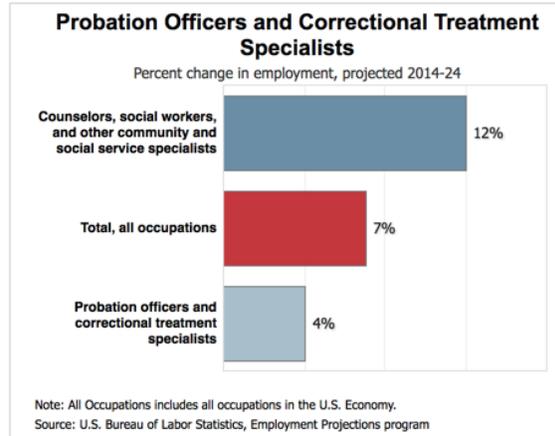
Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

Employment growth depends primarily on the amount of state and local government funding for corrections, especially the amount allocated to probation and parole systems.

However, because community corrections is viewed as an economically viable alternative to incarceration in some cases, demand for probation officers and correctional treatment specialists should continue. Parole officers will continue to be needed to supervise individuals who will be released from prison in the future.

Job Prospects

Many job openings will result from the need to replace those who leave the occupation each year due to the heavy workloads and high job-related stress. Job opportunities should be plentiful for those who qualify.



Employment projections data for probation officers and correctional treatment specialists, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Probation officers and correctional treatment specialists	21-1092	91,700	95,000	4	3,300	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[LINK](#)

Private Detectives

Employment of private detectives and investigators is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations. Demand for private detectives and investigators will stem from security concerns and from the need to protect confidential information. Strong competition can be expected for jobs.

Job Outlook

Employment of private detectives and investigators is projected to grow 5 percent from 2014 to 2024, about as fast as the average for all occupations.

Technological advances have led to an increase in cybercrimes, such as identity theft, credit card fraud, and spamming. Internet scams, as well as other types of financial and insurance fraud, create demand for investigative services, particularly by the legal services industry.

Background checks will continue to be a source of work for many investigators, because both employers and personal contacts wish to verify a person's credibility.

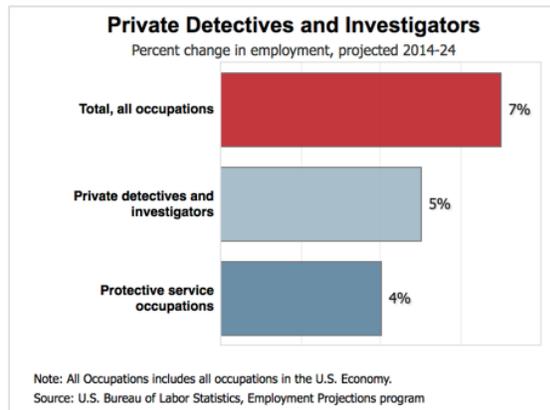
Job Prospects

Strong competition for jobs can be expected because private detective and investigator careers attract many qualified people, including relatively young retirees from law enforcement and the military.

The best job opportunities will be for entry-level positions in detective agencies.

Candidates with related work experience, as well as those with strong interviewing skills and familiarity with computers, may find more job opportunities than others.

About this section [?](#)



Employment projections data for private detectives and investigators, 2014-24

Occupational Title	SOC Code	Employment, 2014	Projected Employment, 2024	Change, 2014-24		Employment by Industry
				Percent	Numeric	
Private detectives and investigators	33-9021	34,900	36,700	5	1,800	[XLSX]

SOURCE: U.S. Bureau of Labor Statistics, Employment Projections program

[LINK](#)

Student Achievement

Providing specific data on the number of students involved in an RSO is difficult. The Registered Student Organization department head advised that they do not keep those specific records, but that Org Sync is where students sign up. To the best of our ability, it appears that approximately one in every five, or 20% of criminal justice students are involved in some type of fraternity, sorority, club or society organization. Some of the criminal justice students belong to one of two criminal justice groups, either Lambda Alpha Epsilon (LAE), a professional criminal justice fraternity, or Alpha Phi Sigma (APS) a criminal justice honors society. Many students also belong to other student run groups at the university.

Currently, the number of students involved in student government is very small. This past school year, a criminal justice student, Dylan Tantolo, 74th university Student President, was head of the student government and attended several university functions and meetings to represent their group. Student Craig Heof was a Senator on the student government, and Tome Peterson, Jacie Brown and Tre Gladney each represented a student organization on the student government. This year, Troy Longman II, and Ethan Leppanen are also Senators on the board and Tom Peterson continues to represent student organizations.

Over the past three years, there have been a small number of students that have taken part in the Honors Program. In Criminal Justice, there have been
It is very common for students in criminal justice at Ferris to have a paid job, helping to ease the costs of tuition, books, housing, etc. Many of the students have found work at the university, in food service, or at the Department of Public Safety. Those students

have advised they usually work approximately 16 to 20 hours per week during the school year.

Students graduating from the Police Academy are finding an excellent job market. Ninety seven percent of graduates from the academy start a career upon graduating from Ferris. Additionally, other aspects of the criminal justice program, generalists and corrections graduates are also finding a good job market. Ferris is graduating students that find careers in corrections, both at the state and at county Sheriff Offices, and in Probation/ Parole. A few of the graduates also find work in the private sector. For example, one student graduate is working private security for General Motors and another is in a management position at a private facility for delinquent youth.

In criminal justice, we constantly strive to be diverse. The number of female students has dramatically gone up and Ferris has graduated students in the criminal justice program from other countries. One recent graduate, from Saudi Arabia, upon graduation, returned to their home country and obtained a position with the government-run police agency. Another student from Canada, obtained a law enforcement job upon graduation from Ferris.

Student Awards

Students in criminal justice are encouraged to be involved in the community. Many CJ students volunteer for the Ferris “Day of Caring” each April. Additionally, criminal justice students have raised funds for Special Olympics, conducted the Police Torch Run, served community meals at a local church in Big Rapids, raised funds for K-9 dogs in Osceola County, raise funds and run in the 5K Fallen Officer run, organize and operate a Criminal Justice Career Fair, assist with security at local events including

Kranktofest and Music Takes Action, and conduct Peer Mentoring for other criminal justice students who may be struggling with courses.

Criminal justice faculty works closely with students to have them volunteer and become involved in both university life and in the community. The two student-run organizations that are directly related to criminal justice, Lambda Alpha Epison Fraternity, and Alpha Phi Sigma, the CJ Honors Society, make community service and volunteering an important part of their professional development and involvement. Students take part in several programs as previously documented.

The Ferris State University School of Criminal Justice is extremely proud of the graduates and the successful careers that develop from their formative years at Ferris. There are police officers, corrections officers and Probation/Parole Agents in agencies in all 50 states, as well as countries around the world. One past graduate, Mr. Tim Murphy, class of 1983, retired as Deputy Director of the F.B.I. Many other graduates have retired as Police Chiefs, Public Safety Directors, Jail Administrators, Sheriff's and other administrative positions.

Employability of Graduates

The follow table provides some evidence of employability from our various programs. However, the results should be considered with caution as the response rate of very low relative to the total number of graduates. When traveling around the state of mission to various criminal justice agencies in multiple settings if difficult to not find Ferris graduates embedded within the agency. Our reputation remains strong and graduates do find meaningful careers upon graduation.

2014/2015 Graduate Follow Up Survey Summary

College: Education and Human Services

EDUCATION & HUMAN SERVICES	Degrees							TOTAL	Placement Information				Ave Salary
	CERT	AA/AS	BAS/BS	MED	MS	MSCJ	MTE		# Responded	% Responded	# Employed/CE	Placement Rate	
CRIMINAL JUSTICE													
Criminal Justice Admin							19	19	6	32%	6	100%	\$ 41,367
Criminal Justice-Corrections			16					16	2	13%	2	100%	NA
Criminal Justice-Generalist			299					299	61	20%	55	90%	\$ 35,089
Criminal Justice-Law Enforcement			43					43	7	16%	7	100%	\$ 42,857
Pre-Criminal Justice		71						71	9	13%	4	44%	\$ 17,989

We have collected data regarding agency satisfaction with our interns, which provides some insights into the preparedness of our students just prior to graduation. The follow data represents feedback obtained from the summer 2016 internship program with a significant response rate (N=364) from 12 campus locations. The aggregate mean average of internship performance was 3.79 based on a 4-point scale. This is relevant to the employability discussion as most of our internship partners are also employers. In addition to this quantitative data, all comments have been summarized to from each campus location to provide a more qualitative look at the perceptions of our internship hosts/employers. A copy of the survey instrument and narrative report summaries for each location are available as Appendix M.

Faculty Composition and Engagement

Organization

	Big Rapids Campus	Off-Site Locations
Tenure Track (1 vacant)	12	0
Full Teaching Load	12	0
Fully Online	0	0
Full Time Temporary	1	1
Adjunct Faculty	4	63
Adjunct Faculty Online	0	0

The on-campus structure is very effective. However, off-campus operations need more direct supervision related to quality of teaching within major. On a positive note, this improving due to more centralized control over quality of teaching and compliance with assessment off-campus. It is recommended that additional training for off-campus instructors be offered within the major. Finally, a more consistent process for the evaluation of part-time faculty and record keeping is essential.

Curriculum Vitae

This information can be found in its entirety as Appendix N, which details the credentials of all tenure-tracked faculty. Information for off campus faculty is incomplete and under review now by an ad hoc committee appointed by the dean. The SOCJ is committed to completing a credential audit for all adjunct faculty and establish a repository for this information.

Service

The Criminal Justice faculty at Ferris State University is extremely service orientated and has participated in numerous service opportunities at the program, department, university and community levels. A few examples include the following:

- School of Criminal Justice, Faculty Search Committee Member.
- School of Criminal Justice, Program Director Search Committee Member.
- University Faculty Advisor, Women's Lacrosse Team.
- University Curriculum Committee, Appointed by the Academic Senate.
- College of Education and Human Services, Curriculum Committee Member.
- School of Criminal Justice, Criminal Justice Advisory Board Committee.
- University Committee, Adjunct Teaching Excellence Award Committee Member.
- University Committee, Focus on Student Success Grant Committee Member.
- University Committee, Academic Service Learning Committee Member.
- University Graduate Program Committee.
- College Promotion Committee.
- Search Committee for the Dean of the College of Education and Human Services.
- College Promotion Committee.
- Juvenile Officers Association of Michigan and Ontario.
- Downy Quilts for Kids program, making quilts for hospitalized children.
- Michigan Community Blood program.
- 61st District Court Drug/Sobriety Court Advisory Committee Member.
- Kent Career Technical Center Criminal Justice Advisory.
- Michigan State Police Museum and Learning Center.
- Big Rapids High School Hockey Boosters.
- Mecosta-Osceola Intermediate School District-Advisory Board for Public Safety.
- Grant and Training Coordinator for Central West Michigan Law Enforcement Training.

Research

Scholarly research achievements have been an integral part of the School of Criminal Justice faculty at Ferris State University. A few highlights include the following:

- Trust and Fear of Victimization among Prison Staff.
- The Effects of the Workplace on Jail Officers.
- Examining Fear Enhancers and Fear Inhibitors.
- Police Use of Force: Transitioning Policy into Practice.
- The Impact of Diversion on Recidivism Rates in a Rural Michigan County; A Local Perspective.
- Problem-Learning for Police Academy Students: Comparison of Those Receiving, Such Instruction with Those in Traditional Programs,
- To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decision to Pursue Promotion.
- Effective Report Writing for Discharge and Prosecution.
- Citizens Perception of Crime.
- Implementing Problem-Based learning into the University Classroom.
- Learning About Students: Developing a Career-Based Criminal Justice Curriculum.
- The importance of job satisfaction and organizational commitment in shaping turnover intent among staff at a private prison.

Continuing Education

The School of Criminal Justice faculty at Ferris State University has been very active over the last three years in the areas of training, development and continuing education where they have presented and attended a variety of conferences. A few examples include the following:

- Academy of Criminal Justice Sciences.
- Lilly Conference.
- State and Provincial Police Academy Directors.
- Midwestern Criminal Justice Association.
- International Law Enforcement Educators and Trainers Association Conference.
- The American Society of Criminology Annual Meeting.
- Michigan Commission on Law Enforcement Standards Training Directors.
- Academy of Criminal Justice Sciences.
- American Criminal Justice Association.
- American Society of Law Enforcement Trainers.
- International Law Enforcement Educators and Trainers Association.

Stakeholder Perceptions of Faculty

This information is addressed in detail in the presentation of data section following the survey analysis.

Program Policy and Procedure

Teaching Improvement, Research and Service

There are ample opportunities for on campus faculty to engage in teaching improvement and service. The Faculty Center for Teaching and Learning (FCTL) provides opportunity for faculty development on campus. Each year faculty are encouraged to attend as many of the training sessions as possible. The FCTL also provides one on one instruction that our faculty take advantage of. Faculty also attend various conferences and off-site training that provides them the knowledge and certification needed to properly teach in their specialty field. Members of the Law Enforcement and Corrections Academies must attend certification courses. Each faculty member is encouraged to attend conferences with workshops to hone their craft. One of the most popular conferences with faculty is the Academy of Criminal Justice Science conference held each spring. Faculty also have attended Simunitions ® training, knife defense training and MCOLES training yearly. Opportunities for research are self-driven by the faculty. Ferris has a reputation as a teaching school and faculty adhere to that philosophy. Important research has been conducted by faculty that has been published and presented at conferences. There has not been a push by Ferris to reward or market a research agenda. All research undertaken is undertaken by faculty on their own initiative. Faculty accept the “teaching first” philosophy and focus their time on teaching. Ferris strives to provide experiential teaching for students and our faculty concentrate their time and resources on students. There are ample service opportunities on campus for faculty to engage in. Faculty serve on various committees at the university, college and department level. Our faculty are very engaged in the committee process at each level. The most important service opportunities are within the School of Criminal

Justice. In the past year curriculum and assessment committees were formed to help oversee and govern two important processes within the SOCJ.

Off campus adjunct instructors are given little opportunity to develop their instructional improvement. Instructors are given necessary instruction at the various off campus sites once or twice yearly. On-site directors have done their best to provide administrative training to instructors off campus. To date little time or resources has been devoted to instruction outside of the basic requirements of the basic rules of Ferris. This past year there was discussion with the FCTL to begin online modules for instructors. This is most likely the best solution to the training problem off campus. There has been resistance with the assessment process off campus at the administrative level. Assessment mandates and curriculum requirements for all instructors require that assessment measures be met. Training needs to be completed to assure learning objectives are being met. Adjunct instructors are enthusiastic about teaching. They want to turn their education and experience into opportunities for students. Experience does not automatically equate into good teaching. We need to provide more development opportunities for our off campus instructors.

Program Advising

Advising is done in two stages on campus. We have a full time advisor who handles advising for freshman and sophomores. Once a student enters their junior year they are assigned to a faculty member. Students are assigned to a faculty member based on their specialization area. Students are paired with faculty in the

law enforcement, corrections or generalist track. Students have the obligation of making appointments with their faculty advisor up until their graduation. Faculty members are responsible for filling out graduation audits and other paperwork for the student. Students and faculty interact more closely through this process and it promotes a more personal relationship between faculty and students. Although the SOCJ has a large enrollment there is a strong relationship between faculty and the students. This is one of the strengths of the program. Advising by faculty is important and necessary for numerous reasons. Faculty student interaction is a key component of the program. The administrative end of advising can be improved on campus. Students don't always meet with their advisors and make scheduling errors that are not caught. Students don't fill out the necessary paperwork on time that results in circumventing the process. In the past year administrative efforts have been made to get students their Associates degree and to complete their Bachelor's degree. Steps are being taken to get students to complete their degree audits and intent to graduate paper early in their senior year.

Off campus advisors have a strong relationship with their students that is fostered through the advising process. The advising role off campus is equally important as it differentiates Ferris from other schools. The advisor is the "face" of Ferris off campus. Students are guided through classes and the administrative process by their advisor. We must be careful off campus with the shuffling of advisors. Some advisors are moved between multiple campus locations to do their advising and teaching. The move to include more articulation agreements should be measured against the capabilities of our advisors. The role of advisor and recruiter

are significant roles for our off campus advisors. Relationships are the core of the advisors role off campus. It is imperative that they be allowed to build relationships in a location to recruit and maintain a student population. Quality should never be a sacrifice for quantity. Advising is an essential function both on and off campus. Advising fosters strong student faculty interaction. The one to one relationship is a key component of the SOCJ.

Minimum Qualifications for Faculty

The minimum qualifications for new faculty is a master's degree in criminal justice or criminal justice related field upon hire. The candidate must then obtain a terminal degree in criminal justice or criminal justice related field before they obtain tenure (defined as a Juris Doctor for legal classes and a doctorate for other faculty) The qualifications for new faculty both full-time and adjuncts have become more stringent based on requirements by the Higher Learning Commission. Faculty in the SOCJ must also meet standards based on; assigned professional responsibilities, professional development and service (See FFA Contract). The SOCJ has primarily hired non-law faculty with a master's degree with the agreement that they will obtain their terminal degree prior to application for tenure. The timeline has proven difficult for faculty obtaining their doctorate. New faculty must juggle teaching, professional development and service in conjunction to the rigors of graduate school. Regretfully graduate school is often non-amenable to timelines. Within the past five years two non-law faculty were hired in the SOCJ. This past fall the SOCJ attempted to hire at the Associate Professor level with a terminal degree in

place. However, the pool of applicants was not strong and the position was not filled. Ferris has been fortunate to fill their position posting in the past. The entry level salary and benefits are not a strong incentive for attracting individuals with a doctorate in hand. The timeline of obtaining a terminal degree while hired needs to be changed or clarified.

The minimum qualifications for full-time faculty as defined by contract and within the department are well defined. Promotion requires a full-time commitment by faculty. Faculty must engage in professional responsibilities and service duties outside of their teaching load. The minimal requirements go beyond meeting classes two or three times a week. Faculty that wish to attain tenure and promotion must show a full time commitment to the SOCJ and Ferris State University. There are many roles that need to be filled by faculty members. Faculty serve roles of coordinators of specialty studies within the SOCJ, they also oversee the administration of the master's program and internship program. Other roles include committee work at the various levels. After their first year faculty are assigned students as advisees.

Minimum qualifications for full time temporary faculty are five years of experience in the American criminal justice system and a master's degree in criminal justice or related field. The qualifications for temporary faculty are in line with the requirements of the Higher Learning Commission. The requirements also allow us to draw in more applicants. In the past there has not been a large pool of applicants, however there has been a good small pool of applicants that have filled the need.

Up until this year minimum qualifications for adjuncts have been overseen by an off campus director. This past year a curriculum committee was formed within the SOCJ. The committee which consists of faculty will review and oversee adjunct qualifications. The education qualifications will be consistent with the qualification as set forth by the HLC. All adjuncts will have a criminal justice or related master's degree in an accredited college. There will also be criminal justice experience standards. Adjunct faculty will also be evaluated yearly. In the past not all adjuncts were evaluated. As mentioned before there will be more training available for adjunct faculty.

Hiring and Retention

The hiring of full time faculty on campus is a difficult process. Faculty with existing doctorate degrees are not drawn to Ferris. This past year a position posting for Associate Professor did not draw a strong pool of candidates. It's not known if candidates don't want to move to a remote location or if the lack of benefits scare away applicants. In the SOCJ applicants primarily come in with a master's degree and pursue their doctorate while teaching. The problem has been in meeting the tight timeline needed to complete a doctorate. Working full time and going to school full time also means dedicating oneself to schooling for five to six years. This is non-appealing to most rationale people. The retention of full time faculty is very good. There is little turnover of faculty who teach full time at Ferris.

There is a strong pool of adjuncts who wish to work in one of our off site locations across the state. Several our faculty advisors graduated from the Ferris

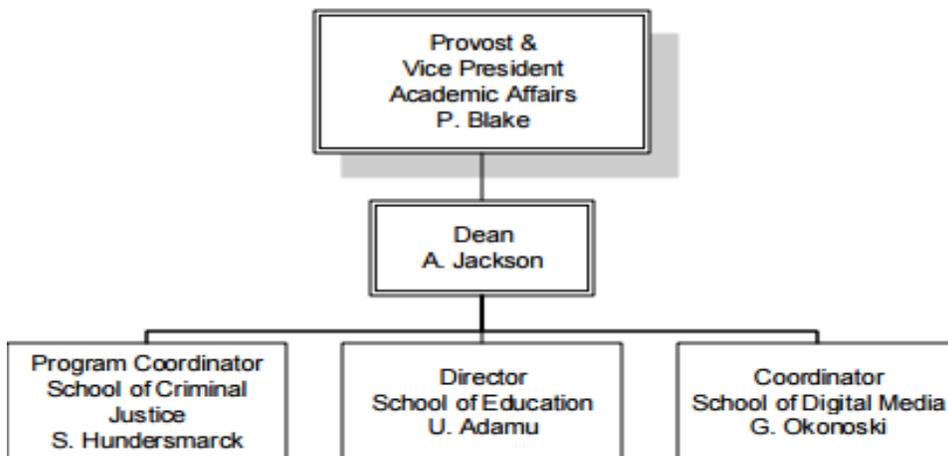
Master's in Criminal Justice Administration. Students who graduate from this program have an excellent background in teaching as adjuncts. The SOCJ has many experienced criminal justice professionals who teach across the state. They have a strong commitment to Ferris and enjoy the opportunity to share their expertise. As stated prior there is a review program in place now to ensure that qualified adjuncts are hired and stay in the system.

Program Administration and Support

The School of Criminal Justice is located within the College of Education and Human Services. Other schools within the College of Education and Human Services are the School of Education and the School of Digital Media. Within the School of Criminal Justice The current position of Director is held by Steven Hundersmarck Ph.D. who is the Interim Director. Dr. Hundersmarck has a Ph.D. in Educational Psychology. He has been an Interim Director at Ferris for one school year. Prior to that Dr. Hundersmarck was the Director of Criminal Justice at Indiana Tech for a period of five years. Dr. Hundersmarck was the Director of Justice Studies at Ohio Northern University for one year. Attached is the organizational chart for the College of Education and Human Resources for the school year 2016-2017.

FERRIS STATE UNIVERSITY *ACADEMIC AFFAIRS DIVISION*

COLLEGE OF EDUCATION & HUMAN SERVICES



The current structure is an effective and efficient design with clear lines of administration and organization up to the Provost and Vice President of Academic Affairs position. Bi-monthly (or more) meetings are held one-on-one or with other administrators in the college. The simplicity and direct nature of the structure is its strength. The structure is hard to improve upon. Communication is direct and there is no question at this level who to report to. The only room for improvement would be in the position of the School of Criminal Justice Assistant Director for Off Campus. Currently there is ambiguity in who this person reports to. This has created miscommunication and conflicting goals within the School of Criminal Justice. The future job duties have been clarified through the Dean of Extended and International Operations and the Dean of the School of Education and Human Services. Other positions within the School of Criminal Justice are held by faculty who receive a course reduction for their administrative oversight. These positions are, Coordinator of the Law Enforcement Academy and Graduate Program Coordinator. These position report directly to the director of the program. There is an open and direct level of communication with these coordinators.

As stated the current structure allows faculty to have direct contact with the director. Contact with the Dean and Vice President of Academic Affairs is not so frequent. Faculty and staff meet with the Dean at least twice per school year on a formal basis. Faculty and staff may request a meeting with the Dean or may interact with him during meetings etc.

Currently in the School of Criminal Justice there are three support staff. Sue Pennock (Secretary Level III); Sara Rasmussen (Secretary Level II) and Amie Calhoun (Academic Advisor). Support staff also have access and report directly to the director's

position. They also have limited access to the Dean and Vice President of Academic Affairs. The staff also has more of an opportunity to interact with staff in the School of Education and Digital Media.

Support Services

There are several support services that both students and faculty in the criminal justice programs at Ferris use. Listed below is a university service, an explanation of how that service is utilized, and any recommendations for improving that service.

- **FLITE:** Nearly every Criminal Justice Professor has students use FLITE to assist them with conducting research. Occasionally, Professors will take their classes to FLITE so they can spend course time working on research projects. There are classrooms available in FLITE where instructors have brought their classes to learn HOW to conduct research taught by FLITE staff. The FLITE library also provides technology that assists students to conduct their research and homework. One example of FLITE, is the Skype Room, where students can conduct one-on-one interviews via computers. The facility is an important and extremely useful part of the university and serves many of the program needs for criminal justice.
- **Faculty Center for Teaching and Learning:** Students receive an indirect benefit from this support service, but for faculty it is a valuable resource. Each year, a wide variety of learning workshops are held to assist faculty to create new learning concepts, become more efficient, be a better instructor, and keep abreast of new teaching objectives. Every faculty member has attended some training offered by FCTL.
- **Tutoring Center:** This is an excellent opportunity for students to benefit from. Yet, the center is underutilized. Although some students need the tutoring center, and many students have been recommended to attend, some do not use the

tutoring center. Those students that have used the center regularly, have shown positive results. As faculty, it is very appreciated to receive notification of students that have attended the tutoring center. The only recommendation is to make the center more student friendly, thereby having more students use the facility.

- Technology Assistance Center (TAC): TAC is always helpful when faculty have computer related problems. They are timely and efficient. For students with computer issues, TAC has been a good resource. They also assist students in the criminal justice program having problems with software or adapting their device so that it can be used in their studies.
- Birkam Health Center: Criminal Justice faculty can take advantage of services that Birkam offers, including obtaining flu shots each year. This past year 11 of the faculty advised that they received a flu shot from the university. Students can receive a plethora of health-related services. Information is confidential, therefore there is little to report.
- Media Productions: Several faculty have taken older VHS tapes to the Media Center and had those tapes transferred to DVD. Both criminal justice classrooms have eliminated the VHS players and DVD is an alternative for faculty. It is unclear if or how students use Media Productions.
- Institutional Research Board (IRB): Criminal Justice faculty conducting new research involving human participants is to be reviewed and approved. The IRB is there to make sure participants are kept confidential, as well as being protected

from any harm. Students conducting research involving human participants are also required to obtain IRB approval.

- **Career Center:** The center is a good resource for CJ students looking for employment, as well as developing and improving their resume and portfolio. Although several criminal justice organizations contact the School of Criminal Justice directly and job openings are posted, the Career Center is another forum for students who wish to compete for job opportunities.
- **Institutional Research and Testing:** This is another service whereby students can take CLEP testing or AP testing (Advanced Placement Program) and earn college credits. The office also confirms student SAT and ACT test scores for validation to the university.
- **University Advancement and Marketing:** This service provides scholarships to students as well as conducts fundraising for the university. In the past, criminal justice students have benefited from scholarships to assist with their education. Criminal Justice students have opportunities to apply and receive funds to help with tuition.
- **Diversity and Inclusion Office:** Criminal Justice students will be working in the public and must develop an understanding of many cultures, religions, ethnic groups, physical and developmental abilities and sexual preferences. One example of criminal justice students having a learning experience is when the police academy travel to a mosque and discover a religion that is not threatening or narrow, but is inclusive and welcoming to everyone. Faculty also works

through their course teachings to create an environment of support and respect for every student.

- Educational Counseling and Disabilities Services: At the start of each semester, faculty advise students both in the syllabus and verbally in the classroom, that they should obtain a VISA if they have any disabilities or difficulties and need special arrangements. Faculty understands that the matters are confidential.
- Grounds and Maintenance: The Police Academy has the grounds employees mow the shooting range area, which is Ferris State University property.
- Ferris Department of Public Safety: Criminal Justice students have been fortunate to obtain part time employment at DPS, including parking violations, reception, and dispatching. Chief Bruce Borkovich is a strong advocate to the criminal justice program and looks for CJ students to assist his agency.
- Honors Program: Criminal justice students use this program. Students enrolled in the program pursue academic interests beyond the classroom learning and through a contractual agreement with their professor; they conduct research that may be useful to future instruction. Students have then presented their findings to other criminal justice students. The program creates intellectual growth in every student that takes part in the work.

Facilities and Equipment

Space

The number and size of on-campus Undergraduate classrooms are a serious problem for the large number of students in the Criminal Justice program. Presently, in Bishop Hall, there are only two classrooms assigned as full-time teaching spaces for professors and students. The rooms are BIS 215 and BIS 219. Bishop 215 is also designated as the Graduate classroom. Often, faculty must travel to another building on campus to find room to instruct their courses. Over the past years, we have used classrooms in the Science Building and Business Building to assist with the number of courses being taught. Additionally, classrooms are often filled to their limit with students and there is no ability for Instructors to conduct MBWA, or easily monitor the students. Movement around the classroom is limited and a pillar is located in the rooms, which blocks students seated in that area of the room, both from the instructor seeing the students, as well as the students being able to see the whiteboard in the front of the classroom.

One room, BIS 223 is designated as a Computer Lab, but is not user friendly. Faculty must schedule in advance when requesting use of the lab and special key access must be provided for entry into the room.

Office space is acceptable. Each faculty and staff member has a designated office to conduct preparation, research, student advising, council and mentoring. The Criminal Justice offices are located on the fifth floor of Bishop Hall. There are fourteen offices, one copy and mailroom, three storage rooms, one Scan-Tron™ grading room, one library/student mentoring room, two secretary offices and one Director's Office.

As stated, there are three storage rooms located on the fifth floor of Bishop Hall used for keeping records, files, and supplies used for Criminal Justice.

When Criminal Justice faculty holds meetings, they must reserve space in the sixth-floor Conference Room of Bishop Hall. The Conference Room is the only room large enough to accommodate the number of faculty.

Presently, there is no easy solution to address the space needs of the Criminal Justice program. Classroom numbers are lacking, classrooms size is lacking, meeting rooms are lacking, lab availability is lacking. Faculty continues to drive to other locations on campus to conduct classes at other buildings.

Changes in space availability that would have a positive impact on the students and faculty are as follows: larger classroom size, no visual blocks such as pillars in the rooms, additional classrooms for criminal justice classes in the CJ building, and easier access to the computer lab or an additional lab.

The Law Enforcement Training Academy has room for up to fifty recruits. The facility is showing severe signs of deterioration. Leaking ceilings, no air conditioning, pillars in the rooms, all are cause for concern and create problems in learning. The Law Enforcement Academy has two classrooms and two training rooms located in South West Commons. If the number of recruits exceeds fifty students, then two parallel academies would need to take place. That would also create a problem with space to hold training and classes.

Computers

The standard classrooms each have an Instructor podium computer. Bishop 219 Computer is in a terrible location, which blocks the vision between the Professor and

students sitting along the North side of the classroom. On multiple occasions a request has been made to place a swing arm on that computer so the instructor can move the computer out of the way to see students. As of this date, those requests have not been fulfilled.

In the Computer Lab, BIS 223, there are fifteen computers. Often, that means two or three students for every one computer if being used for coursework. There is one computer lab in Bishop Hall. This has created problems with scheduling and preparation for classes and for students. Each faculty has one computer in their fifth floor office. Along with staff, there are seventeen computers.

At the Law Enforcement Academy, there are two class computers, one in each classroom. Additionally, there are ten laptop type computers used by students for several training projects. Students must work in teams and share lap top computers. The computer software that the university has chosen works fine for the criminal justice program.

Presently, each time faculty has an issue, concern or problem with their computer or software, TAC has been very accommodating and willing to assist.

Lap top computers for each student in the police academy would be extremely useful. Ideally, one lap top computer for each student would be most beneficial. Additionally, making BIS 219 more instructor friendly should be an easy fix, yet for some reason, has been continually overlooked.

Equipment

BIS 215 and BIS 219, each have Visualizers, which are frequently used to show students documents. There are also DVD players located at each podium and those are

used as part of the instruction process. An enlarged screen was placed in BIS 219, with the idea that the screen size could be enlarged and easier to see, but students seated in the rear of the class had to stand up each time a new slide was shown. That idea was a failure and the large screen is not worthwhile.

In the computer lab, there are fifteen computers. Undergraduate generalists learn to conduct criminal investigations and some very basic mock evidentiary items have been purchased for use in the classroom. Mock evidence, measure tapes, cameras, evidence placards, hand cuffs, are being used in the classrooms as students learn criminal justice and law enforcement techniques. Students often have difficulty looking for power sources to charge lap top computers, etc. Other than student desks and chairs, there is no equipment for students located in the two criminal justice classrooms.

In the Law Enforcement Academy, which provides training for police recruits, has a shooting simulator room. The simulator system is a stand-alone computer, which allows students to train in shoot-don't shoot scenarios. There is a mock crime scene scenario room, where walls and furniture can be moved and changed to create different crime settings. There is little climate control in the two rooms and no air-conditioning. If the temperature is above 75 degrees it is extremely hot and uncomfortable in the rooms. The equipment used in the crime scene room is makeshift.

Other equipment used by students in the academy are training weapons and ammunition, evidence collecting materials, measuring tapes and crime scene placards, as well as the leasing of Michigan State Police training patrol units, used in defensive driving training. Those items are required by the State of Michigan so students can be

certified as law enforcement officers under the Michigan Coalition on Law Enforcement Standards.

Implementation of Findings

The APR committee consists of relatively new SOCJ faculty members and we do not feel that it is appropriate to unilaterally make an implementation plan at this point without input from senior faculty. However, it is hoped that when the faculty reconvene for the fall 2017 semester, the findings will be visited during regularly faculty meetings to discuss implementation and responses to the issues identified here. Moreover, the committee would recommend this document as a resource for those tasked with creating a strategic plan for the SOCJ. The timing of this report does not correspond well with implementation as the completion takes place during summer recess. The committee looks forward to answering any questions regarding our findings.

Perceptions of Overall Program Quality

Signature Page

School of Criminal Justice – BS

My signature below indicates that I was a contributing member of the Program Review Panel responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness:

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Interim Department Chair

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Scott Fischer, M.S.
Individual with Special Interest

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Individual from Outside the College

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Appendices

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2017-18 Program Check Sheets

Program Option	Check Sheet Links
Criminal Justice – Corrections, BS	LINK
Criminal Justice – Generalist, BS	LINK
Criminal Justice – Law Enforcement, BS	LINK
Criminal Justice – Associate of Arts	LINK
Criminal Justice – Minor	LINK
Homeland Security LE Track – Minor *	LINK
Homeland Security Tech Track – Minor*	LINK

- * These minors are misplaced on the SOCJ as was reported in the previous Academic Program Review. Perhaps this is a good time to discuss moving these minors to a more appropriate college as faculty from the SOCJ do not teach this content area. These programs are not discussed during faculty meetings and are clearly not on the radar at the moment.

**CRIM 110
FALL 2016**

INTRODUCTION TO CRIMINAL JUSTICE
3.0 CREDIT HOURS

INSTRUCTOR
Kris Poleski, PhD.

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Location: BUS219

Office Hours:
Wednesday 9:00 am – 1:00 pm or by appointment

Office Location: Bishop 536

Office Number: (231)591-2452

Cell Number: (616)717-2341

Email: kristinpoleski@ferris.edu

REQUIRED TEXT:

Gaines, L.K. & Miller, R.L. (2015). CJ3. Belmont, CA: Wadsworth.
ISBN: 978-1-285-73342-5

RECOMMENDED TEXT:

Publication Manual of the American Psychological Association (APA) 6th Ed
ISBN: 978-1-4338-0561-5

COURSE DESCRIPTION:

This course will provide an overview of the criminal justice system in the United States. It will examine the various components (police, courts, & corrections) of the criminal justice system and provide a perspective on how they are linked and operate. The course will also cover the historical and contemporary issues that challenge and confront these component organizations.

COURSE OBJECTIVES:

By the conclusion of the course, students should be able to:

- Identify, memorize and describe material covered in class and apply to tests and projects.
- Identify, compare and differentiate different theories on the criminal justice system.
- Identify and evaluate the overall mission and purpose of the criminal justice system.
- Identify and describe the functions and operations of the disciplines within the criminal justice system.
- Identify the issues facing the criminal justice system
- Develop and write a personal resume.
- Identify and describe the components of APA formatted papers.
- Analyze a topic via an APA formatted paper.

INSTRUCTOR/STUDENT COMMUNICATION: You are required to use the FSU e-mail address that is automatically assigned to you as FSU students. All students are responsible for ensuring that the correct e-mail address is listed in Ferris Connect at the beginning of Week #1.

I am available via e-mail, office phone or cell phone. I will usually respond to your email within 24-48 hours. If you make a request for a response from me and I make a subsequent request for more information, you must respond back to me in a timely fashion (within 24-48 hours). Your failure to respond in a timely fashion may result in an inability for me to respond appropriately.

Do not wait until the night before or the day of an assignment or exam to e-mail me with questions. Failing to plan in advance may result in your inability to obtain an answer to your question before the assignment is due or before an exam.

If you opt to call my office phone, be aware that I am usually in my office on Tuesday, Wednesday and Thursday only. You may leave a voicemail message if I am not in and I will return your call, usually within 24-48 hours. The response time may be longer in the event of University breaks.

Should you need to reach me quickly, it is best to contact me on my cell phone. I am generally available via cell phone from approximately 7:00 a.m.-10:00 p.m., Monday through Friday. You may also contact me via text message.

COURSE ACTIVITIES:

Blackboard: I will be using Blackboard for posting information, grades, assignments, tests and papers. You will be notified in class as to which assignments, tests, etc. will be accessed/turned in through Blackboard or accessed/turned in during class. If you have any questions/concerns regarding using Blackboard, contact me immediately. For technical issues regarding Ferris Connect, contact the Technology Assistance Center (TAC) at (231)591-4822 (4TAC) or (877)779-4822 (4TAC).

Participation: Class attendance and participation is essential to your success in this course. It is mandatory that you complete the reading assignments as well as all written assignments. Your participation grade is also based on your contributions during class discussion. This course is the foundation for your criminal justice degree and will provide relevant information to assist you in successfully understanding and completing all requirements for the degree.

Writing: Writing is an integral part of not only your academic career but also your Criminal Justice career. As a result, it is an important component of this class. There will be a number of writing assignments throughout the semester.

Assignments, tests and papers: Assignments and papers are due on the due date identified by the instructor. Late assignments will not be accepted unless there are *significant* extenuating circumstances as determined by the instructor. **Printer/computer malfunctions/issues are not considered an extenuating circumstance.** Major assignments include but are not limited to the following:

- 1. Career track interviews and paper.** This assignment is designed to provide you with information about a career in the Criminal Justice field. You will conduct two separate interviews with individuals employed in law enforcement, corrections, probation, parole and the court system (**one interview only from each area**). The interviews will allow you to become familiar with how these three major components intend to pursue from practitioners. You will then write a 3-5 page paper that outlines a summary of the interviews, what your ideal job would be, what aspect of Criminal Justice excites you the most and how you would begin preparing for this career.
- 2. Current Events.** You are required to select a **current** (no more than 1 month old) event related to Criminal Justice from the newspaper, television, internet or professional journal. A typewritten summary of the article/event, as well as your opinion of the event is required. The “critique” should be at least two paragraphs in length, **a full page** but no more than one page. The article must accompany the “critique.” The assignment is due on the date designated on the Blackboard calendar and students will be asked to share their article for class discussion.
- 3. Quizzes.** You are required to read the text as assigned and to participate in class discussions. There will be a 10 question quiz for each chapter of assigned reading.

4. **Tests.** There will be four tests covering each part of the text and each test will cover material from the readings/class lectures.
5. **Research paper.** This project is an 8-10 page paper that discusses a current topic or issue in Criminal Justice. Additional specific and detailed information regarding the completion of the paper will be provided in class. All research topics must be pre-approved by the instructor.
6. **Guest Speaker Reviews.** These are a critique/summary of any guest speaker who makes a presentation in class. Reviews are to contain a *brief* summary of the topic presented; the student's opinion of the relevance/importance of the topic presented in relation to class and Criminal Justice in general and whether or not the student felt it was of benefit to have the speaker address the class. The speaker review is to be a minimum of **one full page and no more than two full pages.**
7. **Other miscellaneous assignments.** These include, but are not limited to written discussion questions, group projects and in class activities assigned by the instructor.

GRADING:

Grades are based on a weighted scale and are broken down as follows:

Current Event summaries, miscellaneous assignments, and guest speaker summaries – 15%

Quizzes – 5%

Tests – 20%

Career development interviews & paper – 15%

Current Issue paper – 15%

Final exam – 20%

Class participation/attendance – 10%

Scale:

94-100%	A	83-86%	B	73-76	C	63-66%	D
90-93%	A-	80-82%	B-	70-72	C-	60-62%	D-
87-89%	B+	77-79%	C+	67-69	D+	59-0%	F

INSTRUCTIONS FOR WRITTEN ASSIGNMENTS:

Unless otherwise instructed, all out of class written assignments **must be typed**. Out of class written assignments which are not typed **will not be accepted**. Written assignments should be double spaced with one inch margins and in **Times New Roman**, 12 point font and black ink. Multiple page papers must be stapled.

GRAMMAR, PUNCTUATION AND SPELLING COUNT IN THE GRADE FOR ALL WRITTEN ASSIGNMENTS. Please proof read your papers before you turn them in.

Unless there are extenuating circumstances (as determined by the instructor), late papers will not be accepted.

MAKE AND KEEP A COPY OF ALL CRITIQUES/SUMMARIES AND PAPERS. In the event a critique/summary or paper is lost or fails to load to Blackboard, this will prevent you from having to redo the assignment or from receiving a failing grade.

CLASSROOM BEHAVIOR:

The College of Education and Human Services and the School of Criminal Justice strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

- Students will come to class prepared to learn and work. This includes having the text book with them for each class as well as a pen/pencil to write with and paper to write on. Students who come to class unprepared to work may be asked to leave for the class period. This will count as an unexcused absence for the class period.
- Students are to refrain sleeping in class. Students found sleeping in class will lose participation points for the class period.
- Cell phones must be turned off or placed in vibrate mode to preclude the possibility of disrupting the class. Additionally, phones will be put away and not on desks during class. **Texting, reading email, surfing the web or any other phone use during class is strictly prohibited.** Students will be given **one** warning to refrain from phone usage. Students found texting in class will be required to share the text message(s) with the entire class. Subsequent occurrences will result in the student sharing the text message(s) with the class and losing participation points for the entire class period and may result in the student being asked to leave for the remainder of the class period. This will count as an unexcused absence for the class period.
- Please be courteous and respectful to the faculty, fellow students and guests.

ACADEMIC INTEGRITY:

You are working toward a career in Criminal Justice. Honesty and integrity are essential qualities that Criminal Justice professionals must possess. Dishonesty will not be tolerated. Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask me for clarification. Any student found engaging in academic dishonesty will receive not only a failing grade for the project involved, but may also fail the course and will be referred to Office of Student Conduct for appropriate action up to and including probation or dismissal from the University. For further information, see the Ferris State University Student handbook.

ATTENDANCE:

There is a direct correlation between attendance and academic success. Additionally, a portion of your participation grade is based on attendance.

Attendance will be taken and recorded at the beginning of each class. Students are expected to attend all classes on time. Students will be permitted one “gratis” absence but must attend all other classes and be on time for the start of each class. Certain absences may be excused *at the instructor’s discretion and with the appropriate documentation*. These events include sports meets, conferences, doctors’ visits, jury duty/or being subpoenaed for court testimony not caused by your own criminal activity, funerals of family members or significant others, inclement weather (commuters) in which local police agencies suggest it is dangerous to drive and other extenuating circumstances beyond the individuals control.

Tardiness of more than 10 minutes will result in loss of participation points for the class period. Tardiness of 20 minutes or more will count as an unexcused absence.

You must submit the documentation for excused absences no later than two class periods after you return to class. After that, the absence will be considered unexcused. If you know you will be absent ahead of time, please see me in advance. **Perfect attendance will increase the student’s grade ½ letter grade. Four to six unexcused absences will result in the student receiving one full letter grade lower. Seven or more unexcused absences will result in the student failing the class.**

All assignments are due as scheduled in the event of an unexcused absence. Students are also responsible for knowing course material associated with the class in the event of absence.

STUDENT ACCOMMODATIONS AND SUPPORT SERVICES:

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably the first week of class, to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination of reasonable academic accommodations. Disabilities Services

Note: The instructor reserves the right to change any of the aforementioned should the need arise. Should changes be made, the student will be notified in class of the changes.

SUPPLEMENTAL INFORMATION

Late Registration	Wed-Fri	August 24, 25, 26
First Day of Classes	Monday	August 29
Drop and Add (closes 5 pm Thursday)	Monday-Thursday	August 29 - September 1
Labor Day (no classes)	Monday	September 5
Mid-term grades due by 1:00 pm	Monday	October 17
Last Day for "W" grades (full semester)	Thursday	November 3
Thanksgiving recess begins (dismissal @ noon)	Wednesday	November 23
Thanksgiving recess ends (classes resume)	Monday	November 28
Last day of classes	Friday	December 9
Examination week begins	Monday	December 12
Examination week ends	Friday	December 16
Commencement	Saturday	December 17
Final grades due by 1:00 pm	Monday	December 19

LIBRARY HOURS

FLITE Library 231-591-2669

Regular Hours:

Monday-Thursday.....7:30 am – 12:00 am

Friday.....7:30 am – 9:00 pm

Saturday.....9:00 am – 6:00 pm

Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE):

TAC 231-591-4822

Monday-Thursday.....7:30 am – 12:00 am

Friday.....7:30 am – 9:00 pm

Saturday.....9:00 am – 6:00 pm

Sunday.....1:00 pm – 12:00 am

DROPPING CLASSES OR WITHDRAWING:

You must drop a class within the first 4 days of the semester or as posted for other sessions. Check your MYFSU account to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for fall of 2016 is November 3, 2016.

Main campus students will need to visit the Student Academic Affairs Office in Bishop Hall 604. Please note that instructors are unable to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the "withdraw" has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

To make a complete withdrawal from all courses, you must contact admissions at 231-591-2805 or visit in person at the Timme Center for Student Services. For a complete withdraw due to medical reasons, please contact the Health Center at 231-591-2614.

INCOMPLETES

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an ‘F’ after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

SERVICES

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.

Academic Support Center.....ASC 1017 – 231- 591-3543

The Writing Center.....ASC 1017 – 231- 591-2534

The writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- Tutoring for many Ferris courses
- Individual help and workshops with writing skills and writing assignments for English and other courses
- Help in developing better reading and study strategies
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 231- 591-3057

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 231- 591-3057

FSU provides special services and assistants for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center – 2nd Floor.....231-591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment

Introduction to Corrections
Crim 111-Spring 2017
Tues/Thursday Section 002-9:30 am-10:45 am

Nancy L. Hogan, Ph.D.
Professor/Graduate Program Coordinator
525 Bishop Hall
Big Rapids, MI 49307
231-591-2664
E-mail: hogann@ferris.edu



Al Capone's cell at Eastern Penn

Office Hours: Tuesdays 1:00-1:30 pm
Wednesday 4:00-6:00 pm
Thursdays 12:00-1:30 pm

Required Books:

1. Whitehead, J., Dodson, K., Edwards, B. (2013). *Corrections: Exploring crime, punishment, and justice in America*. Anderson Publishing. ISBN: 9788-1-4377-3492-8
2. Publication Manual of the American Psychological Association, 6th edition (2009). Washington DC: American Psychological Association.

Course Description

Crim 111 tracks the correctional process from the prosecutorial stage to release from correctional supervision. It explores the history of corrections, modern day correctional ideology, various correctional philosophies, correctional goals, existing problems, future correctional goals, and components of corrections. Meets M.C.O.T.C. certification requirements.

Student Learning Outcomes

1. Explore the historical and philosophical development of corrections
2. Define and use essential corrections terminology in written and oral communications
3. Differentiate among various legal processes relative to the criminal justice system
4. Articulate the differences among probation, imprisonment, and parole
5. Define prisoner rights afforded to confined individuals
6. Examine the correctional workers' roles involving custody, security, and offender change
7. Investigate demographic data to identify the makeup of inmate populations
8. Explain the purpose and processes surrounding prisoner reentry programs
9. Predict the future of corrections and make suggestions for systemic change
10. Produce evidence of critical thinking and problem solving abilities

Academic Honesty

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

I reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, I will assume that it is plagiarized and will take disciplinary action, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Judicial Services, and removal from the criminal justice program. Each incident will be judged on a case by case basis.

Disabilities Services

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Withdrawal

The last day to withdraw from the class with a W is Thursday, March 23, 2017. You must officially withdraw by calling the Dean’s office. Otherwise, the grade will be an F.

Class Participation

Although this is an introductory course, you are strongly encouraged to participate in class discussions. Students who contribute meaningful comments regularly may have their course grade raised.

Class Conduct

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class, but is disrespectful to both classmates and the professor.

Class Attendance

Attendance— Class is supposed to be preparing you for the real world. Thus, consider it your job. You are allowed 2 absences during the semester. Choose your absences wisely. After that, each absence is an 8 point deduction off your total points.

Due Dates & Test Dates

When assignments are passed out in class, there will be a specific due date. I do not accept late assignments unless there is an exceptional reason. If I do accept a late assignment, 5-10 points will be deducted. Test dates will also be announced in class. It is expected that you attend all test dates. Unless verification of sickness can be provided, there will be no make-up tests!

Grading Scale

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	50-59	F

(incomplete assignment= 0; academic dishonesty= F for course)

A few other rules also apply to the classroom

All cell phones must be out of sight and not in your hand. Any person caught with a cell phone in their hands while I am teaching will be asked to leave for the day.

No video or audio recording or picture taking from cell phones, pads, cameras, laptops---etc. is allowed without my written consent.

The classroom is not an eating center. You may have a drink in class, but it is unacceptable to bring food into the classroom while I am instructing. In particular, do not order a pizza and have it delivered to the classroom!

Dress appropriately with proper hygiene for the classroom setting. Don't roll out of bed and come in your pajamas without brushing your teeth and combing your hair. I don't expect you to dress business casual, but dress to project a positive reflection of yourself. So, actually get dressed with different clothes than the ones you slept in, no revealing clothing that may cause other students to not pay attention to me, no clothing that may confuse me as to whether or not you are a client of the criminal justice system or a future worker in the system, don't come under the influence, and...I don't want to see the color your underwear!

No pets should be brought to class!

If you bring a laptop, you are expected to use word processing only. No reading email, Facebook, playing games or surfing the internet. If this occurs, you will not be allowed to bring a laptop to class and will be forced to take notes the old-fashioned way by writing them!

Topics

1. Chapter 1- Understanding Corrections: Where Are We?
2. Chapter 2-The History of American Corrections: Where Did We Come From?
3. Chapter 3-Corrections and the Courts
4. Chapter 4-Community Corrections
5. Chapter 6-Jails
6. Chapter 7-Prisons and Prison Life
7. Chapter 8-Correctional Administrators & Personnel
8. Chapter 9-Special Populations in Prison
9. Chapter 10-Women Offenders & Workers
10. Chapter 11-Juvenile Corrections

In April, we will be taking a tour of the Mecosta County Jail. **This will be mandatory.** Date will be announced shortly. The tour, will start earlier than class and will be during class time.

This syllabus may be changed as the course progresses. It is the student's responsibility to come to class and write down any changes. "Not knowing" is not an excuse!





FERRIS STATE UNIVERSITY
Introduction to U.S. Legal Systems
CRIM 112 Course Syllabus
Spring 2017

Course Title: Introduction to U.S. Legal Systems

Course Number: CRIM 112, 01/09/2017 thru 04/28/2017

Instructor: Scott Fischer 231-591-3128 Email-scottfischer@ferris.edu

Office Hours: Tuesday-Thursdays 9:00-11:00 AM Bishop 528 or by appointment.

Course Meeting Times: Tuesday-Thursday 12:00-1:15 PM BUS 219

Course Description:

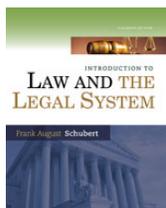
This course provides a comprehensive examination of the United States court systems, from the filing of criminal and civil actions, through pretrial procedures, the trial process, sentencing and appeals. Additionally, this course will discuss the law and its origins comparing the federal and state court systems, the historical development and the jurisdiction of the court systems. This course will analyze the effectiveness of traditional and non-traditional techniques employed by the courts, prosecution and defense in the judicial process.

Course Learning Outcomes:

Students shall;

- Identify, memorize and describe material covered in class and apply to tests and projects.
- Identify best administrative practices related to the decision making process while protecting the Constitutional Rights of its citizenry.
- Explore the education and licensure of the state and federal bar association members.
- Discuss the challenges and innovations in developing a legal system more responsive to the citizenry.
- Identify the stressors as experienced by the litigants and professionals within the legal systems and court process.
- Explain the function of the state and federal constitutions and the role of the courts in our system of government.
- Identify and explain the roles of the attorneys and judicial officers within the court systems.
- Articulate the basic rules governing the admissibility of evidence.

Required Material:



Schubert, F. (2017). *Introduction to Law and the Legal System*. (11th Ed.) ISBN 978-1-285-43825-2

Recommended Material:



Publication Manual of the American Psychological Association (2010). (6th Ed.) ISBN 978-1-4338-0559-2, Second Printing

Instruction Methodology:

The instructor will use a variety of methods including; lecture, videos, student presentations, in-class activities, and article analysis as it relates to the required texts. This class will primarily depend on class discussion as the means of presenting material.

Attendance-Participation:

Punctual attendance is mandatory for this class. Students are graded on prompt class attendance, participation in group discussions, and demonstration of respect for the learning process. You are expected to email or call the instructor if you cannot attend class and provide the reason for your absence. Notification of absence does not excuse the student automatically.

The instructor will determine the appropriateness of the absence for excusing the absence or not. If any absence from class is not excused by the instructor the student's attendance grade will be reduced by 3.5 points per unexcused absence. Arriving late or leaving class early will also be considered unexcused unless prior approval is granted by the instructor or the appropriate grade reduction may be imposed. Five incidents of absenteeism will reduce a student's grade by 10%, 7 incidents will result in a failing grade for the course.

Students are required to fully read the assigned text material prior to each class. The assigned material will be utilized in the instructor's lecture, classroom discussion, and writing activities.

Cell Phones, Laptops, and Texting:

Students will not be allowed to use cell phones, mobile phones, pagers, laptop computers or similar electronic or communication devices and there will be no sending or reading of text messages during class. A student who engages in these activities and/or views or uses the item during class will be asked to leave the class and charged with an unexcused class absence. To avoid an issue regarding this rule and reduce the temptation to use such devices, no electronic or communication devices are to be exposed during class. Students must turn the electronic device off and store it in their pocket, purse, book bag, back pack or similar container prior to entering the classroom. Repeated violations by a student will result in a failing grade in the course. This policy will be strictly enforced.

Graded Course Requirements:

Attendance	100 pts	Research Paper	100 pts
In-Class Activities	100 pts	Quizzes	200 pts
Presentations	100 pts	Exams	200 pts

Group Presentations:

Students will present research material to the class as assigned by the instructor. The students will summarize the material in their presentation to the class. The student presentations should be 10 to 15 minutes in length and include a minimum 8 slide PowerPoint presentation. A copy of your PowerPoint must be submitted prior to your presentation through electronic means or transferred to the instructor's media storage device.

Research Paper:

A research paper will be written on the topic provided by the instructor. The paper will focus on an issue of criminal justice legal practitioners and provide the background of the issue, who is impacted by the issue, and a critical analysis of future implications. Papers should be 3-4 pages in length, incorporate the course book, and two (2) outside peer reviewed sources relevant to the topic, written in APA format, with a cover page.

Academic Integrity:

Each student is expected to complete his or her own work throughout this course. Any breach of academic honesty will be dealt with according to Ferris State University's policy. The policy is as follows:

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of the University policy and subject to disciplinary actions.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct shall receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

Appendix C

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

Blackboard/FSU E-Mail:

A Blackboard website for the class has been established. The website will be utilized to post note templates, test reviews, assignments and announcements. Students will also be able to access their grade progress on the website. If the instructor is absent notification will be made via an announcement and an e-mail to each student. Students are required to use their official FSU e-mail account. All notifications and communications will occur via students FSU e-mail account.

Students with Disabilities:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disability Services Office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/html/colleges/university/disability/>.

Grading

➤ 744-800 Pts	A	➤ 584-615	C
➤ 720-743	A-	➤ 560-583	C-
➤ 696-719	B+	➤ 536-559	D+
➤ 664-695	B	➤ 504-535	D
➤ 640-663	B-	➤ 480-503	D-
➤ 616-639	C+	➤ 479 and below	F

CRIM 112 ASSIGNMENT SCHEDULE

Week 1	Introduction/Syllabus Review/Presentations/Research Assignments/Rubrics/Documentary
Week 2	Introduction to Legal Systems/Law Authority and Remedies
Week 3	Constitutions/Common Law/Civil Law/Quiz #1
Week 4	State and Federal Judicial Systems
Week 5	Civil Procedures/Quiz #2
Week 6	Criminal Law and Procedures
Week 7	Criminal Law and Procedures/Police Procedures
Week 8	Exam #1
Week 9	Spring Recess-No Classes 3/3 thru 3/13
Week 10	Contracts and Agreements
Week 11	Tort Laws/Malicious Prosecution
Week 12	Classifications of Property/Research Paper Due/Quiz #3
Week 13	Judicial Oversight Agencies
Week 14	Presentations Due/No Class Thursday April 13 th
Week 15	Alternative Dispute Resolutions/Quiz #4
Week 16	Criminal Justice Impact
May 1 st	Finals Week/TBA

This syllabus shall serve as a general guide to the operations of this class but may be deviated from, changed or updated by the facilitator at any time.

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SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2017 Spring Semester – Important Dates

Late registration	Wednesday-Friday	January 4, 5, 6
First day of classes	Monday	January 9
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	January 9-12
Martin Luther King Day (no classes)	Monday	January 16
Mid-term grades due	Monday	March 6
Spring recess begins (no classes)	Saturday	March 4
Spring recess ends (classes resume)	Monday	March 13
Last day for "W" grades (full semester)	Thursday	March 23
Mid-semester recess begins (no classes)	Thursday	April 13
Mid-semester recess ends (classes resume)	Monday	April 17
Last day of classes	Friday	April 28
Examination week begins	Monday	May 1
Examination week ends	Friday	May 5
Commencement	Friday, Saturday	May 5, 6
Final grades due by 1 p.m.	Monday	May 8

Partial Semester Classes – Spring 2017

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, January 9	Thursday, January 12	Thursday, March 23	Friday, April 28
A:	Monday, January 9	Thursday, January 12	Thursday, February 9	Tuesday, February 28
B:	Wednesday, March 1	Monday, March 13	Tuesday, April 11	Friday, April 28
D:	Monday, January 9	Thursday, January 12	Monday, January 30	Friday, February 10
E:	Monday, February 13	Tuesday, February 14	Friday, March 3	Thursday, March 23
F:	Friday, March 24	Monday, March 27	Monday, April 17	Friday, April 28

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:
 Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:
 Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm– 12:00 am

CLASS ATTENDANCE IS IMPORTANT

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER?

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>. A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class

for the current semester. The last date to withdraw from a full semester class for Spring 2017 is Thursday, **March 23, 2017**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the "withdraw" has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw due to **extenuating circumstances**, you may submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow**. The Dean's Office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar's Office at **231-591-5409** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a

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class (W). The “I” is only considered for extenuating circumstances that have led to a student missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Marie Yowitz.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education	BIS-421
591-5361	
Criminal Justice	BIS-506
591-5080	
Digital Media	BIS 303
591-2712	
Digital Animation	
616-643-5722	FSU-GR
Digital Media Software Eng.	
616-643-5721	FSU-GR
Certification	BIS-403
591-3642	
Student Affairs	BIS-604
591-3646	
Dean’s Office	BIS-607
591-3648	

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

FERRIS STATE UNIVERSITY
INTRODUCTION TO LAW ENFORCEMENT
CRIM 113
SPRING 2017

INSTRUCTOR: Michael S. Vasicek, Ed.D.

Office: Bishop 517

Tx: (231) 591-5371

e-mail: vasicem@ferris.edu

Office Hours: Tuesday, 8:30AM- 10:30AM and Thursday, 8:30AM- 10:30AM
or by appointment

CLASS LOCATION: Bishop 219

COURSE TIMES: Tuesday / Thursday 12Noon-1:15PM, 3:00-4:15PM, 4:30-5:45PM

COURSE DESCRIPTION: This course will explore the history of law enforcement, the role of police in society, different types of law enforcement organizations and their functions, women and minorities in law enforcement, as well as problems facing law enforcement and ethics in policing. Additionally, community policing, Homeland Security, and laws affecting policing will be investigated.

TEXT: Police, 2nd edition, by Dempsey and Forst. ISBN: 13:978-1-133-01665-6.

COURSE OBJECTIVES:

1. The student will recognize historical and current policing in America and the relationship to society.
2. The student will be able to identify police practices and decision making skills used while protecting the constitutional rights of citizens.
3. The student will distinguish ethics in policing, including noble cause ethics, deontological ethics, community oriented policing initiatives and the impact on both the police agency and the community.
4. The student will recognize several community policing initiatives as well as other initiatives within law enforcement agencies.
5. The student will be able to identify laws that directly affect policing in America.

CLASS ATTENDANCE: Students are expected to attend class AND be on time. Attendance is taken at the start of each class. Being late or absent without providing the instructor a legitimate excuse will NOT be accepted. Illness and emergencies do occur, but you MUST e-mail and communicate with the instructor prior to class to receive a waiver. More than THREE unexcused absences during the semester will constitute a 10 percent reduction of the final

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grade. As absences increase, the final grade for the course will decrease. Multiple absences will result in an “F” for the course.

CLASS ORGANIZATION AND PROCEDURES: Classroom will consist primarily of lectures and will incorporate in-class activities and class projects. Students should read and familiarize text assignments and actively engage in dialogue with the instructor and classmates. Periodic chapter quizzes will occur and will be considered as part of the final grade. **CELL PHONES ARE NOT TO BE USED DURING CLASS AND SHOULD BE TURNED OFF IN THE CLASSROOM. ONE TIME IS A WARNING; SECOND TIME IS ONE FINAL GRADE LOWER; THIRD TIME IS AN “F” IN THE COURSE.** Laptop computers may ONLY be used for taking notes and conducting class work. Cheating and plagiarism will not be tolerated and will result in a failing grade. Always be courteous and respectful to your classmates and the instructor.

COURSE REQUIREMENTS: There will be three examinations. Each exam will consist of 25 percent of the final grade. Students will conduct a 6-8 page research paper on a law enforcement topic of their choice, and with approval of the instructor. The topic must be law enforcement related and not duplicated by another student. At least three empirical references must be used. One website is acceptable. APA format is required. The research paper will consist of 20 percent of the final grade. Students should be prepared to speak to the class about their investigation.

GRADING:

Examination #1:	25%	100 points
Examination #2:	25%	100 points
Examination #3:	25%	100 points
Research paper:	20%	75 points
Participation/ quiz's:	5%	25 points

TOTAL: 100% 400 points

DISABILITY STATEMENT: In compliance with FSU Policy and equal access laws, disability-related accommodations and services are available. Students need to meet with the instructor in a timely manner to discuss their disability related needs. Students must also register with the university College Disability Services. They are located in the Arts and Sciences Commons. Once a Verified Individualized Services and Accommodations (VISA) is obtained, specific accommodations will be made.

NOTE: The instructor reserves the right to alter the syllabus at anytime as needed. Students will be notified if any changes occur.

See attachment of additional student services.

Ferris State University
Supervision and Management in Criminal Justice
CRIM 220
Fall 2016

Instructor: Dr. Michael S. Vasicek

Office: Bishop 517

Telephone: (231) 591-5371

E-Mail: vasicem@ferris.edu

Office Hours: Monday, 1:50-2:50PM, Wednesday, 1:50-2:50PM,
Thursday, 8:30AM-10:30AM, or by appointment.

Course Description: A study of administration and management of police organizations, including the courts, police and corrections.

Course Objectives:

Upon completion of the course, you will:

- Understand, examine and evaluate supervision and management methods used in the criminal justice system.
- Recognize the influence these methods have on the operation of three major components of the criminal justice system.
- Know the selection process for personnel and how it impacts the delivery of services to the community, inmates, probation, courts, and juvenile agencies.
- Be able to apply management and supervision techniques with various agencies throughout the criminal justice system.
- Assess the current management techniques and recommend changes within various departments and agencies.
- Develop critical thinking and problem solving skills in order to evaluate the criminal justice system and the delivery of services.

Required Text:

Justice Administration, Police, Courts, and Corrections Management; 8th edition. Kenneth J. Peak. ISBN 0-13-515437-3

Course Organization and Procedures:

Classroom will consist primarily of lectures with student interaction. You are expected to attend each class, read and familiarize yourselves with the text assignments and actively engage in dialogue with the instructor and classmates. **Cell phones are not to be used during class and should be turned off while in the classroom. NOTE: One violation for using cell phone during class is a warning, two violations is one FULL GRADE lower, three violations is not passing the course and receiving an "F".** Laptop computers may be used ONLY for taking notes and conducting class work.

Course Requirements:

Examinations:

There will be three exams given during the semester, consisting of true/false, multiple choice, matching, and fill in the blank. Each test will count as 20%, totaling 60% of your final grade.

Interview Report:

You will locate and interview a criminal justice administrator, asking relevant questions about their job. **THE INTERVIEW IS TO BE AN ADMINISTRATOR.** That may include a working Judge, Probation Supervisor, Chief, Sheriff, Public Safety Director, Prison Warden. (Not a Sergeant, Patrolman, Deputy, Corrections

Officer, Attorney, or any line personnel) Any other considerations must be approved by the instructor. No retired administrators should be used. A report of 6 to 8 pages will then be turned in and graded. This will count as 20% of your final grade. **DO NOT PROCRASTINATE. IT IS OFTEN DIFFICULT TO CONTACT, ARRANGE TO INTERVIEW, AND MEET WITH AN ADMINISTRATOR.**

Quizzes:

It is expected that you will read your book and weekly chapter assignments. Each class will commence with a quiz and the sum of the semester quizzes will account for 10% of your final grade. Remember, losing 10% reduces the overall grade by one full grade.

Attendance:

Class attendance is required. Periodic absences may occur. Extended absences require a medical slip. The instructor must be notified of any emergency absences, or sickness. Three or more unexcused absences will deduct all points from this section. Use the e-mail provided to communicate the absence. Attendance is 10% of the final grade.

Grading		Points
Test #1	20%	100
Test #2(mid term)	20%	100
Test #3	20%	100
Interview report	20%	100
Quizzes	10%	50
Attendance	10%	50
TOTAL:	100%	500

Disability Statement: If any student requires special accommodations or possesses a Verified Individualized Services and Accommodations (VISA) you are encouraged to set up an appointment and meet with the Instructor. This will be a private matter between the student and the Instructor and shall remain confidential.

NOTE: The Instructor reserves the right to change the syllabus as needed during the course of the semester.

CRIM 260
Delinquency Prevention and Control
SPRING 2017

3.0 CREDIT HOURS

INSTRUCTOR

Mike Mendenhall, M.S.

Class Meets: Monday, Wednesday & Friday

BISHOP 219

Office Hours

Monday: 2pm-4pm

Thursday: 9am-11am

OR by appointment

Office Location: Bishop 516

Office Number: (231) 591-5017

Email: mendenm@ferris.edu

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REQUIRED TEXT:

Siegel, L.J., Welsh, B. (2014). 6th ed. *Juvenile Delinquency: The Core*. Belmont, CA: Wadsworth.
ISBN: 978-1-285-06760-5

RECOMMENDED TEXT:

Publication Manual of the American Psychological Association (APA) 6th Ed
ISBN: 978-1-4338-0561-5

COURSE DESCRIPTION: This course is a study of juvenile delinquency theories of causation and current prevention programs. It will explore the nature and extent of delinquency and examine suspected causes of delinquent behavior. It will also cover critical issues in juvenile delinquency and examine crucial policies and programs in the Criminal Justice system that address juvenile delinquency.

COURSE OBJECTIVES: By the conclusion of the course, students should be able to:

- Demonstrate an understanding of the historical background of juvenile delinquency
- Discuss the theories of delinquency and the major perspectives on delinquency causation.
- Explain the impact of family, schools, peers, and drug use on juveniles and their propensity for criminal behavior.
- Demonstrate an understanding of prevention and control techniques for juvenile offenders.
- Understand the involvement and duties of each segment of the Criminal Justice system related to handling juvenile offenders.
- Critically examine and evaluate the juvenile justice system and its role in policy formation.

COURSE ACTIVITIES:

Black Board: I will be using Black Board for posting information, grades, assignments, tests and papers. You will be notified in class as to which assignments, tests, etc. will be accessed/turned in through Black Board or accessed/turned in during class. If you have any questions/concerns regarding using Black Board, contact me. For any technical issues regarding Black Board, contact the Technology Assistance Center (TAC) at (231) 591-4822 or (877) 779-4822.

Participation: Class participation is essential to your success in this course. It is mandatory that you complete the reading assignments as well as all written assignments. Your participation grade is also based on your contributions during class discussion. This course is the foundation for your criminal justice degree and will provide relevant information to assist you in successfully understanding and completing all requirements for this degree. Students are to refrain from sleeping in class. Students found sleeping in class will lose participation points for the class period.

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Be sure to regularly check Black Board for any announcements and or assignments that may be posted for class.

Group Discussions: We will have a group discussion at least once per week in class. Some weeks we will have up to two. If you are absent during a group discussion it is up to you to see me outside of class to make it up. **REMEMBER, IF YOU MISS A GROUP DISCUSSION YOU WILL HAVE UNTIL THE START OF THE NEXT CLASS PERIOD TO OBTAIN IT FROM ME AND TURN IT IN. NO EXCEPTIONS!!**

Quizzes: There will be a weekly quiz on each chapter. The quiz will cover both the lecture and the reading in the chapter. The quiz will be on Blackboard and it will be due by 10 pm on Sunday. If you fail to complete the quiz you WILL NOT be able to retake it. Computer issues will not be considered an excuse for not taking the quiz. I recommend taking the quiz well before the due date in order to ensure there are no problems.

Writing: Writing is an integral part of not only your academic career but also your Criminal Justice career. As a result, it is an important component of this class. There will writing assignments throughout the semester, including theory application papers, other homework discussion papers and in class writing assignments. Additionally, you may be required to write a critique/summary of any guest speakers that are present.

INSTRUCTIONS FOR WRITTEN ASSIGNMENTS: Unless otherwise instructed, all out of class written assignments must be typed in the following format:

- Double spaced with one inch margins and in **Times New Roman** 12 point font and black ink
- Styled in accordance with the 6th edition of the American Psychological Association (APA) manual guidelines. All sources must be appropriately cited and referenced.
- For one page papers, type your name and the date in the upper right hand corner. Multi-page papers must have a cover page with a title, your name, and the date.
- Multi-page papers must be stapled in the upper left hand corner.

GRAMMAR, PUNCTUATION AND SPELLING COUNT IN THE GRADE FOR ALL WRITTEN ASSIGNMENTS. At minimum, use spell/grammar check and proof read your papers before you turn them in.

In the event of an unexcused absence, all assignments are due on the due date. **Unless there are extenuating circumstances (as determined by the instructor), late assignments will not be accepted.**

MAKE AND KEEP A COPY OF ALL OUT OF CLASS WRITTEN ASSIGNMENTS/PAPERS in the event a paper is lost or fails to load to Ferris Connect, if utilized. This will prevent you from having to redo the assignment or from losing credit for the assignment.

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All written assignments must be submitted in “hard copy,” in class, unless otherwise instructed otherwise. Emailed assignments will not be accepted unless there is an extreme extenuating circumstance, as approved by the instructor.

Midterm and Final Exam: There will be a midterm and final exam given in this course. The midterm will cover the first half of the course while the final will cover the last half of the course.

Cell Phone and Laptops: Cell phones are NOT to be used in class and need to be placed on silent mode. If there is an emergency situation (family member in the hospital, etc.) and you need your phone available, you will tell me prior to the start of class. The phone will be left in silent mode and you may leave class to answer it. Be sure to be outside the classroom before answering as to not distract the other students.

Texting during class is strictly prohibited. If you are found texting in class you will be instructed one time to refrain from texting. Subsequent occurrences will result in you losing participation points for the class period and may result in you being asked to leave for the remainder of that class.

Laptops are permitted in class, however if you are using it for any other reason other than to take notes you will lose participation points.

During any test or quiz, all technology that you bring to class will be placed in the front of the room.

You are NOT permitted to record lectures.

Food and Drink: You are NOT allowed to eat in class, however you are allowed to drink an appropriate beverage in class. Gum and mints are acceptable.

Class Attendance: You are expected to attend ALL classes AND be on time. Attendance will be taken at the start of each class. Certain absences may be excused at the instructor’s discretion and with the appropriate documentation. These events include sports meets, conferences, doctors’ visits, jury duty or being subpoenaed for court testimony not caused by your own criminal activity, funerals of family members or significant others, inclement weather for commuters in which local police agencies suggest it is too dangerous to drive and other extenuating circumstances beyond the individuals control. **You must submit the documentation for excused absences no later than the day you return to class.** If you know that you will be absent ahead of time, please see me, call me or email me in advance.

If you are more than 10 minutes late for class you will be considered absent.

If you are late to class, it is YOUR responsibility to inform me AFTER class to mark you as present. DO NOT come to me during class if you are late to tell me as it will be a distraction to everyone else.

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If I am going to miss a class or the class is otherwise cancelled I will send out an announcement via Black Board.

All assignments are due as scheduled, even in the event of an unexcused absence. Students are also responsible for knowing course material associated with the class in the event of an absence.

You are allowed 3 excused absences from class this semester. After 3 excused absences, you will begin to lose 15 points per absence. These absences include emergency situations involving yourself or family.

Again, I reserve the right to determine what an appropriate reason to miss class is.

INSTRUCTOR/STUDENT COMMUNICATION: You are required to obtain and use the FSU e-mail address that is automatically assigned to you as FSU students. All students are responsible for ensuring that the correct e-mail address is listed in Ferris Connect at the beginning of Week #1.

I am available via e-mail, office phone, and office hours. I will usually respond to your email within 24-48 hours. If you make a request for a response from me and I make a subsequent request for more information, you must respond back to me in a timely fashion (within 24-48 hours). Your failure to respond in a timely fashion may result in an inability for me to respond appropriately.

Do not wait until the night before or the day of an assignment or exam to e-mail me with questions. Failing to plan in advance may result in your inability to obtain an answer to your question before the assignment is due or before an exam.

If you opt to call my office phone, be aware that I am usually in my office on Tuesday and Wednesday only. You may leave a voicemail message if I am not in and I will return your call, usually within 24-48 hours. The response time may be longer in the event of University breaks.

MAKE-UP WORK: All assignments **are due as scheduled** unless the student has an excused absence. Students are also responsible for knowing course material associated with the class in the event of absence. Make-up work will be permitted only with appropriate documentation of absence. If an assignment is due on a day the student is absent, the assignment will be due at the beginning of the class period of the student's return. For example, if the student is absent Wednesday and an assignment is due, and the student returns on Friday, the assignment is due at the beginning of class on Friday. If an assignment is given on the day a student is absent, the assignment is due the next scheduled class period following the student's return. For example, if the student was absent on Monday, an assignment is given and due Wednesday, and the student returns to class on Wednesday, the assignment will be due on Friday. In the event of extended absence, the student may be given additional time to make up work at the instructor's discretion.

COMPUTER/INTERNET: You must have reliable computer access, including printer access and internet service. If you do not have it at home, you may access it at the FLITE. Be sure to check their hours of accessibility for students. Computer, printer, internet, or connection problems are not acceptable

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reasons for missing or being unable to retrieve important course information or complete assignments and assessments.

FERRIS CONNECT: I will be using Ferris Connect for posting information, grades, assignments, tests, etc. You will be notified in class as to which assignments, tests, etc. will be accessed/turned in through Ferris Connect or accessed/turned in during class. If you have any questions/concerns regarding using Ferris Connect, contact me immediately. For technical issues regarding Ferris Connect, contact the Technology Assistance Center (TAC) at (231)591-4822 (4TAC) or (877)779-4822 (4TAC).

Assessments will be given using Ferris Connect. In the event of a technical issue during the assessment, you are to leave the assessment open and contact TAC **immediately** to resolve the issue. If TAC is unable to resolve the issue during the assessment, you must notify me via e-mail or cell phone **at the time of the issue**. Contacting me the next day or sometime after will result in you losing credit for the assessment.

CLASS ETIQUETTE:

- Pay attention to others when they are talking.
- Students are to refrain sleeping in class. Students found sleeping in class will lose participation points for the class period.
- Cell phones must be turned off or placed in vibrate mode to preclude the possibility of disrupting the class. Do not make or receive phone calls during class (if an emergency, notify me). **Texting or other use of cell phones during class is strictly prohibited.** Students found texting or using their cell phones in class will be instructed one time to refrain from texting. Subsequent occurrences will result in the student losing participation points for the class period and may result in the student being asked to leave for the remainder of the class period.
- Computers may be used for note taking or other in class work related to CRIM260. **Checking email, work for other classes, surfing the Internet or any other activities not related to CRIM260 are strictly prohibited.** Students found using their computer for activities not related to CRIM260 will be instructed one time to refrain from any such activity. Subsequent occurrences will result in the student losing participation points for the class period and may result in the student being prohibited from using a computer in class.
- Do not get up and move about the classroom, throw items in the trash or sharpen pencils during the class period. Take care of these activities before or after class. Students engaging in these activities will be instructed one time to refrain from doing so. Subsequent occurrences will result in the student losing participation points for the class period.
- Please be courteous and respectful to the faculty, fellow students and guests.

ACADEMIC INTEGRITY: You are working toward a career in Criminal Justice. Honesty and integrity are essential qualities that Criminal Justice professionals must possess. Dishonesty will not be tolerated.

Academic dishonesty encompasses, but is not limited to cheating on assignments, tests and papers, and plagiarism. Any student found engaging in academic dishonesty will receive not only a failing grade for the project involved, but also for the course and will be referred to Student Judicial Services for appropriate action. For further information, see the *Ferris State University Student handbook*.

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GRADING SCALE:

A = 93

A- = 90 to 92

B+ = 87 to 89

B = 83 to 86

B- = 80 to 82

C+ = 77 to 79

C = 70 to 76

C- = 68 to 69

D+ = 66 to 67

D = 63 to 65

D- = 60 to 62

F= 0 to 59

GRADING:

Quizzes	140
Midterm Exam	150
Final Exam	150
Attendance	100
Group Discussions	140
Papers	150
Miscellaneous Assignments	170
TOTAL CLASS POINTS	1000

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SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2017 Spring Semester – Important Dates

Late registration	Wednesday-Friday	January 4, 5, 6
First day of classes	Monday	January 9
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	January 9-12
Martin Luther King Day (no classes)	Monday	January 16
Mid-term grades due	Monday	March 6
Spring recess begins (no classes)	Saturday	March 4
Spring recess ends (classes resume)	Monday	March 13
Last day for "W" grades (full semester)	Thursday	March 23
Mid-semester recess begins (no classes)	Thursday	April 13
Mid-semester recess ends (classes resume)	Monday	April 17
Last day of classes	Friday	April 28
Examination week begins	Monday	May 1
Examination week ends	Friday	May 5
Commencement	Friday, Saturday	May 5, 6
Final grades due by 1 p.m.	Monday	May 8

Partial Semester Classes – Spring 2017

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, January 9	Thursday, January 12	Thursday, March 23	Friday, April 28
A:	Monday, January 9	Thursday, January 12	Thursday, February 9	Tuesday, February 28
B:	Wednesday, March 1	Monday, March 13	Tuesday, April 11	Friday, April 28
D:	Monday, January 9	Thursday, January 12	Monday, January 30	Friday, February 10
E:	Monday, February 13	Tuesday, February 14	Friday, March 3	Thursday, March 23
F:	Friday, March 24	Monday, March 27	Monday, April 17	Friday, April 28

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:

Monday – Thursday.....	7:30 am – 12:00 am
Friday.....	7:30 am – 9:00 pm
Saturday.....	9:00 am – 6:00 pm
Sunday.....	1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:

Monday – Thursday.....	7:30 am – 12:00 am
Friday.....	7:30 am – 9:00 pm
Saturday.....	9:00 am – 6:00 pm
Sunday.....	1:00 pm – 12:00 am

CLASS ATTENDANCE IS IMPORTANT

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness to encourage students to be present for the full class

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>. A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for Spring 2017 is Thursday, **March 23, 2017**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the "withdraw" has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw due to **extenuating circumstances**, you may submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow**. The Dean's Office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar's Office at **231-591-5409** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury

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duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education BIS-421 591-5361

Criminal Justice BIS-506 591-5080

Digital Media BIS 303 591-2712

Digital Animation

616-643-5722 FSU-GR

Digital Media Software Eng.

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic

Appendix C

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris' Scholar Program is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Marie Yowitz.

**Personal Counseling, Sexual Assault,
Substance Abuse**

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

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Safety

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CJ Investigation Issues Spring 2017

Section #11533-CRIM 301-001

Hours – Wednesdays 6:00 p.m.– 8:50 p.m. Bishop Hall Rm. 219

Instructor: Patrol Lieutenant **Michael Kasher, M.S.**

Police Officer with the Norton Shores Police Department – 26 yrs

Sergeant for the Road Patrol – 13 yrs

Sergeant for the Detective Bureau for 3 yrs

Trainer for the department – 20 yrs

Patrol union president – 9 yrs

Undercover detective for a narcotics unit in West Michigan – 2.5 yrs

Graduated from Ferris State University in 1990 with a Bachelors of Science Degree

Graduated from Ferris State University in 2000 with a Masters of Science Degree

Graduated from North Western University – Staff and Command

Office Hours: Wednesday 5:30 p.m. – 6:00 p.m. Bishop Hall Rm. 219 by appointment or email at:

mdkashman@aol.com/Michael.Kasher@mcd911.net

Course Objectives: The student will be better able to understand the basic principles of communication and investigations and how it impacts a criminal investigation, this includes:

1. To examine how communication affects investigations.
2. To understand the importance of good report writing.
3. To understand what the difference between interviewing and interrogation.
4. To understand how to be ethical in the Criminal Justice System.
5. To understand the importance of policies and procedures.
6. To understand bad report writing and its consequences.
7. To understand investigations and the challenges the Criminal Justice System faces today.
8. To understand search and seizure laws.

Course Information: All students are expected to be to class on-time, be prepared and actively participate in class activities including discussions. No eating in class, no iPods, cell phones turned off while in class, computers used only for the purpose of assisting student in the class with note taking or assignments.

Grading:

1. Seven tests, all tests will be announced in class so that you can prepare for it.
2. Mid-term exam.
3. Class attendance and participation,
4. Case paper(s). Papers will be due by next class meeting.
5. Final Exam.



FERRIS STATE UNIVERSITY
Ethical Issues in Criminal Justice
CRIM 305 Course Syllabus
Fall 2016

Course Title: Ethical Issues in Criminal Justice

Course Number: CRIM 305, 8/29/16 thru 12/09/16

Instructor: Scott Fischer 231-591-3128 Email-scottfischer@ferris.edu

Office Hours: Wednesdays 1:00-5:00 PM Bishop 528 or by appointment.

Course Meeting Times: 001 Tuesday/Thursday 9:30-10:45 BIS 219

002 Tuesday/Thursday 12:00-1:15 BIS 219

003 Tuesday/Thursday 1:30-2:45 BIS 219

004 Tuesday/Thursday 4:30-5:45 BIS 215

Course Description:

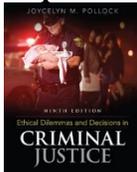
This course will explore ethical issues in criminal justice with an emphasis on practitioners and relationships with the public. The class will evaluate issues surrounding their personal value system and the ethical and moral characteristics of criminal justice organizations. The format of a structured debate concerning moral dilemmas from ethical perspectives will be the focus.

Course Learning Objectives:

Student's will;

- Identify current problems and issues relating to ethical behavior in the criminal justice system.
- Assess and evaluate the ethical dilemmas faced by professionals in the criminal justice system.
- Apply competing values, theories, policies, and concepts to real and hypothetical problems in the criminal justice system.
- Analyze ethical situations involving conflicts between government and the individual.
- Explain and justify moral and ethical decisions based on one's values and beliefs.
- Construct and evaluate arguments on ethical issues.
- Distinguish between ethical and legal principles.
- Appraise current literature and developments regarding moral and ethical issues in criminal justice.
- Engage in critical thinking and problem-based learning exercises.
- Write effectively and properly utilize a course rubric.

Required Material:



Pollock, J. (2017). *Ethical Dilemmas & Decisions in Criminal Justice*. (9th Ed.) Belmont, CA: Cengage Learning Custom Publishing

Additional Resources:

Class notes and handouts. The instructor will periodically provide additional course material.

Recommended Material:



Publication Manual of the American Psychological Association (2010).
(6th Ed.) ISBN 978-1-4338-0559-2, Second Printing

Instruction Methodology:

The instructor will use a variety of methods including: lecture, student presentations and discussion, in-class activities, and article analysis as it relates to the required texts. This class will primarily depend on class discussion as the means of presenting material.

Attendance-Participation:

Punctual attendance is mandatory for this class. Students are graded on prompt class attendance, participation in group discussions, and demonstration of respect for the learning process. You are expected to email or call the instructor if you cannot attend class and provide the reason for your absence. Notification of absence does not excuse the student automatically.

The instructor will determine the appropriateness of the absence for excusing the absence or not. If any absence from class is not excused by the instructor the student's attendance grade will be reduced by 3.5 points per unexcused absence. Arriving late or leaving class early will also be considered unexcused unless prior approval is granted by the instructor or the appropriate grade reduction may be imposed. Five incidents of absenteeism will reduce a student's grade by 10%, 7 incidents will result in a failing grade for the course.

Students are required to fully read the assigned text material prior to each class. The assigned material will be utilized in the instructor's lecture, classroom discussion, and writing activities.

Cell Phones, Laptops, and Texting:

Students will not be allowed to use cell phones, mobile phones, pagers, laptop computers or similar electronic or communication devices and there will be no sending or reading of text messages during class. A student who engages in these activities and/or views or uses the item during class will be asked to leave the class and charged with an unexcused class absence. To avoid an issue regarding this rule and reduce the temptation to use such devices, no electronic or communication devices are to be exposed during class. Students must turn the electronic device off and store it in their pocket, purse, book bag, back pack or similar container prior to entering the classroom. Repeated violations by a student will result in a failing grade in the course. This policy will be strictly enforced.

Graded Course Requirements:

Attendance	100 pts
In-Class Activities	100 pts
Presentations	100 pts
Research Papers	200 pts
Exams	300 pts

Group Presentations:

Students will present research material to the class as assigned by the instructor. The students will summarize the material in their presentation to the class. The student presentations should be 10 to 15 minutes in length and include a minimum 8 slide PowerPoint presentation. A copy of your

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PowerPoint must be submitted prior to your presentation through electronic means or transferred to the instructor's media storage device.

Research Papers:

Two research papers will be written on the topic choices provided by the instructor. The paper will focus on an ethical issue of criminal justice and provide the background or history of the issue, who is impacted by the issue, and a critical analysis of the issue. Papers should be 3-4 pages in length, incorporate the course book, and two (2) outside peer reviewed sources relevant to the topic, written in APA format, with a cover page.

Academic Integrity:

Each student is expected to complete his or her own work throughout this course. Any breach of academic honesty will be dealt with according to Ferris State University's policy. The policy is as follows:

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of the University policy and subject to disciplinary actions.

"Cheating" includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct shall receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

Blackboard/FSU E-Mail:

A Blackboard website for the class has been established. The website will be utilized to post note templates, test reviews, assignments and announcements. Students will also be able to access their

Appendix C

grade progress on the website. If the instructor is absent notification will be made via an announcement and an e-mail to each student. Students are required to use their official FSU e-mail account. All notifications and communications will occur via students FSU e-mail account.

Students with Disabilities:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disability Services Office at 213-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmis/colleges/university/disability/>.

Grading

➤ 744-800 Pts	A	➤ 584-615	C
➤ 720-743	A-	➤ 560-583	C-
➤ 696-719	B+	➤ 536-559	D+
➤ 664-695	B	➤ 504-535	D
➤ 640-663	B-	➤ 480-503	D-
➤ 616-639	C+	➤ 479 and below	F

CRIM 305 ASSIGNMENT SCHEDULE

Week 1	Introduction/Syllabus Review/Presentations/Research Assignments/Rubrics/Documentary
Week 2	Police Brutality Video/ Chapter 1
Week 3	Chapter 2
Week 4	Conduct Unbecoming Video/Chapter 3
Week 5	Chapter 4/Exam #1
Week 6	Exam #1 Review/Chapter 5/1 st Research Paper Due
Week 7	Chapter 6/Research Paper Review
Week 8	Chapter 7
Week 9	Chapter 8/ Documentary
Week 10	Chapter 9/
Week 11	Chapter 10/Confessions Investigations/Exam #2
Week 12	Presentations Due/Chapter 11
Week 13	Chapter 12/Frontline Solitary Nation/2 nd Research Paper Due/ <u>Thanksgiving Recess-No Class Thursday</u>
Week 14	Chapter 13/Presentations Begin
Week 15	Chapter 14/Final Exam Review
Week 16	Finals Week

This syllabus shall serve as a general guide to the operations of this class but may be deviated from, changed or updated by the facilitator at any time.

CORRECTIONS AND SOCIETY

CRIM 310-001 FALL 2016

3 Semester Credit Hours

PROFESSOR

Timothy M. Eklin, Ph.D.

CLASS MEETING TIME

Tuesday & Thursday 1:30 PM – 2:45 PM

LOCATION & SECTION CODE

BIS 215 (CRN 80589)

OFFICE HOURS FOR STUDENT MEETINGS

Monday

1:00 – 5:00 PM or by appointment

CONTACT INFORMATION

1349 Cramer Circle, BIS 538

Office Telephone: 231-591-5082

eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom and office hours. My office telephone is the least effective way to communicate with me as I often work remotely.

CATALOG COURSE DESCRIPTION: In this course the student will examine history, philosophy, legal process, performance and outcomes of juvenile and adult correctional systems.

PRE-REQUISITES: Criminal Justice students only or department approval.

TEXTBOOK: *Corrections: A Critical Approach*. 3rd Edition, Michael Welch, (2011). ISBN 9780415782098

ADDITIONAL MATERIALS: Composition book for journaling and note taking

CORRECTIONS AND SOCIETY**CRIM 310-001 FALL 2016**

3 Semester Credit Hours

Student Learning Outcomes & Assessment

1. Identify, memorize, and describe material covered in class and apply to tests and projects.
2. Practice using a critical approach to articulate the social impact of incarceration.
3. Differentiate among various historical perspectives of theoretical penology.
4. Empathize with the plight of various marginalized penal populations.
5. Predict social factors that lead to prison violence.
6. Justify various penal processes afforded to confined individuals.
7. Produce evidence of critical thinking, leadership, and problem solving abilities.
8. Analyze a topic via an APA formatted paper.

Assessment of Learning	Percentage	Points
Weekly Discussion Questions	25%	100
Midterm Exam	25%	100
Social Justice Research Paper	20%	80
Research Presentation	5%	20
Final Exam	25%	100
TOTAL	100%	400

Grading Scale & Description of Assignments

Your final percentage grade for the course will be determined by adding up all of the points you have earned, dividing by 400, and rounding up to the nearest percentage when applicable.

Grade	Percentage	Points	Grade	Percentage	Points
A	93-100	370-400	C	73-77	290-309
A-	90-92	358-369	C-	70-72	278-289
B+	88-89	350-357	D+	68-69	270-277
B	83-87	330-349	D	63-67	251-269
B-	80-82	318-329	D-	60-62	238-250
C+	78-79	310-317	F	0-59	001-237

CORRECTIONS AND SOCIETY

CRIM 310-001 FALL 2016

3 Semester Credit Hours

Homework

Reading is an important academic skill and it will be an essential part of this course. You are asked to engage the prescribed readings as detailed in the tentative course calendar. As an incentive to prepare for each class, homework assignments will count toward a significant percentage of your grade. The homework for this course will involve answering discussion questions from the assigned readings using the MS-Word homework template provided. Ten of the 13 possible homework assignments will count toward your final grade at 10 points per weekly submission.

Homework not turned in during the class session that it is due, will result in zero points for that assignment unless the absence is approved as outlined in the Late Work and Make-up policy. Homework due on dates with approved absences may be emailed to me before midnight on the due date. Do not risk reducing your grade by showing up to class without your homework completed!

Exam Design and Rationale

The exams for this particular course will be an in-class essay format. Typically, students are provided with a sample question pool to assist in preparation. I'm most concerned with your ability to demonstrate deep understanding and the ability to synthesize many complex social concepts surrounding crime and punishment rather than simply memorizing facts. Thus, attending regularly is a great strategy to best ensure your chances for academic success. The more perspectives that you're exposed to from classmates, will increase you're ability to demonstrate understanding when writing your exams.

Social Justice Research

Students will develop a research question, or identify a problem, and then locate empirical data from at least four credible peer-reviewed studies. The focus will involve a significant social issue from a list of approved topics. The student will apply concepts explored in this course, and others, to think deeply about their area of interest.

The research paper must be between 1,800-2,000 words and must comply with APA writing standards including a title page and references page citing your sources. Typically, at least one academic source is your textbook along with other credible sources. Visit the library for assistance in obtaining scholarly resources. If you have questions regarding the appropriateness of a particular source, contact me for assistance. More details about this assignment will be provided in a separate document near midterm.

Group Project/Presentation

Students will work collaboratively in teams of 4-5 to create and deliver a 15-20 minute presentation detailing their findings. Each student will have a speaking role and at least one visual aid is required. Working in groups is an essential life/job skill for criminal justice

CORRECTIONS AND SOCIETY

CRIM 310-001 FALL 2016

3 Semester Credit Hours

professionals so students will be asked to collaboratively discuss issues, conduct basic research, prepare written reports, and orally present their findings to the class.

Attendance Policy

I intend to be on time, prepared, and engaged during each class session. Thus, I expect the same from you. While I do not award points based solely on attendance, there will be in-class discussions and lectures that are essential to prepare you for the exams. Typically, students who attend regularly, take notes, engage in class discussions, and complete all reading assignments before class earn the best grades. So, please come to class ready to engage the content in a thoughtful way. This is not the type of course that you can just copy notes from a friend and be successful. You must be in the room to experience all of the diverse viewpoints, and lively debates, that will emerge from the readings and lectures.

Electronic Device Policy

As a professional courtesy it is required that cellphones be set to vibrate and stored out of sight during class sessions. Having a device in view produces a temptation to “check out” of the class and browse your cellphone. Laptops and tablets are allowed for note taking in the front half of the classroom. So, if you wish to use a device for legitimate academic purposes, you must do so in plain view. If the professor observes a device being used inappropriately, this privilege may be suspended for the remainder of the semester. The professor reserves the right to ask any student to leave who violates this policy and/or is a distraction to others. If you are expecting an emergency phone call, please notify the professor in advance and take the call outside the classroom.

Written Work Standards

Unless otherwise instructed (e.g., in-class assignments), all written work **MUST** be word-processed. Text should be double-spaced in a clearly readable 12-point font with standard one-inch margins unless you are responding to a prompt in Blackboard, which can be single-spaced.

Unless otherwise directed by the professor, please follow the guidelines of the current American Psychological Association’s Publication Manual (6th edition).

Late Work & Make-up Policy

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor’s discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up or late work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this policy. This policy does not apply to in-class assignments as it is not possible to recreate the group dynamics and collaborative nature of this work.

CORRECTIONS AND SOCIETY

CRIM 310-001 FALL 2016

3 Semester Credit Hours

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons.

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus and the tentative course calendar dates will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

FSU School of Criminal Justice on Facebook



Ferris State University

Timothy M. Eklin, Ph.D.
CRIM 310-001 Fall 2016

Course Calendar			
Date	Topic	Readings	Homework Assignments
Tuesday, 8-30 week 1A	Introductions and Community Building	None	
Thursday, 9-01 week 1B	Introducing the Critical Approach	Ch. 1	
Tuesday, 9-6 week 2A	Theoretical Penology	Ch. 4	Questions #1, 2, 3, & 4
Thursday, 9-8 week 2B	Theoretical Penology	Ch. 4	
Tuesday, 9-13 week 3A	Social World of Prisoners	Ch. 5	Questions #1, 2, 3, & 4
Thursday, 9-15 week 3B	Social World of Prisoners	Ch. 5	
Tuesday, 9-20 week 4A	Women in Corrections	Ch. 6	Questions #1, 4, 5, & 6
Thursday, 9-22 week 4B	Women in Corrections	Ch. 6	
Tuesday, 9-27 week 5A	Juveniles in Corrections	Ch. 7	Questions #1, 3, 5, & 6
Thursday, 9-29 week 5B	Juveniles in Corrections	Ch. 7	
Tuesday, 10-4 week 6A	Minorities in Corrections	Ch. 8	Questions #1, 2, 3, & 5
Thursday, 10-6 week 6B	Minorities in Corrections	Ch. 8	
Tuesday, 10-11 week 7A	Assaults and Riots	Ch. 9	Questions #1, 3, 4, & 5
Thursday, 10-13 week 7B	Midterm Exam		
Tuesday, 10-18 week 8A	The Death Penalty	Ch. 10	Questions #2, 3, & 4
Thursday, 10-20 week 8B	The Death Penalty <i>Death by Fire</i> - PBS	Ch. 10	
Tuesday, 10-25 week 9A	Jails and Detention	Ch. 11	Questions #1, 2, 3, & 4
Thursday, 10-27 week 9B	Jails and Detention	Ch. 11	
Tuesday, 11-01 week 10A	Prisoners' Rights	Ch. 12	Questions #1, 2, 3, & 4
Thursday, 11-03 week 10B	Prisoners' Rights	Ch. 12	
Tuesday, 11-08 week 11A	Alternatives to Incarceration	Ch. 13	Questions #2, 3, 4, & 5
Thursday, 11-10 week 11B	Alternatives to Incarceration	Ch. 13	

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Ferris State University

Timothy M. Eklin, Ph.D.

CRIM 310-001 Fall 2016

Tuesday, 11-15 week 12A	Working in Prison	Ch. 14	Questions #1, 2, 3, & 5
Thursday, 11-17 week 12B	Working in Prison	Ch. 14	
Tuesday, 11-22 week 13A	The Prison Industrial Complex	Ch. 15	Questions #1, 2, 4, & 5
Thursday, 11-24 week 13A	No Class	Happy Thanksgiving	Relax
Tuesday, 11-29 week 14A	The War on Drugs	Ch. 16	Questions #1, 3, 4, & 5
Thursday, 12-01 week 14A	Group Presentations	None	
Tuesday, 12-06 week 15A	Group Presentations	None	
Thursday, 12-08 week 15B	Group Presentations & Course Review	None	
Wednesday, December 14 2-3:40 PM	Final Exam	Materials Since Midterm	BIS 215

Appendix C

SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2016 Fall Semester – Important Dates

Late registration	Wednesday-Friday	August 24, 25, 26
First day of classes	Monday	August 29
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	Aug. 29-Sept. 1
Labor Day (no classes)	Monday	September 5
Mid-term grades due	Monday	October 17
Last day for "W" grades (full semester)	Thursday	November 3
Thanksgiving recess begins (classes dismiss at noon)	Wed. (noon)	November 23
Thanksgiving recess ends (classes resume)	Monday	November 28
Last day of classes	Friday	December 9
Examination week begins	Monday	December 12
Examination week ends	Friday	December 16
Commencement	Saturday	December 17
Final grades due by 1:00 p.m.	Monday	December 19

Partial Semester Classes – Fall 2016

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, August 29	Thursday, Sept. 1	Thursday, Nov. 3	Friday, Dec. 9
A:	Monday, August 29	Thursday, Sept. 1	Thursday, Sept. 29	Tuesday, Oct. 18
B:	Wed., Oct. 19	Monday, Oct. 24	Friday, Nov. 18	Friday, Dec. 9
D:	Monday, August 29	Thursday, Sept. 1	Monday, Sept. 19	Friday, Sept. 30
E:	Monday, Oct. 3	Tuesday, Oct. 4	Friday, Oct. 21	Thursday, Nov. 3
F:	Friday, Nov. 4	Monday, Nov. 7	Monday, Nov. 28	Friday, Dec. 9

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:

Monday – Thursday.....	7:30 am – 12:00 am
Friday.....	7:30 am – 9:00 pm
Saturday.....	9:00 am – 6:00 pm
Sunday.....	1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:

Monday – Thursday.....	7:30 am – 12:00 am
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CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>.

A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class

for the current semester. The last date to withdraw from a full semester class for Fall 2016 is Thursday, **November 3, 2016**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the “withdraw” has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw due to **extenuating circumstances**, you may submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow**. The Dean’s office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar’s Office at **231-591-5409** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as

Appendix C

those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester. **The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.**

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

(not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education	BIS-421 591-5361
Criminal Justice	BIS-506 591-5080
Digital Media	BIS- 303 591-2712
Digital Animation	FSU/GR 616-643-5722
Certification	BIS-403 591-3642
Student Affairs	BIS-604 591-3646
Dean’s Office	BIS-607 591-3648

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

CRIM 311
3 Credit Hours
Fall Semester 2016

Section 001 12:00 – 1:15 p.m. p.m. Tuesday and Thursday

Section 002 3:00- 4:15 p.m. Tuesday and Thursday

Section 003 4:30 – 5:45 p.m. Tuesday and Thursday

Section 004 6:00 – 8:50 p.m. Tuesday

Course Information

Course Title: Police and Society

Session and Academic Year: Fall 2016

Course Location: BIS 215 (001) BIS 219 (002, 003, 004)

First Meeting of Course: August 30th, 2016

Recurring Meeting Days and Times: Tuesdays and Thursdays (Sec. 001-003). Monday (Sec. 004)

Faculty Information

Instructor: Steven F. Hundersmarck Ph.D.

Office Location: BIS 506

Phone: (231) 591-5085

E-Mail Address: SteveHundersmarck@ferris.edu

Office Hours

Tuesdays and Thursdays 10:00 a.m. – 11:00 a.m. and 1:30 – 2:30 p.m.

Required Text

Rodberg, Roy (2015). Police & Society 6th edition, Oxford University Press ISBN: 978-0-19-977256-8. Oxford University Press

Additional Resources

Class notes and handouts. The instructor will provide extra course materials.

Course Description

A study of police organizations including the history, police administration and management, and the performance of police in society. The course will also examine factors that influence police behavior in a contemporary society.

Primary Learning Objectives

Students shall;

- Identify, memorize and describe material covered in class and apply to tests and projects.
- Identify and describe the historical and theoretical strategies used by the police and the residual effects on society.
- Identify and evaluate the importance of police operational programs such as COMPSTAT, Community –Oriented Policing, Stop and Frisk, Zero-Tolerance Policing and other initiatives.
- Identify the internal and external factors that impact the functions of police organizations.
- Discuss the importance of ethics, appropriate behavior, and good education in the police field.
- Apply modern policing concepts to real and constructed police situations.
- Collaborate and prepare a group presentation on an assigned topic.

Appendix C

- Analyze the relationship of police with society and various Criminal Justice systems.
- Actively participate in problem-based learning exercises.
- Construct and evaluate arguments on policing issues using APA formatted papers.

Teaching Methods

Teaching methods include lecture, class discussion, and in-class group activities. Students are expected to have read the assigned materials and to be prepared for and participate in class.

Policy Concerning Students with Disabilities

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at

<http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Academic Support Center

The academic support center is available to students to help or assist with academic matters. Students should call X3543 for an appointment or stop by ASC 1017 for assistance. Website <http://www.ferris.edu/HTMLS/colleges/university/ASC/tutoring.htm> .

Cell Phones, Computers, and Text Messaging

Students will not be allowed to use cell phones, mobile phones, pagers, laptop computers or similar electronic or communication devices and there will be no sending or reading of text messages during class. A student who engages in these activities and/or views or uses the item during class will be asked to leave the class and charged with an unexcused class absence. To avoid an issue regarding this rule and reduce the temptation to use such devices, no electronic or communication devices are to be exposed during class. Students must turn the electronic device off and store it in their pocket, purse, book bag, back pack or similar container prior to entering the classroom. Two violations by a student will result in a failing grade in the course. This policy will be strictly enforced.

Course Meeting Times

All classes are scheduled to meet for the full time allotment. Tardiness and absence from class will be counted as time missed against the student. If I am going to miss a class or the class is otherwise cancelled I will send out an e-mail via Blackboard.

Grading Scale and Assignments

Your final grade will be based on the percentage of 400 total points awarded to you via written assignments, exams, attendance, and class/group participation. The following point totals will determine your grade:

Total Points and Grade

400-376 points	A	94 – 100%
375-360 points	A-	90 - 93
359-348 points	B+	87 - 89
347-336 points	B	84 - 86
335-320 points	B-	80 - 83

Appendix C

319-308 points	C+	77 - 79
307-296 points	C	74 - 76
295-280 points	C-	70 - 73
279-268 points	D+	67 - 69
267-256 points	D	64 - 66
255-240 points	D-	60 - 63
239 and below	F	0 - 59

Grading Assignments

Three (3) exams, assignments and participation/in-class exercises will be used for grading student performance. The events are explained as follows:

Tests (3 tests/100 points each) 300 Total Points Possible

Tests will be a combination of multiple choice and short essay. You will need to read the text to understand the material. Make-up tests will not be given without a valid excuse (documented illness or sanctioned school event). It will then be given at the discretion of the instructor. If the student cannot be available on the exam date, prior notification of the instructor is required. Make-up exams will differ from the original test format (essay etc.) and will be comprehensive of material from the text and/or lecture. Final exams must be taken as scheduled during finals week. No early tests. All tests will be closed book and conducted in the classroom. Students will be responsible for requesting a make-up exam within one week of the missed test. Once this period has passed the student will be given a "0" for the test.

Assignments 100 Total Points Possible

The assignments shall require that you conduct a more detailed analysis of a subject area than what is covered in our text. I will advise you well in advance of the specifics of the assignment. Plagiarism will not be tolerated. Plagiarism can lead to an automatic "F" in the course. In-class exercises may include questions on assigned readings in class on a random basis. This grade includes quizzes that are given over the reading each week.

Attendance/Tardiness

Attendance will be taken on a regular basis. It shall be your responsibility to catch up on missed notes, group activities, and work assignments if you do miss a class. Students with 5 hours in absences (excused or unexcused) will lose 20 points. Students with 7 hours or more of absences (excused or unexcused) will fail the class. Continual tardiness will be counted as an absence. Students who leave class early will be counted as absent from class. Missing class does not preclude you from completing assignments etc. You are responsible for material covered when you miss class. If you cannot attend class because of participation in a Ferris State University sanctioned event (Class field trip, athletics, band events etc.). Your absence will be excused when proper documentation of attendance is received from your coach etc. Documented and undocumented illness counts towards your absences. Students who are tardy (arriving late or leaving class) three times will subsequently be considered absent. Students who are not alert in class (sleeping, texting) will be considered absent. Students who are over 15 minutes late for class will be considered absent.

Deadlines

Deadlines are firm. It is up to the student to upload them correctly to Blackboard on the due date. Assignments may be uploaded early when feasible to do so. To avoid setbacks due to sickness or other emergencies it is imperative that you finish the paper before the deadline to allow for contingencies. Absence from class for any excuse is not an excuse for a late paper. Late papers will not be accepted.

Appendix C

Blackboard Class Website

A Blackboard website for the class has been established. The website will be utilized to post note templates, test reviews, assignments and announcements. Students will also be able to access their grade progress on the website. If the instructor is absent notification will be made via an announcement and an e-mail to each student.

FSU E-Mail

Students are required to use their official FSU e-mail account. All notifications and communications will occur via students FSU e-mail account. I will not correspond with non-FSU e-mail accounts (hotmail, yahoo, etc.).

Schedule

Week	Topic/Assignment/Activity	Assignment/Exam
1	Introductions/Syllabus Chapter 1	Must read each chapter by Monday of the week assigned.
2	Chapter 1	
3	Chapter 2	
4	Chapters 2/3	
5	Chapter 3	
6	Chapter 4	
7	Chapter 4	Exam 1 – Chapters 1-4
8	Chapter 5	
9	Chapters 5/6	
10	Chapter 6	
11	Chapter 7	Exam #2 Chapters 5-7
12	Chapter 8	
13	Chapter 9	Thanksgiving Break. No class Thursday 11-24-2016 only
14	Chapter 10	
15	Chapter 13	Classes end 12-10-2014
Finals	Final Exam Week	Exam #3 Chapters 8, 9, 10, 13
*** Schedule may change at instructor's discretion		

CLASS ATTENDANCE IS IMPORTANT!
 Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about tardiness, to encourage students to be present the full class period. Check your course syllabus talk to your instructor about his/her policies.

Appendix G

SYLLABUS ATTACHMENT

COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

Fall 2016 IMPORTANT DATES

2016 Fall Semester – Important Dates

Late registration	Wednesday-Friday	August 24, 25, 26
First day of classes	Monday	August 29
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	Aug. 29-Sept. 1
Labor Day (no classes)	Monday	September 5
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Last day for "W" grades (full semester)	Thursday	November 3
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Last day of classes	Friday	December 9
Examination week begins	Monday	December 12
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Final grades due by 1:00 p.m.	Monday	December 19

Partial Semester Classes – Fall 2016

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LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:
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HOW TO CONTACT A FACULTY MEMBER

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DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check on your MY FSU to confirm the last date to withdraw from a class for

the current semester. The last date to withdraw from a full semester class for Fall 2013 is **October 31, 2013**.

To withdraw go to the Student Academic Affairs Office in **Bishop Hall 604** for all main campus students. Phone the office at **231-591-3646** or **231-591-2700** to request a four -part form to withdraw from a course(s) if you attend another campus.

(Withdrawing continued)

DO NOT contact your instructor to request a withdraw; he/she will not be able to facilitate this for you. After the request to withdraw has been submitted, check your class schedule to make sure you see the “withdraw” has posted. This process can take several days. If you do not see the posting within a week, please stop by or call Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw, **due to extenuating circumstances**, you may appeal with a written statement supporting your request. The Dean’s office will review all appeals (form can be found on the Ferris web site). Those can be emailed to langant@ferris.edu or mailed to **1349 Cramer Circle, Bishop 604, attn: Terry Langan, Big Rapids MI 49307**. To make a complete withdrawal from all courses you must contact admissions at **231-591-2805**, or in person at the Timme Center for Student Services on the main campus.

For a complete withdraw due to medical reasons, contact the **Health Center at 231-591-2614**. See the website for complete directions for any total withdraws from the University.

INCOMPLETES

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as

those situations over which the student has little or no control, e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation. Students must have completed at least 75% of the course work at passing levels before an "I" will be considered, and they may be required to sign an agreement regarding course completion. An "I" grade automatically changes to an "F" after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

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- individual help and workshops with writing skills and writing assignments for English or other courses
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SCHOLAR is an academic support program that aids the student's successful progression by offering a Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

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FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

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Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

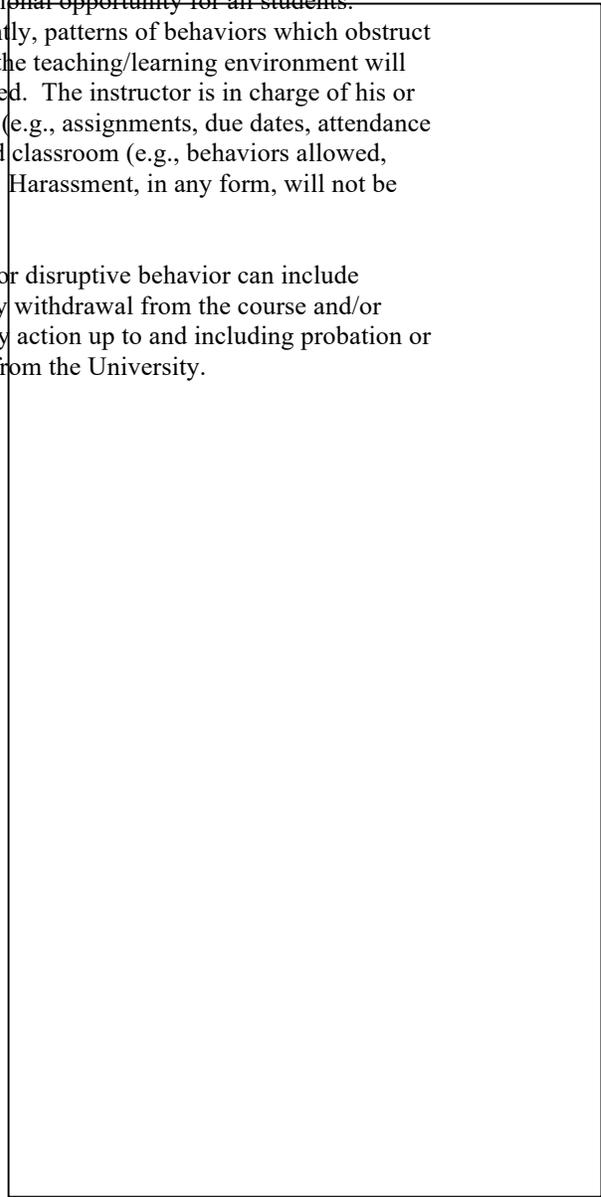
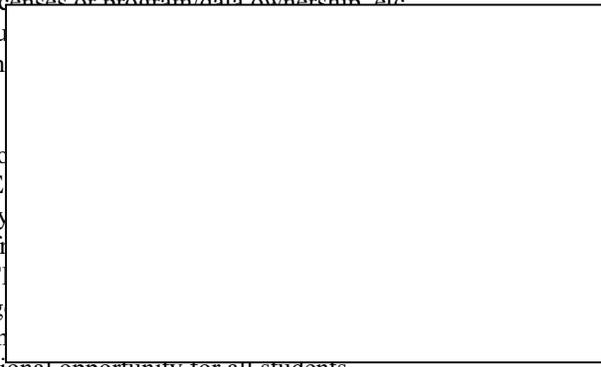
Safety

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc.

WHERE TO GO FOR HELP

If you are unsure to ask Penalties for **FAILURE** disciplinary dismissal for **DISRUPT** The Colleg strives to m and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated. Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.



**CONFLICT MANAGEMENT IN CORRECTIONS
CRIM 319 – SPRING 2017**

3 Semester Credit Hours

PROFESSOR

Timothy M. Eklin, Ph.D.

CLASS MEETING TIME

Tuesday & Thursday 9:30 – 10:45 AM

LOCATION & SECTION CODE

BIS 219 (CRN 11510)

OFFICE HOURS FOR STUDENT MEETINGS

Tuesday & Wednesday

1:00 – 3:00 PM or by appointment

CONTACT INFORMATION

1349 Cramer Circle, BIS 538
Office Telephone: 231-591-5082
eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom time and office hours. My office telephone is the least effective way to communicate with me as I often work remotely.

CATALOG COURSE DESCRIPTION: The dynamics involved when dealing with the public and inmates. An in-depth analysis of the following: culture and minorities, formation of attitudes and prejudices, understanding human relations, conflict intervention, special needs inmates, domestic situations and suicide. Meets M.C.O.T.C. certification requirements.

PRE-REQUISITES: Junior status and Criminal Justice students only.

TEXTBOOK(S):

In the Margins: Special Populations and American Justice. 1/E Toth, Crews, & Burton, Eds. (2008). Pearson/Prentice Hall. ISBN: 9780130284310

Nobody: Casualties of America's War on the Vulnerable, from Ferguson to Flint and Beyond. Hill (2016). ATRIA Books. ISBN: 9781501124945

ADDITIONAL MATERIALS: Annotation notebook dedicated to this class.

CONFLICT MANAGEMENT IN CORRECTIONS CRIM 319 – SPRING 2017

3 Semester Credit Hours

Student Learning Outcomes & Assessment

1. Identify, memorize, and describe material covered in class and apply to tests and projects.
2. Explore the meaning and function of culture.
3. Articulate the impact of discrimination and prejudice.
4. Compare the experiences of marginalized groups with your own life experiences.
5. Interpret statistics that represent ethnic and racial minorities in Michigan prisons.
6. Produce evidence of critical thinking and problem solving abilities.

Assessment of Learning	Percentage	Points
Chapter Annotations	20%	80
Reflection Paper	5%	20
Midterm Exam	25%	100
Final Paper	20%	80
Group Presentation	5%	20
Final Exam	25%	100
TOTAL	100%	400

Grading Scale & Description of Assignments

Your final percentage grade for the course will be determined by adding up all of the points you have earned, dividing by 400, and rounding up to the nearest percentage when applicable.

Grade	Percentage	Points
A	93-100	370-400
A-	90-92	358-369
B+	88-89	350-357
B	83-87	330-349
B-	80-82	318-329
C+	78-79	310-317

Grade	Percentage	Points
C	73-77	290-309
C-	70-72	278-289
D+	68-69	270-277
D	63-67	251-269
D-	60-62	238-250
F	0-59	001-237

Chapter Annotations

This student-centered strategy is designed to engage you as a reader by purposefully making notes, thoughtful reflections, connections with other content areas, formulate questions for the professor, and summarize content using your own words. All annotations shall be hand written using a notebook specifically for this purpose. Failure to complete in-depth annotations of each chapter will result in you not being sufficiently prepared for lectures, in-class discussions, and exams. You must have your reading and annotations completed *before* the start of each class session. The professor will randomly assess your annotations 8 times during in-class discussions and award up to 10 points per review. You will be assessed based on organization, quality, and quantity of your annotations. Finally, you must be present in class to earn annotation points.

CONFLICT MANAGEMENT IN CORRECTIONS CRIM 319 – SPRING 2017

3 Semester Credit Hours

Reflection Paper

This is a writing assignment designed to capture your thoughts and reflections following an assigned activity such as attending an out-of-class event, watching a prescribed film, listening to a guest lecturer, etc. The length of this paper is expected to be 3-4 full pages and comply with the written work standards stated below. It is due in class at the next scheduled class session following the event. We will debrief and discuss your reflections as a group activity.

Exam Design and Rationale

The exams may be multiple-choice, short answer, or essay format. The professor reserves the right to design an exam that best assesses the learning outcomes for the course. Sometimes a combination of multiple choice, short answer, and essay questions are used. Typically, students are provided with a review session and/or are provided a sample question pool to assist in preparation for the exams. I'm most concerned with your ability to demonstrate a deep understanding of complex concepts rather than memorize facts.

Group Project/Presentation

Students will work collaboratively in teams of 4-5 to create and deliver a 15-20 minute presentation detailing their findings. Each student will have a speaking role and at least one visual aid is required. Working in groups is an essential life/job skill for criminal justice professionals. Thus, students will be asked to collaboratively discuss issues, conduct basic research, prepare written reports, and orally present their findings to the class. More details about this assignment will be provided in a separate document near the midterm point.

Attendance Policy

I intend to be on time, prepared, and engaged during each class session. Thus, I expect the same from you. While I do not award points based solely on attendance, you must participate in the in-class activity to earn these points which includes annotation reviews.

Written Work Standards

Unless otherwise instructed (e.g., in-class assignments), all written work MUST be word-processed. Text should be double-spaced in a clearly readable 12-point font with standard one-inch margins unless you are responding to a prompt in Blackboard, which can be single-spaced.

Unless otherwise directed by the professor, please follow the guidelines of the current American Psychological Association's Publication Manual (6th edition).

**CONFLICT MANAGEMENT IN CORRECTIONS
CRIM 319 – SPRING 2017**

3 Semester Credit Hours

Late Work & Make-up Policy

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor's discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up or late work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this policy. This policy does not apply to in-class assignments as it is not possible to recreate the group dynamics and collaborative nature of this work.

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located the at Arts and Sciences Commons.

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus and the tentative course calendar dates will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

FSU School of Criminal Justice on Facebook



Ferris State University
 Timothy M. Eklin, Ph.D.
 CRIM 319-001 – Spring 2017

Course Calendar			
Date	Topic	Readings	Notes
Tuesday, 1-10	Introductions and Community Building	None	Group Discussion
Thursday, 1-12	<i>Culture, Discrimination & Intolerance</i>	Chapter 1	Toth, et al. (2008)
Tuesday, 1-17	<i>A Class Divided</i>	None	Film
Thursday, 1-19	<i>A Class Divided - Debriefing</i>	None	Film
Tuesday, 1-24	<i>African Americans</i>	Chapter 2	Toth, et al. (2008)
Thursday, 1-26	Jim Crow Museum of Racist Memorabilia	None	Class meets in FLITE lower level
Tuesday, 1-31	<i>Hispanics</i>	Chapter 3	Toth, et al. (2008)
Thursday, 2-2	<i>Native Americans</i>	Chapter 4	Toth, et al. (2008)
Tuesday, 2-7	<i>Asian Americans</i>	Chapter 5	Toth, et al. (2008)
Thursday, 2-9	<i>Arab Americans</i>	Chapter 6	Toth, et al. (2008)
Tuesday, 2-14	<i>Women</i>	Chapter 7	Toth, et al. (2008)
Thursday, 2-16	<i>Gays and Lesbians</i>	Chapter 8	Toth, et al. (2008)
Tuesday, 2-21	<i>Disabled and Physically Challenged</i>	Chapter 9	Toth, et al. (2008)
Thursday, 2-23	<i>The Elderly</i>	Chapter 10	Toth, et al. (2008)
Tuesday, 2-28	<i>Hate and Intolerance</i>	Chapter 11	Toth, et al. (2008)
Thursday, 3-2	Mid Term Exam	None	N.A.

Ferris State University
 Timothy M. Eklin, Ph.D.
 CRIM 319-001 – Spring 2017

Course Calendar			
Date	Topic	Readings	Notes
Tuesday, 3-7	Spring Break	No Class	Relax
Thursday, 3-9	Spring Break	No Class	Relax
Tuesday, 3-14	Midterm Exam Review	Chapter 1	Hill (2016)
Thursday, 3-16	<i>When Generations Collide</i>	Chapter 2	Hill (2016)
Tuesday, 3-21	ACJS Conference	No Class	Alternative Assignment - TBA
Thursday, 3-23	ACJS Conference	No Class	Alternative Assignment - TBA
Tuesday, 3-28	<i>When Generations Collide</i>	Chapter 3	Hill (2016)
Thursday, 3-30	<i>A Framework for Understanding Poverty</i>	Chapter 4	Hill (2016)
Tuesday, 4-4	<i>A Framework for Understanding Poverty</i>	Chapter 5	Hill (2016)
Thursday, 4-6	Myers Briggs Personality Type	Chapter 6	Hill (2016)
Tuesday, 4-11	Myers Briggs Personality Type	Chapter 7	Hill (2016)
Thursday, 4-13	Mid-Semester Recess (Easter)	No Class	Relax
Tuesday, 4-18	<i>Crash</i> Part I	None	Film
Thursday, 4-20	<i>Crash</i> Part II	None	Film
Tuesday, 4-25	Student Group Presentations	None	Peer Reviews
Thursday, 4-27	Student Group Presentations	None	Peer Reviews
Monday, May 1	Final Exam	10-11:40 AM	Have a Great Summer!

Appendix C

SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2017 Spring Semester – Important Dates

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Martin Luther King Day (no classes)	Monday	January 16
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Spring recess begins (no classes)	Saturday	March 4
Spring recess ends (classes resume)	Monday	March 13
Last day for "W" grades (full semester)	Thursday	March 23
Mid-semester recess begins (no classes)	Thursday	April 13
Mid-semester recess ends (classes resume)	Monday	April 17
Last day of classes	Friday	April 28
Examination week begins	Monday	May 1
Examination week ends	Friday	May 5
Commencement	Friday, Saturday	May 5, 6
Final grades due by 1 p.m.	Monday	May 8

Partial Semester Classes – Spring 2017

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, January 9	Thursday, January 12	Thursday, March 23	Friday, April 28
A:	Monday, January 9	Thursday, January 12	Thursday, February 9	Tuesday, February 28
B:	Wednesday, March 1	Monday, March 13	Tuesday, April 11	Friday, April 28
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TAC 231-591-4822

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CLASS ATTENDANCE IS IMPORTANT

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

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DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for Spring 2017 is Thursday, **March 23, 2017**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the "withdraw" has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

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To make a complete withdrawal from all courses, you must contact the Registrar's Office at **231-591-5409** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury

Appendix C

duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Marie Yowitz.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education	BIS-421
591-5361	
Criminal Justice	BIS-506
591-5080	
Digital Media	BIS 303
591-2712	
Digital Animation	
616-643-5722	FSU-GR
Digital Media Software Eng.	
616-643-5721	FSU-GR
Certification	BIS-403
591-3642	
Student Affairs	BIS-604
591-3646	
Dean’s Office	BIS-607
591-3648	

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

Law Enforcement Report Writing
3 Credit Hours
CRIM 321 - Section 001

Course Information

Course Title: Law Enforcement Report Writing

Session and Academic Year: Spring 2017

Course Location: Bishop Hall 219

First Meeting of Course: Monday January 9th, 2017

Recurring Meeting Days and Times: Mondays 1800 – 2050 hours

Faculty Information

Instructor: Steven F. Hundersmarck Ph.D.

Office Location: BIS 520

Phone: (231) 591-5085

E-Mail Address: SteveHundersmarck@ferris.edu

Office Hours

Mondays 2:00 – 6:00 p.m.

Required Text – Bring to class

Bollinger, P. & Winston, S. (2012). *Investigative Report Writing Manual for Law Enforcement and Security Personnel*, ISBN #978-0-9821157 0-1

Michigan Department of State Police Training Division. REPORT WRITING HANDBOOK.

Blank pocket notebook.

Additional Resources

Class notes and handouts. The instructor will periodically provide course materials.

Course Description

This course is designed for junior level students preparing to complete their internships in law enforcement. This course builds observation, listening, writing, and general communication skills. Emphasis is placed on narrative reports, but will also include investigative, administrative, and supplemental report writing. Correct spelling and grammar usage is expected at all times. The course will also examine situations in which police reports are prepared including; patrol, supervision, investigations and other police events.

Primary Learning Objectives

Students shall:

- Identify, comprehend and explain the characteristics of a well written police report.
- Present and apply the skills involved in collecting and organizing information that is useful to other investigators, supervisors, attorneys and individuals outside of the field of criminal justice.
- Write grammatically correct police and administrative reports.
- Interview witnesses, interrogate criminals and complete the investigative process that involves writing a report.
- Identify elements of crimes that will be included in police reports.
- Demonstrate an understanding of the importance and characteristics of well-written police, investigation, and administrative reports.
- Work with a group to complete, presentations and other course material.

Teaching Methods

Teaching methods include lecture, class discussion, and in-class group activities. Students are expected to have read the assigned materials and to be prepared for and participate in class.

Structure of Class

Generally class will consist of lecture followed by a workshop. Students who miss class or leave early will miss the workshop and the points available for that day.

Policy Concerning Students with Disabilities

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Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. *Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.*

Writing Center

Ferris State University has a writing center to assist you in writing papers. Use the center to assist you with the mechanics of writing. Do not be hesitant to use their resources. You can access the writing center website at <http://www.ferris.edu/HTMLS/colleges/artsands/languages-and-literature/writing-center/>. The writing center is located on campus at 1017 ASC.

Academic Support Center

The academic support center is available to students to help or assist with academic matters. Students should call X3543 for an appointment or stop by ASC 1017 for assistance. Website <http://www.ferris.edu/HTMLS/colleges/university/ASC/tutoring.htm>.

Cell Phones, Computers, and Text Messaging

Students will not be allowed to use cell phones, mobile phones, pagers, laptop computers or similar electronic or communication devices and there will be no sending or reading of text messages during class. A student who engages in these activities and/or views or uses the item during class will be asked to leave the class and charged with an unexcused class absence. No recording devices are allowed in the classroom. Students will not record any portion of the class. To avoid an issue regarding this rule and reduce the temptation to use such devices, no electronic or communication devices are to be exposed during class. Students must turn the electronic device off and store it in their pocket, purse, book bag, back pack or similar container prior to entering the classroom. ONE TIME IS A WARNING; SECOND TIME IS ONE FINAL GRADE LOWER; THIRD TIME IS AN "F" IN THE COURSE.

Course Meeting Times

All classes are scheduled to meet for the full time allotment. Tardiness and absence from class will be counted as time missed against the student. If I am going to miss a class or the class is otherwise cancelled I will send out an e-mail via Blackboard. When a student asks if class is ending early the class will be extended 15 minutes. As student who regularly arrives late or leaves the classroom will fail the class.

Grading Scale and Assignments

Your final grade will be based on the percentage of 400 total points awarded to you via written assignments, exams, attendance, and class/group participation. The following point totals will determine your grade:

Total Points and Grade

400-376 points	A	94 – 100%
375-360 points	A-	90 - 93
359-348 points	B+	87 - 89
347-336 points	B	84 - 86
335-320 points	B-	80 - 83
319-308 points	C+	77 - 79
307-296 points	C	74 - 76
295-280 points	C-	70 - 73
279-268 points	D+	67 - 69
267-256 points	D	64 - 66
255-244 points	D-	60 - 63
243 and below	F	0 - 59

Graded Assignments

Tests (2 tests/50 points each) 100 Total Points Possible

Appendix C

Tests will be a combination of multiple choice and short essay. You will need to read the text to understand the material. Make-up tests will not be given without a valid excuse (documented illness or sanctioned school event). It will then be given at the discretion of the instructor. If the student cannot be available on the exam date, prior notification of the instructor is required. Make-up exams will differ from the original test format (essay etc.) and will be comprehensive of material from the text and/or lecture. Final exams must be taken as scheduled during finals week. No early tests. All tests will be closed book and conducted in the classroom. Students will be responsible for requesting a make-up exam within one week of the missed test. Once this period has passed the student will be given a “0” for the test.

Reports (200 points)

Students will be required to write eight reports. The reports will be worth 25 points each. The reports will cover various crimes and roles in law enforcement. Reports may be scenario based or directly from the workbook. Plagiarism will not be tolerated. Plagiarism will lead to an automatic “F” in the course.

Logs (50 points)

Students will be required to write ten logs. The logs will consist of events in class as they happen and as directed by the instructor. The logs will be started at the beginning of class. Students will record when they arrive at class. The logs will be completed and turned in at the end of class.

Participation/In-Class Exercises/Group Work (50 points)

Students are expected to participate in class and will on occasion be expected to complete assignments in class and on Blackboard (FerrisConnect). Students will also be graded on their participation in group work which includes written assignments and presentations.

Attendance/Tardiness

Attendance will be taken on a regular basis. It shall be your responsibility to catch up on missed notes, group activities, and work assignments if you do miss a class. Students with 10 hours in absences will lose 20 points. For each additional hours students will lose 20 points. Students with 12 hours in absences will automatically fail the class. Continual tardiness will be counted as an absence. Missing class does not preclude you from completing assignments etc. If you cannot attend class because of participation in a Ferris State University sanctioned event (Class field trip, athletics, band events etc.). Your absence will be excused when proper documentation of attendance is received. Documented and undocumented illness counts towards your absences. Students who are tardy (arriving late or leaving class) three times will subsequently be considered absent. Students who are not alert in class (sleeping, texting) will be considered absent. Students over 15 minutes late will be considered absent. Students who leave early will also be considered absent from class.

Deadlines

Deadlines are firm. It is up to the student to upload them correctly to the Blackboard assignment module on the due date. Assignments may be uploaded early when feasible to do so. To avoid setbacks due to sickness or other emergencies it is imperative that you finish the paper before the deadline to allow for contingencies. Absence from class for any excuse is not an excuse for a late paper.

Blackboard Class Website

A Blackboard website for the class has been established. The website will be utilized to post note templates, test reviews, assignments and announcements. Students will also be able to access their grade progress on the website. If the instructor is absent notification will be made via an announcement and an e-mail to each student.

FSU E-Mail

Students are required to use their official FSU e-mail account. All notifications and communications will occur via students FSU e-mail account. I will not correspond with non-FSU e-mail accounts (hotmail, yahoo, etc.).

Schedule

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Meeting	Topic/Assignment/Activity	Assignment/Exam
1	Introductions/Syllabus Chapter 1 and Larceny	Larceny
2	Chapter 2/Interviews and Interrogations	Prep for Interviews and Interrogations
3	Chapter 5	Student Interviews and Interrogations.
4	Chapter 5	Robbery
5	Chapter 7	Domestic Violence
6	Chapter 7 ending	Home Invasion
7	Chapter 6	Exam 1 – Chapters 1,2,5,7 DMV and Home Invasion
8	Chapter 6	OUIL/OWI
9	Break!!!!	March 4-12 Spring Break!
10	Chapter 4	Assault and Battery- Presentation
11	Chapter 4	CCW - Presentation
12	Chapter 3	MDOP - Presentation
13	Chapter 3	CSC Presentation - Presentation
14	Chapter 9	Death Investigation - Murder
15	Chapter 9	Student Investigation Assigned
16	Paperwork	Student Investigation and Report
Finals	Final Exam Chapters 12-15	Exam #2 Chapters 6, 4, 3, 9 Robbery and CSC May 1st 6:00-8:00 p.m.
*** Schedule may change at instructor's discretion		

Appendix C

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program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

Report Writing for Corrections & Generalists
Crim 322, Section 001 /Spring, 2016
Tuesday & Thursday 1:30-2:45 pm-BIS 219

Nancy L. Hogan, Ph.D.
Pro P Professor/Graduate Program
inator
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231-591-2664
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Office Hours: Tuesdays 1:00-1:30 pm
Wednesdays 4:00-6:00 pm
Thursdays, 12:00-1:30 pm

Required Books:

Hogan & Elo (2016). *Report Writing Workbook for Criminal Justice*, (5th ed.)
(Correctional Consultants).

Strunk and White (2000). *The Elements of Style* 4th Ed. (Allyn and Bacon).

Course Description

Writing an effective report analyzing the use of vocabulary, sentence structure, utilization of mechanics specific to corrections, using notes, case notebook, interviewing methods, understanding the various style of writing and preparing specific corrections reports. Meets MCOTC certification requirements & general education writing intensive course.

Learning Outcomes

1. Practice rules of writing, sentence structure, and grammar.
2. Write and analyze incident and police reports.
3. Prepare and assess log and chronological reports.
4. Formulate and compose pre-sentence investigations.
5. Examine best methods of observation and collect information.
6. Identify best scenario for active listening.
7. Distinguish between legally defensible reports containing elements of crime.
8. Through simulated action simulation, interpret surroundings and prepare reports.

Academic Honesty

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

I reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, I will assume that it is plagiarized and will take disciplinary action, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Judicial Services, and removal from the criminal justice program. Each incident will be judged on a case by case basis.

Disabilities Services

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Withdrawal

The last day to withdraw from the class with a W is Thursday, March 23, 2017. You must officially withdraw by calling the Dean’s office as not showing up for class does count. The student must follow proper procedure to withdraw from the course.

Class Participation

You are strongly encouraged to participate in class discussions. Students who contribute meaningful comments regularly may have their course grade raised when final grades are on the bubble.

Class Conduct

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class, but is disrespectful to both classmates and the professor.

Class Attendance and Due Dates

Attendance— Class is supposed to be preparing you for the real world. Thus, consider it your job. You are allowed 2 absences during the semester. Choose your absences wisely. After that, each absence is an 8 point deduction off your total points. I do not accept late assignments unless there is an exceptional reason. If I do accept a late assignment, 5-10 points will be deducted.

Grading Scale

93-100	A	90-92	A-	87-89	B+
83-86	B	80-82	B-	77-79	C+
73-76	C	70-72	C-	67-69	D+
63-66	D	60-62	D-	50-59	F

(Incomplete assignment= 0; academic dishonesty= F for course)

A few other rules also apply to the classroom

All cell phones must be out of sight and not in your hands. Any person found playing with their cell phone will be asked to leave for the day.

No video or audio recording or picture taking from cell phones, pads, cameras, laptops---etc. is allowed without my written consent.

The classroom is not an eating center. You may have a drink in class, but it is unacceptable to bring food into the classroom while I am instructing. In particular, do not order a pizza and have it delivered to the classroom!

Dress appropriately with proper hygiene for the classroom setting. Don't roll out of bed and come in your pajamas without brushing your teeth and combing your hair. I don't expect you to dress business casual, but dress to project a positive reflection of yourself. So, actually get dressed with different clothes than the ones you slept in, no revealing clothing that may cause other students to not pay attention to me, no clothing that may confuse me as to whether or not you are a client of the criminal justice system or a future worker in the system, don't come under the influence, and...I don't want to see the color your underwear!

No pets should be brought to class!

If you bring a laptop, you are expected to use word processing only. No reading email, Facebook, playing games or surfing the internet. If this occurs, you will not be allowed to bring a laptop to class and will be forced to take notes the old-fashioned way by writing them!

No ear buds or headsets are allowed on your head during class.

Schedule of Events-January

January 10, 2017	Introduction, syllabus, books, <i>Read Chapter 1 Strunk & White</i>
January 12, 2017	Where is my level of writing? Ice-Breaker <i>Read Chapter 1-Hogan & Elo</i>
January 17, 2017	GED test, <i>Read Chapter 2 Strunk & White</i>
January 19, 2017	GED Results, Discussion-Report Writing and Your Profession- spelling test (AB) <i>Read Chapter 3 Strunk & White</i> Assignment 4-1 & 4-2 (due 1/24/17 in class)
January 24, 2017	What is Report writing? <i>Read Chapter 2 & 3 Hogan & Elo.</i> Complete exercise 2-1 & 3-1 (due 1/26/17 in class)
January 26, 2017	What is Report writing?-spelling test (CD) <i>Read Chapter 4 Strunk & White, Chapter 6 Hogan & Elo</i>
January 31, 2017	Guest Speaker—Cpt. James Hogan Log Counts and their importance.

Schedule of Events-Crim 322

February 5, 2016	Guest Speaker-Log Book
February 7, 2016	Keeping track of inmate movement --Log Books Log Book Assignment (due 2/14/14)*
February 12, 2016	The Importance of Listening Read Chapter 5 <i>Strunk & White</i> - Read Chapter 4 <i>Hogan & Elo</i> Complete 25 out of 45 (your pick) Hogan & Elo 4-3 (due 2/13/14) Complete 4-4 (due 2-/13/14)
February 14, 2016	The Importance of Observation Assignment-(due 2/25/14) Read Chapter 5, <i>Hogan & Elo</i> Complete 5-1, 5-2, 5-3, 5-4 (due 2/25/14)
February 19, 2016	Strunk & White test-
February 21, 2016	Report Writing—types of reports
February 26, 2016	Administrative- Administrative Assignment (2-26-15)
February 28, 2016	
March 3, 2016	
March 5, 2016	
	<i>Spring Break</i>
March 15, 2016	
March 17, 2016	
March 22, 2016	

March 24, 2016	NO CLASS—MID-SEMESTER BREAK
March 29, 2016 March 31, 2016	
April 5, 2016 April 7, 2016	no class or test
April 12, 2016 April 14, 2016	
April 19, 2016 April 21, 2016	Shooting Simulation—at Police Academy-- Shooting Simulation
April 26, 2016 April 28, 2016	
May 3, 2016	Final—12:00-1:40 pm

This syllabus is not a contract and may be changed as the course progresses. It is the student's responsibility to come to class and write down any changes. "Not knowing" is not an excuse!



CRIM 355
EMERGENCY VEHICLE OPERATION
SUMMER SEMESTER 2016
Professor Steven Amey
Dr. Gregory Vander Kooi

COURSE OBJECTIVES

Mastery of the MCOLES Emergency Vehicle Operations Course. Precision maneuvering techniques for the safe operation of emergency vehicles will be taught and practiced. Additionally, the following topics will be addressed: defensive driving, vehicle dynamics, vehicle maintenance, occupant protection, skid control, highway response, driving in adverse conditions, understanding risk factors that affect driving, legal issues and accepted policies and procedures governing emergency vehicle operation.

REQUIRED TEXT

Students are required to purchase a copy of the Precision Driving Manual, available at the Bookstore.

GRADING

Both practical and written examinations covering emergency vehicle operation will be given. For the practical exercises, the student must satisfactorily complete two out of three evaluation runs and perform each of the listed requirements of the required six exercises, in order to pass the MCOLES Emergency Vehicle Operation course. Those students unable to demonstrate proficiency on two out of three tries will fail that attempt for the skill exercise. A second attempt to demonstrate proficiency will be allowed during the first assessment. If a student fails the first assessment, a formal remediation shall be offered to the student. Then, a second assessment will be offered consisting of two more attempts. Failing the second attempt will result in the student failing the MCOLES Emergency Vehicle Operation course. The final grade for the MCOLES Emergency Vehicle Operation Course practical exam will be pass or fail.

The written exam will cover material from the precision Driving Manual, videos, handouts and other materials discussed during class.

The student must receive at least a “C” grade or higher in this course to maintain eligibility for certification from MCOLES.

ATTENDANCE

This course is a required track course for Law Enforcement Specialists. Therefore, attendance will be taken on a daily basis. Law Enforcement Specialists must attend 100 percent of the scheduled class periods for certification purposes.

CLASS CONDUCT

According to MCOLES program requirements, the following are cause for dismissal from the Law Enforcement Certification Program:

1. Consuming or possessing alcoholic beverages during training hours, including lunch and break times.
2. Sleeping while class is in session.
3. Cheating or Lying
4. Failure to meet program requirements.
5. Conduct prejudicial to the law enforcement discipline, whether or not specifically stated in these rules.
6. Texting during the course without prior approval

OFFICE HOURS

Professor Steven Amey

Office: 536 Bishop Hall

Telephone: 231-591-5083

Dr. Vander Kooi:

Office: 528 Bishop Hall

Telephone: 231-591-2458

By Appointment if necessary

Ferris State University**CRIM - 356****Firearms for Law Enforcement****3.0 Credit Hours****Summer/Fall 2011**

Full Group Classroom – July 14-15, 2011 – 138 Starr
Group 1 – July 18-July 22, 2011 - Range
Group 2 – August 1-5, 2011 – Range
Half Group - Selected Fridays during Fall Semester 2011

Lead Instructor: Cecil Queen, Associate Professor

Asst. Instructors: R. Schneider, R. Jancek, E. LaDere, G. Wilson, and J. Cook

Office: 539 Bishop Hall, 591-5865

E-Mail: Via FerrisConnect or queenc@ferris.edu

Office Hours: By Appointment Only

Required Textbook:

Firearms Training Manual for Michigan Law Enforcement Officers, 3rd Edition, 2008. Publisher: Macomb Community College, Criminal Justice Training Center. The book can be purchased from FSU School of Criminal Justice. Cost: \$10.00.

Course Description:

This course is designed for senior level *law enforcement academy students only* to study and acquire basic skills, knowledge, and abilities related to making proper legal and ethical decisions regarding the use of deadly force. Students will also become competent in the safe handling of various firearms, with a focus toward handguns, shotguns, and rifles. This course will examine various contemporary issues impacting the use of deadly force, the criminal justice system, and the public who expect protection from danger. Upon successful completion of the course, students will have completed all Michigan Commission

on Law Enforcement Standards (MCOLES) basic training firearms requirements for police officers providing one component toward licensure in Michigan.

In order to provide the students with a clear opportunity to learn and to understand the aspects of police use-of-force concerns and officer survival techniques, this course has been coordinated with Defensive Tactics, Patrol Problems, Criminal Law and Procedures, Report Writing, and other problem-based learning initiatives, as well as scenario instruction methods. The course is concerned with the development of critical thinking, spirited discussions led by students, and learning to challenge other ways of thinking. This learner-centered environment will provide extensive hands-on, experiential learning opportunities where students will interact in a problem-based learning structure whenever applicable. The instructors will act as facilitators in class and trainers on the firearms range. Personal safety and safe handling of firearms at all times is central to the students' successful completion of this course.

Learning Outcomes:

The students will explore the application of firearms as a tool for criminal justice professionals as they work toward the completion of their baccalaureate studies at Ferris State University and the MCOLES licensure as a police officer in Michigan. Students will be required to research, assess, review, and discuss problems as presented. Various personal firearm skills critical to the MCOLES certification process will hopefully be taught, learned, and demonstrated that include written and verbal communication, critical thinking, problem solving, research, observation, team work, and organization. The following student learning outcomes are expected:

1. To demonstrate their understanding of the legal, moral, and ethical conditions of police firearms use and the Michigan CCW statutes.
2. To display a clear ability to make proper decisions under stress related to the use of force in realistic scenario training environments, employing the use of weapon systems such as Simunitions, Airsoft, and PRISim video simulations, by properly conducting threat assessment and responding.
3. To evaluate and reveal cognition of survival tactics in life-threatening confrontations, including proper drawing and holstering/slinging of long guns and handguns, as well as utilizing cover and concealment tactics.
4. To identify basic weapon nomenclature and safety features of various firearms and to demonstrate a working knowledge of firearms and ammunition.

5. To demonstrate the methods used to safely handle a variety of firearms including typical police duty weapons and to always display and practice the cardinal rules firearms safety. The students will also be able to demonstrate their ability to disassemble, assemble, clean, lubricate and describe maintenance schedules for each weapon.
6. To exhibit safe and appropriate weapon loading and unloading procedures, as well as proper tactical, emergency, and combat loading for handguns, rifles, and shotguns.
7. To exhibit proper shooting positions and platforms while displaying the appropriate grip, trigger control, breath control, sight picture, and sight alignment.
8. To also display satisfactory abilities to clear multiple phases of semi-automatic weapon malfunctions and to exhibit the ability to effectively adapt to changing conditions and circumstances presented during shooting decision making.
9. To demonstrate proficiency of all MCOLES mandated range exercises and qualification procedures related to the MCOLES firearms training objectives, as well as successfully passing all course written examinations and quizzes.
10. Students will be able to exhibit safe, effective, professional, and responsible student behaviors as related to weapon and ammunition handling, class attendance, being on time, meeting or surpassing minimum assignment requirements, and completing assignments when required.
11. Students will be able to display their ability to work with others productively when dealing with group settings. Problem-based learning strategies will be incorporated into the course delivery method where possible.
12. To constantly display a team approach to all assignments pertinent to the firearms range, such as clean-up, equipment set-up and storage, weapon maintenance and care, general facility maintenance, etc.
13. Students will be prepared for class each day by reading and analyzing the assigned readings, by wearing the proper protective clothing, and by bringing the required safety equipment as necessary.

Course Requirements:**Personal Range Equipment:**

Students are required to purchase and bring to the firearms range for inspection the following items:

- Clear plastic shooting glasses that provide wrap-around eye protection meeting ANSI standard Z 87.1 shall be required. Some color deviation of glasses will be acceptable upon approval of the instructor. Wrap-around sunglasses will not be permitted. These shooting glasses can be purchased at various retail outlets in the Big Rapids area. Cost: Approx. \$6.00-\$10.00.
- One navy blue or dark colored baseball-style hat bearing a long brim.
- One navy blue nylon vest to be worn over clothing. Your name will be added to back of vest for Range identification. Vests orders have been placed and shall be purchased at Grunst Brothers Sport Center, 624 N. State St., Big Rapids, MI (231-796-7253). Cost: \$6.50
- Hearing protective equipment will be provided by the LE Academy staff.

Protective Equipment Provided:

The School of Criminal Justice will provide students with the following protective equipment:

- Hearing protection (muff-type) equipment will be provided that will provide a minimum attenuation of 25db. Students will be provided with ear plug protection which shall also be worn when shooting shotguns.
- Soft body armor will also be made available to all students.
- Gun belts with holsters, magazine holders, and belt keepers will be provided for each student to use during the course.

Range Clothing Requirements:

- Students must be prepared for inclement weather conditions as range instruction and student firearms performance will occur unless extreme weather forces protective cover.
- Each student must wear a substantial pant belt and clothing with significant belt loops in order to facilitate the use of the police duty belt. Pants/shorts that droop are not acceptable during range performance.

Class Participation: Participation, preparation, and interaction is expected and required of every student within this firearms instruction course. As in employment in law enforcement, each student must contribute significantly to this class on a daily basis. Students must prepare for class by reading the assigned material prior to class and being ready to discuss all of the assignments. Class activities are designed to highlight and emphasize course topics and readings. Each student's preparation and participation will be evaluated daily on a continuous basis throughout the course, leading to a subjective assessment in relation to his or her efforts toward individual improvement and group success. This assessment will be a collaborative appraisal from the instructors.

Several in-class rules will be standard operating procedure:

1. If you are 10 minutes late, you will not be allowed to interrupt the class.
2. Respect shall be displayed toward all guest instructors and trainers with them being addressed by their appropriate rank designation and last name.
3. **Firearms and live ammunition shall never be carried outside of the fenced area of the FSU Firearms Range under any circumstances. Violations will result in immediate removal from the course with failing grades and FSU & MCOLES sanctions to follow.**

Attendance Policy: Pursuant to the MCOLES Firearms Training Objectives and Rules, students must participate in all portions of the firearms and range instruction resulting in perfect attendance (100%). There will be NO exceptions to this MCOLES Rule as it is equally mandated for all Michigan police academy recruits. Failure to attain perfect attendance during all firearms instruction components will result in your removal from the Law Enforcement Academy and potential placement in other degree programs. Students will not be allowed to switch course sections.

Practical Assessments: Students are required to demonstrate their ability to successfully shoot and pass the MCOLES firearms qualification modules which incorporate handguns, rifles, and shotguns mandates. The specific requirements are provided within the MCOLES Training Objectives manual and will be fully taught and explained prior to any qualification testing. Failure to successfully pass these qualification modules of fire will result in the student's failure for this course and will result in the student's removal from this MCOLES approved police training academy, pursuant to MCOLES regulations. In addition, students will be required to successfully demonstrate basic firearms handling and proficiency, threat assessment, tactics, and low light shooting. The students will further fully

participate in and successfully perform in scenarios involving various weapons systems, such as video simulations, Airsoft, and Simunitions exercises.

Examinations: Students will be provided at least one written examination and at least one quiz that will incorporate multiple choice, true/false, short answer, and essay questions. In addition, students must successfully pass numerous practical examinations where they will be required to perform various weapon safety and handling techniques as required by MCOLES requirements. In order to successfully pass this course, students must successfully complete all shooting qualification requirements with handguns, shotguns, and rifles. Further, students must pass practical assessments of their weapon handling, proficiency, malfunction clearing, safety, selection and use, and tactics.

Safety Violations: Safety is of the utmost importance especially when using live ammunition on the firing range. Safety violations are considered serious infractions. Students must use clear and distinct safety techniques at all times when handling or securing firearms of any type and in any location, classroom or range. Maintenance of emotional control and mental stability is required at all times and will be assessed by all firearms instructors. The inability to maintain control of your emotions will result in the immediate removal for the range and this course. The loss of one's temper constitutes a safety violation. If identified as violating any safety rule or regulation, the instructor(s) will immediately confront the student and inform them of the violation and its consequences. Extreme violations of safety will result in immediate removal from the training or instruction site resulting in an immediate failure of the course. Some less serious safety violations can occur and will result in immediate student notification with a clear and swift explanation of the consequences. Three minor safety violations or one major violation will result in the student's immediate removal from the training site, failure of the course, and removal from MCOLES licensing process.

Grading Scale (Based on % of Points):

94 – 100 = A	73 – 76 = C
90 – 93 = A-	70 – 72 = C-
87 – 89 = B+	67 – 69 = D+
83 – 88 = B	63 – 66 = D
80 – 82 = B-	60 – 62 = D-
77 – 79 = C+	59 – 0 = F

Student Academic Dishonesty/Demeanor: The instructor fully expects future practitioners within the criminal justice system to act with honor and integrity at all times. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on assignments, examinations, asking about test questions between classes, and group project

plagiarism. Any student found engaging in academic dishonesty will receive a failing grade on the activity and for the entire course. I will additionally seek all disciplinary sanctions allowed by Ferris State University's Policy on Academic Dishonesty. Any student that continues to act in a disruptive, inappropriate, or counterproductive manner during class will be asked to leave the classroom and the course. If necessary, the student will be dealt with according to Ferris State University policies.

All electronic devices (pagers, cell phones, PDA's) must be deactivated during class and range training times so as to not disturb the class in progress. The use of all tobacco products during class is prohibited.

Accommodations for Students with Disabilities: Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Recruits with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should immediately contact the FSU University College Disabilities Services Office (DSO) for disability verification and for determination of reasonable accommodation needs. The DSO is located in room 317 of the Starr Building, 820 Campus Drive, (231) 591-3772 voice/TDD.

Withdrawal: The last day to withdraw from the class is listed in FSU Academic Calendar and should be investigated by interested students. Failure to attend class does not constitute a withdrawal. You must follow all proper procedures for an official withdrawal from the course. Failure to do so may result in a failing grade.

Note: The instructor reserves the right to change any or all of the aforementioned should the need arise. If changes are to be made, all students will be notified during class of the changes.

Ferris State University

CRIM - 357

Firearms for Corrections & Generalists

3.0 Credit Hours

Summer 2016

May 14-15, 2016: 0900-1650 Hours – 215 Bishop

May 16-20, 2016: 0900-1850 Hours – Firearms Range

Lead Instructor: Cecil Queen, Ph.D., Professor & FSU Range Master

Asst. Instructors: Prof. G. Vander Kooi, Assist Prof. S. Amey, and R. Jancek

Office: 539 Bishop Hall, 591-5865

E-Mail: queenc@ferris.edu

Office Hours: By Appointment Only

Required Textbook:

Firearms Training Manual for Michigan Law Enforcement Officers, 3rd Edition, 2008. Publisher: Macomb Community College, Criminal Justice Training Center. The book shall be purchased from FSU School of Criminal Justice. Cost: \$10.00.

Course Description:

This course is designed for senior level *corrections and generalist criminal justice students only* to study and acquire basic skills, knowledge, and abilities related to making proper legal and ethical decisions regarding the use of deadly force. Students will also become competent in the safe handling of various firearms, with a focus toward handguns, shotguns, and rifles. This course will examine various contemporary issues impacting the use of deadly force, the criminal justice system, and the public who expect protection from danger. Upon successful completion of the course, students will have completed basic firearms marksmanship education which are somewhat similar to the Michigan

Commission on Law Enforcement Standards mandates for police officers and the Michigan Corrections Officers Training Council mandates for corrections officers.

In order to provide the students with a clear opportunity to learn and to understand the aspects of police use-of-force concerns and survival techniques, this course is concerned with the development of critical thinking, spirited discussions led by students, and learning to challenge other ways of thinking. This learner-centered environment will provide extensive hands-on, experiential learning opportunities where students will interact in a problem-based learning structure whenever applicable. The instructor and assistant instructor(s) are Michigan certified police firearms instructors and will act as facilitators in class and trainers on the firearms range. Personal safety and safe handling of firearms at all times is central to the students' successful completion of this course. All students participating in this course must be legally able to possess and handle firearms upon a firearms range.

Learning Outcomes:

The students will explore the application of firearms as a tool for criminal justice professionals as they work toward the completion of their baccalaureate studies at Ferris State University. The objectives of this course are to provide the students with basic firearms skills in order to safely handle and discharge weapons when appropriate to eventually be able to protect the public and survive a lethal force confrontation. These skills will be taught, learned, and demonstrated by each student which may include written and verbal communication, critical thinking, problem solving, observation, team work, and organization. The following student learning outcomes are expected:

1. To demonstrate their understanding of the legal, moral, and ethical conditions of criminal justice firearms use and the Michigan concealed pistol license statutes.
2. To identify basic weapon nomenclature and safety features of various firearms and to demonstrate a working knowledge of firearms and ammunition.
3. To demonstrate the methods used to safely handle a variety of firearms including typical police duty weapons and to always display and practice the cardinal rules firearms safety. The students will also be able to demonstrate their ability to disassemble, assemble, clean, lubricate and describe maintenance schedules for each weapon.

4. To exhibit safe and appropriate weapon loading and unloading procedures, as well as proper tactical, emergency, and combat loading for handguns, rifles, and shotguns.
5. To exhibit proper shooting positions and platforms while displaying the appropriate grip, trigger control, breath control, sight picture, and sight alignment.
6. To also display satisfactory abilities to clear multiple phases of semi-automatic weapon malfunctions and to exhibit the ability to effectively adapt to changing conditions and circumstances presented during shooting decision making.
7. To demonstrate proficiency of all range exercises and marksmanship shooting skills related to the firearms training objectives, as well as successfully passing all course written examinations.
8. Students will be able to exhibit safe, effective, professional, and responsible student behaviors as related to weapon and ammunition handling, class attendance, being on time, meeting or surpassing minimum assignment requirements, and completing assignments when required.
9. Students will be able to display their ability to work with others productively when dealing with group settings. Problem-based learning strategies will be incorporated into the course delivery method where possible.
10. To constantly display a team approach to all assignments pertinent to the firearms range, such as clean-up, equipment set-up and storage, weapon maintenance and care, general facility maintenance, etc.
11. Students will be prepared for class each day by reading and analyzing the assigned readings, by wearing the proper protective clothing, and by bringing the required safety equipment as necessary.
12. To demonstrate their understanding of the legal, moral, and ethical conditions of criminal justice firearms use and to properly follow the cardinal rules of firearms safety throughout all classes and while at the range.
13. To evaluate and reveal cognition of survival tactics in life-threatening confrontations, including proper drawing and holstering of handguns, as well as utilizing cover and concealment tactics.

Course Requirements:

Personal Range Equipment:

Students are required to purchase and bring to the firearms range for inspection the following items:

- Shooting glasses that provide wrap-around eye protection meeting ANSI standard Z 87.1 shall be required. Some color deviation of glasses will be acceptable upon approval of the instructor. Wrap-around sunglasses will not be permitted. These shooting glasses can easily be purchased at various retail outlets in the Big Rapids area.
- One dark colored baseball-style hat bearing a long brim (No red hats).

Protective Equipment Provided:

The School of Criminal Justice will provide students with the following protective equipment:

- Hearing protection (muff-type) equipment will be provided that will provide a minimum attenuation of 25db. Students will be provided with ear plug protection which shall also be worn when discharging shotguns.
- Soft body armor will also be made available to all students.
- Gun belts with holsters and magazine holders will be provided for each student to use during the course.
- One navy blue nylon vest to be worn over clothing. Your name will be added to back of vest for range identification.

Range Clothing Requirements:

- Students must be prepared for inclement weather conditions as range instruction and student firearms performance will occur unless extreme weather forces protective cover.
- Each student must wear a substantial pant belt and clothing with significant belt loops in order to facilitate the use of a police duty belt. Pants that droop are not acceptable during range performance.

Class Participation: Participation, preparation, and interaction is expected and required of every student within this firearms instruction course. As in employment in criminal justice, each student must contribute significantly to this class on a daily basis. Students must prepare for class by reading the assigned material prior to class and being ready to discuss all of the assignments. Class activities are designed to highlight and emphasize course topics and readings. Each student's preparation and participation will be evaluated daily on a

continuous basis throughout the course, leading to a subjective assessment in relation to his or her efforts toward individual improvement and group success. This assessment will be a collaborative appraisal from the instructors.

Several in-class rules will be standard operating procedure:

1. If you are 10 minutes late, you will not be allowed to interrupt the class.
2. Respect shall be displayed toward all instructors and trainers with students addressing them by their appropriate rank designation and last name.
3. Firearms and live ammunition shall never be carried outside of the fenced area of the FSU Firearms Range under any circumstances. Violations will result in immediate removal from the course with failing grades and FSU sanctions to follow.

Attendance Policy: To successfully complete this course in its one week format, all students must participate in all portions of the classroom instruction resulting in perfect attendance (100%) for the 15 hours. There will be NO exceptions to this rule as range safety procedures will be strictly discussed and taught during classroom time. Failure to attain perfect attendance during all firearms classroom instruction components will result in your removal from the class. Students will be allowed to miss up to five (5) hours of range instruction ONLY if properly excused by the instructor. Missing more than five hours of range instruction will also result in your removal from the course and result in a failing grade.

Examinations: Students will be provided written examinations and quizzes that will incorporate multiple choice, true/false, short answer, and essay questions. In addition, students must successfully pass numerous practical examinations where they will be required to perform various weapon safety and handling techniques which will be graded on a pass/fail basis. In order to successfully pass this course, students must also satisfactorily complete all practical shooting requirements with handguns, shotguns, and rifles.

Safety Violations: Safety is of the utmost importance especially when using live ammunition on the firing range. Safety violations are considered serious infractions. Students must use clear and distinct safety techniques at all times when handling or securing firearms of any type and in any location, classroom or range. Maintenance of emotional control and mental stability is required at all times and will be assessed by all firearms instructors. The inability to maintain control of your emotions will result in the immediate removal for the range and this course. The loss of one's temper constitutes a safety violation. If identified as violating any safety rule or regulation, the instructor(s) will immediately confront the student and inform them of the violation and its consequences.

Extreme violations of safety will result in immediate removal from the training or instruction site resulting in an immediate failure of the course. Some less serious safety violations can occur and will result in immediate student notification with a clear and swift explanation of the consequences. Three minor safety violations or one major violation will result in the student's immediate removal from the training site and failure of the course.

Student Academic Dishonesty/Demeanor: The instructor fully expects future practitioners within the criminal justice system to act with honor and integrity at all times. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, cheating on assignments, examinations, and committing plagiarism. Any student found engaging in academic dishonesty will receive a failing grade on the activity and for the entire course. I will additionally seek all disciplinary sanctions allowed by Ferris State University's Policy on Academic Dishonesty. Any student that continues to act in a disruptive, inappropriate, or counterproductive manner during class will be asked to leave the classroom and the course. If necessary, the student will be dealt with according to Ferris State University policies. Any student suspected of attending class while under the influence of intoxicating liquor and drugs will be removed from the classroom or range immediately with disciplinary actions to follow pursuant to the FSU policies and procedures.

All electronic devices (pagers, cell phones, PDA's) must be deactivated during class and range training times so as to not disturb the class in progress. These devices must remain in your vehicles while on the range. Students will be provided breaks during the course and ample time to deal with your messages will be provided. The use of all tobacco products during class is prohibited. Any violations of these rules will result in the student's immediate dismissal from the course and failure of the course.

Grading Scale (Based on % of Points):

94 – 100 = A	73 – 76 = C
90 – 93 = A-	70 – 72 = C-
87 – 89 = B+	67 – 69 = D+
83 – 88 = B	63 – 66 = D
80 – 82 = B-	60 – 62 = D-
77 – 79 = C+	59 – 0 = F

Accommodations for Students with Disabilities: Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Recruits with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should immediately contact the FSU University College Disabilities Services Office

(DSO) for disability verification and for determination of reasonable accommodation needs. The DSO is located in room 317 of the Starr Building, 820 Campus Drive, (231) 591-3772 voice/TDD.

Withdrawal: The last day to withdraw from the class is listed in FSU Academic Calendar and should be investigated by interested students. Failure to attend class does not constitute a withdrawal. You must follow all proper procedures for an official withdrawal from the course. Failure to do so may result in a failing grade.

Note: The instructor reserves the right to change any or all of the aforementioned should the need arise. If changes are to be made, all students will be notified during class of the changes.

CORRECTIONAL INSTITUTIONS

CRIM 370-001 FALL 2016

3 Semester Credit Hours

PROFESSOR

Timothy M. Eklin, Ph.D.

CLASS MEETING TIME

Tuesday & Thursday 9:30 AM – 10:45 AM

LOCATION & SECTION CODE

BIS 215 (CRN 80588)

OFFICE HOURS FOR STUDENT MEETINGS

Monday

1:00 – 5:00 PM or by appointment

CONTACT INFORMATION

1349 Cramer Circle, BIS 538

Office Telephone: 231-591-5082

eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom and office hours. My office telephone is the least effective way to communicate with me as I often work remotely.

CATALOG COURSE DESCRIPTION: Examines federal, state, county and local correctional facilities. Topical issues include: the purpose of correctional institutions, historical and philosophical developments, management and organizational principles, security operations, treatment issues, classification issues, analysis of women's facilities, types of institutions and the role of staff.

PRE-REQUISITES: Criminal Justice students only or department approval.

TEXTBOOK(S):

Prison and Jail Administration: Practice and Theory. 3rd Edition, P. Carlson & J. Simon-Garrett (2015). ISBN 9781449653057

New Jack: Guarding Sing Sing. T. Conover (2000). ISBN 978-0375726620

ADDITIONAL MATERIALS: Composition book for journaling and note taking

CORRECTIONAL INSTITUTIONS**CRIM 370-001 FALL 2016**

3 Semester Credit Hours

Student Learning Outcomes & Assessment

1. Identify, memorize, and describe material covered in class and apply to tests and projects.
2. Predict strengths and weaknesses of multiple prison architectural designs.
3. Explain security classification processes within the context of multiple offender types.
4. Explore various operational aspects of correctional facilities.
5. Consider various security tools, procedures, and techniques used to manage prisoners.
6. Defend the necessity of inmate programming.
7. Assess the implications related to the mental and physical health of inmates.
8. Explore various responses to emergency management and critical incident scenarios.
9. Propose alternative outcomes following post-incident reviews involving the failure of custody and security practices.
10. Produce evidence of critical thinking, leadership, and problem solving abilities.

Assessment of Learning	Percentage	Points
Homework Discussion Questions	15%	60
Chapter Annotations (Conover, 2000)	20%	80
Midterm Exam	20%	80
Final Exam	20%	80
Critical Incident Review	20%	80
Group Presentation	5%	20
TOTAL	100%	400

Grading Scale & Description of Assignments

Your final percentage grade for the course will be determined by adding up all of the points you have earned, dividing by 400, and rounding up to the nearest percentage when applicable.

Grade	Percentage	Points
A	93-100	370-400
A-	90-92	358-369
B+	88-89	350-357
B	83-87	330-349
B-	80-82	318-329
C+	78-79	310-317

Grade	Percentage	Points
C	73-77	290-309
C-	70-72	278-289
D+	68-69	270-277
D	63-67	251-269
D-	60-62	238-250
F	0-59	001-237

CORRECTIONAL INSTITUTIONS

CRIM 370-001 FALL 2016

3 Semester Credit Hours

Homework

Reading is an essential academic skill and it will be an important part of this course. You are asked to engage the prescribed readings as detailed in the tentative course calendar. As an incentive to prepare for each class, homework assignments will count toward a significant percentage of your grade. The homework for this course will involve typing responses to discussion questions from the assigned readings using the MS-Word homework template provided. Twelve of the homework assignments will count toward your final grade at 5 points per chapter submission. The professor will determine which homework assignments to exclude.

Homework not turned in during the class session that it is due, will result in zero points for that assignment unless the absence is approved as outlined in the Late Work and Make-up policy. Homework due on dates with approved absences may be emailed to me before midnight on the due date. Do not risk reducing your grade by showing up to class without your homework completed!

Exam Design and Rationale

The exams may be multiple-choice, short answer, or essay format. The professor reserves the right to design an exam that best assesses the learning outcomes for the course. Sometimes a combination of multiple choice, short answer, and essay questions are used. Typically, students are provided with a review session and/or are provided a sample question pool to assist in preparation for the exams. I'm most concerned with your ability to demonstrate a deep understanding and the application of complex concepts rather than memorizing facts.

Chapter Annotations

This student-centered strategy is designed to engage you as a reader by purposefully making notes, thoughtful reflections, connections with other content areas, formulate questions for the professor, and summarize content using your own words. I will review your notes for completeness and assess points toward your final grade. Your journal notes may be used each week for large and small group round table discussions, application, and reflection. All students are expected to contribute to the discourse by sharing their annotations with others.

Critical Incident Review

Students will search credible media outlets for a serious incident involving either a breach of security or a lack of custodial care. The student will apply concepts explored in this course, and others, to diagnose the failures that led to the incident. Make an argument as to what failed and reference specific course content to support your thinking. What would you have done differently to avoid the incident if you were directly involved based on what you have learned about facility security issues? The paper must be between 1,800-2,000 words and must comply with APA writing standards including a title page and references page citing your sources. You must cite both the media source and academic sources used in your analysis. Typically, at least one academic source is your textbook along with other credible sources.

CORRECTIONAL INSTITUTIONS

CRIM 370-001 FALL 2016

3 Semester Credit Hours

Group Project/Presentation

Students will work collaboratively in teams of 4-5 to create and deliver a 15-20 minute presentation detailing their findings. Each student will have a speaking role and at least one visual aid is required. Working in groups is an essential life/job skill for criminal justice professionals so students will be asked to collaboratively discuss issues, conduct basic research, prepare written reports, and orally present their findings to the class.

Attendance Policy

I intend to be on time, prepared, and engaged during each class session. Thus, I expect the same from you. While I do not award points based solely on attendance, there will be in-class lectures and discussions that are essential to prepare you for the exams and the critical incident review paper. We will typically cover one chapter per course session. So, even missing one class will result in you falling a chapter behind in your learning and preparation for the various assessments.

Electronic Device Policy

As a professional courtesy it is required that cellphones be set to vibrate and stored out of sight during class sessions. Having a device in view produces a temptation to “check out” of the class and browse your cellphone. Laptops and tablets are allowed for note taking in the front half of the classroom. So, if you wish to use a device for legitimate academic purposes, you must do so in plain view. If the professor observes a device being used inappropriately, this privilege may be suspended for the remainder of the semester. The professor reserves the right to ask any student to leave who violates this policy and/or is a distraction to others. If you are expecting an emergency phone call, please notify the professor in advance and take the call outside the classroom.

Written Work Standards

Unless otherwise instructed (e.g., in-class assignments), all written work **MUST** be word-processed. Text should be double-spaced in a clearly readable 12-point font with standard one-inch margins unless you are responding to a prompt in Blackboard, which can be single-spaced.

Unless otherwise directed by the professor, please follow the guidelines of the current American Psychological Association’s Publication Manual (6th edition).

Late Work & Make-up Policy

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor’s discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up or late work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this

CORRECTIONAL INSTITUTIONS

CRIM 370-001 FALL 2016

3 Semester Credit Hours

policy. This policy does not apply to in-class assignments as it is not possible to recreate the group dynamics and collaborative nature of this work.

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons.

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus and the tentative course calendar dates will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

FSU School of Criminal Justice on Facebook



Ferris State University

Timothy M. Eklin, Ph.D.

CRIM 370 – Fall 2016

Course Calendar				
Date	Week #	Topic	Reading & Due Dates	Homework Due In-Class
Tuesday, 8-30	1A	Introductions and Community Building	None	
Thursday, 9-1	1B	Prison Architecture	Chapter 3	Discussion Questions
Tuesday, 9-6	2A	Custody & Security	Chapter 4	Discussion Questions
Thursday, 9-08	2B	Inmate Classification	Chapter 5	Discussion Questions
Tuesday, 9-13	3A	Inmate Disciplinary Procedures	Chapter 29	Discussion Questions
Thursday, 9-15	3B	Health Care	Chapter 13	Discussion Questions
Tuesday, 9-20	4A	Mental Health	Chapter 14	Discussion Questions
Thursday, 9-22	4B	Preventing Suicide	Chapter 32	Discussion Questions
Tuesday, 10-27	5A	Prisoner Visitation	Chapter 34	Discussion Questions
Thursday, 9-29	5B	Grievance Procedures	Chapter 30	Discussion Questions
Tuesday, 10-4	6A	Organizational Management	Chapter 24	Discussion Questions
Thursday, 10-6	6B	Use of Force	Chapter 41	Discussion Questions
Tuesday, 10-11	7A	Causes of Institutional Unrest	Chapter 38	Discussion Questions
Thursday, 10-13	7B	Midterm Exam	None	None
Tuesday, 10-18	8A	Emergency Management	Chapter 39 and Chapter 1, Conover	Discussion Questions
Thursday, 10-20	8B	Application of Restraints	None	None
Tuesday, 10-25	9A	Staff Sexual Abuse	Chapter 28 and Chapter 2, Conover	Discussion Questions

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Thursday, 10-27	9B	Sex Offenders	Chapter 17	Discussion Questions
Tuesday, 11-01	10A	The World of an Officer	Chapter 21 and Chapter 3, Conover	Discussion Questions
Thursday, 11-03	10B	Women Offenders	Chapter 16	Discussion Questions
Tuesday, 11-08	11A	Offenders with Special Needs	Chapter 15 and Chapter 4, Conover	Discussion Questions
Thursday, 11-10	11B	Correctional Recreation	Chapter 11	Discussion Questions
Tuesday, 11-15	12A	Religious Programing	Chapter 12 and Chapter 5, Conover	Discussion Questions
Thursday, 11-17	12B	Gang Management	Chapter 35	Discussion Questions
Tuesday, 11-22	13A	Food Service	Chapter 7 and Chapter 6, Conover	Discussion Questions Critical Incident Paper Due
Thursday, 11-24	13B	Thanksgiving Recess	None	None
Tuesday, 11-29	14A	Prisoner Work Industry	Chapter 33 and Chapter 7, Conover	Discussion Questions
Thursday, 12-01	14B	<i>New Jack: Guarding Sing Sing Book Review</i>	None	Annotations for Chapters 1-7 in the Conover Due
Tuesday, 12-06	15A	Group Presentations	None	None
Thursday, 12-08	15B	Group Presentations	None	None
Monday, 12-12	10:00 to 11:40 AM	Final Exam	All Material Following Midterm Exam	BIS 215

Appendix C

SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2016 Fall Semester – Important Dates

Late registration	Wednesday-Friday	August 24, 25, 26
First day of classes	Monday	August 29
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	Aug. 29-Sept. 1
Labor Day (no classes)	Monday	September 5
Mid-term grades due	Monday	October 17
Last day for "W" grades (full semester)	Thursday	November 3
Thanksgiving recess begins (classes dismiss at noon)	Wed. (noon)	November 23
Thanksgiving recess ends (classes resume)	Monday	November 28
Last day of classes	Friday	December 9
Examination week begins	Monday	December 12
Examination week ends	Friday	December 16
Commencement	Saturday	December 17
Final grades due by 1:00 p.m.	Monday	December 19

Partial Semester Classes – Fall 2016

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, August 29	Thursday, Sept. 1	Thursday, Nov. 3	Friday, Dec. 9
A:	Monday, August 29	Thursday, Sept. 1	Thursday, Sept. 29	Tuesday, Oct. 18
B:	Wed., Oct. 19	Monday, Oct. 24	Friday, Nov. 18	Friday, Dec. 9
D:	Monday, August 29	Thursday, Sept. 1	Monday, Sept. 19	Friday, Sept. 30
E:	Monday, Oct. 3	Tuesday, Oct. 4	Friday, Oct. 21	Thursday, Nov. 3
F:	Friday, Nov. 4	Monday, Nov. 7	Monday, Nov. 28	Friday, Dec. 9

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:

Monday – Thursday.....	7:30 am – 12:00 am
Friday.....	7:30 am – 9:00 pm
Saturday.....	9:00 am – 6:00 pm
Sunday.....	1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:

Monday – Thursday.....	7:30 am – 12:00 am
Friday.....	7:30 am – 9:00 pm
Saturday.....	9:00 am – 6:00 pm
Sunday.....	1:00 pm – 12:00 am

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>.

A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class

for the current semester. The last date to withdraw from a full semester class for Fall 2016 is Thursday, **November 3, 2016**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the “withdraw” has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw due to **extenuating circumstances**, you may submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow**. The Dean’s office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar’s Office at **231-591-5409** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as

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those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester. **The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.**

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

(not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education	BIS-421 591-5361
Criminal Justice	BIS-506 591-5080
Digital Media	BIS- 303 591-2712
Digital Animation	FSU/GR 616-643-5722
Certification	BIS-403 591-3642
Student Affairs	BIS-604 591-3646
Dean’s Office	BIS-607 591-3648

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

Current Issues in Criminal Justice
CRIM 385
Spring Semester 2017

Meeting Time:
Tuesday and Thursday 4:30pm to 5:45pm
Bishop Hall Room 215

Instructor

Michael T. Bomay MS
Office Phone: 231 591-5080
E-mail: bomaym@ferris.edu

Course Description:

This course examines the various issues trending in society that directly impact the criminal justice system. Topics discussed in this course will change and evolve to reflect the most current issues facing the criminal justice system today. We will examine the challenges faced by Criminal Justice professionals and the image of the various professions by society.

Course Objectives:

1. To discuss, evaluate and comprehend the current issues that affect criminal justice agencies.
2. To examine the most current issues criminal justice agencies and their personnel encounter during the course of their responsibilities in multi-cultural societies.
3. Be able to understand the significance of these issues and how to gauge their importance.
4. To consider the decision making process faced by criminal justice personnel when dealing with the public and the clients of the criminal justice system that may directly impact the image of the chosen profession.
5. Identify current problems and issues related the criminal justice system.
6. Understanding the challenges criminal justice agencies face in the future and how that will affect new personnel.
7. Research and analyze current literature and developments on issues involving the criminal justice system.
8. Engage in critical thinking and problem-based learning exercises.
9. Be able to speak in front of others and write effectively and articulately.

Text:

Maguire, M. & Okada, D. (Eds). (2014). *Critical Issues in Crime and Justice: Thought, Policy and Practice* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN#978-1-4833-5062-2

Naughton, J. (2017). *Annual Editions Criminal Justice* (40th ed). McGraw-Hill Education, ISBN-10:125968848 or ISBN-13: 9781259658846

Appendix C

Additional Resources:

Class notes taken by the students including hand-outs that will be periodically provided by the instructor of course materials.

Teaching Methods:

Teaching methods include lecture, class discussion, frequent quizzes, videos, movies and in-class group activities. **Students are expected to have read the assigned materials and to be prepared for and participate in class. Each student is responsible for reading the text and not relying on the instructor presenting every detail.**

Testing/Evaluations:

Your final grade will be determined on the percentage awarded to you based on attendance, quizzes, class/group participation, presentations, writing assignments and exams. The following percentages will be the basis of your final grade in the course.

Attendance:	10%
Quizzes:	10%
Class Participation:	10%
Presentation:	20%
Research Papers:	20%
Exams (3):	30%

Grade

A	94 – 100%
A-	90 - 93
B+	87 - 89
B	84 - 86
B-	80 - 83
C+	77 - 79
C	74 - 76
C-	70 - 73
D+	67 - 69
D	64 - 66
D-	60 - 63
F	0 – 59

Grading Assignments:

Three (3) exams, written assignments and participation/in-class exercises will be used for grading student performance. The events are explained as follows:

Tests (3):

Tests will be a combination of multiple choice and short essay. You will need to read the text to understand the material. Make-up tests will not be given without a valid excuse (documented illness or sanctioned school event). It will then be given at the discretion of the instructor. Final exams must be taken as scheduled during finals week. No early tests. All tests will be closed book and conducted in the classroom. **Any dishonesty on tests will result in a grade of “F” for the course and will be referred to the Judicial Services.**

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Written Assignment:

The assignments shall require that you conduct a more detailed analysis of a subject area related to current issues in criminal justice. I will advise you well in advance of the specifics of the assignment. Unless otherwise instructed, all out of class written assignments must be typed, double spaced with one inch margins and in **Times New Roman** 12 point font and **black** ink. They must be styled in accordance with the 6th edition of the American Psychological Association (APA) manual guidelines. All sources must be appropriately cited and referenced. The papers shall be 750+ words in length (excluding name and headings). Papers are expected to be free of typos and grammatical errors. Avoid using slang, unclear abbreviations etc. in the papers. At least 4 references shall be cited in each paper. **Plagiarism will not be tolerated. Plagiarism can lead to an automatic “F” in the course. Any dishonesty involved with the term paper will result in a grade of “F” for the course and referred to the Student Judicial Services.** APA sixth edition is now the approved style for documenting sources at the college level. Students can obtain APA Style information from electronic sources and textbooks. The following website provides useful information about APA formatted papers: <http://owl.english.purdue.edu/owl/resource/560/01/> DO NOT SUBMIT A PAPER WITHOUT A STAPLE ATTACHED!

Participation/In-Class Exercises/Group Work:

Students are expected to participate in class and will on occasion be expected to complete assignments in class. Students who do not complete in-class assignments and do not participate or ignore class discussions final grade will reflect lack of participation. In-class exercises may include questions on assigned readings in class on a random basis. This grade includes announced and unannounced quizzes that are given over the reading throughout the course.

Attendance/Tardiness:

There is a direct correlation between attendance and academic success. Additionally, a portion of your participation grade is based on attendance. Attendance will be taken and recorded at the beginning of each class and should be considered mandatory. It shall be your responsibility to catch up on missed notes, group activities, and work assignments if you do miss a class. Missing class does not preclude you from completing assignments etc. You are responsible for material covered when you miss class. If you cannot attend class because of participation in a Ferris State University sanctioned event (Class field trip, athletics, band events etc.). Your absence will be excused when proper documentation of attendance is received from your coach etc. Documented and undocumented illness counts towards your absences. Students who are tardy (arriving late or leaving class) three times will subsequently be considered absent. Students who are not alert in class (sleeping, texting) will be considered absent. If Ferris State University is closed for inclement weather, prior to class students should check their MyFSU email account to determine if the class will be delayed or cancelled.

Weekly quizzes will be administered from the assigned readings. **No makeup tests or quizzes.** Reading the assigned material is expected and will help with the lecture material presented and discussed.

Note: This syllabus represents a flexible guide and the instructor reserves the right to change any of the aforementioned should the need arise. Should changes be made, the student will be notified in class of the changes.

CLASS ROOM ETIQUETTE:

For your benefit and for the benefit of your classmates:

- At all times be considerate to your classmates and instructor. This is an interactive class and students must respect the opinions of others.
- Come to class on time, prepared for the topic/chapter and have all the reading assignments completed prior to class for discussion.
- Ask pertinent questions, contribute to discussions and avoid “private” conversations that distract the instructor and other students.
- Cell phones will be turned completely off during class time. Students will not receive or make phone calls during class. There will be no texting during class.
- Computer laptops are NOT allowed in the classroom.

FSU E-Mail:

Students are required to use their official FSU e-mail account. All notifications and communications will occur via students FSU e-mail account. I will not correspond with non-FSU e-mail accounts (Hotmail, yahoo, etc.).

POLICY CONCERNING STUDENTS WITH DISABILITIES:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Writing Center

Ferris State University has a writing center to assist you in writing papers. Use the center to assist you with the mechanics of writing. Do not be hesitant to use their resources. You can access the writing center website at <http://www.ferris.edu/HTMLS/colleges/artsands/languages-and-literature/writing-center/> . The writing center is located on campus at 1017 ASC.

Academic Support Center

The academic support center is available to students to help or assist with academic matters. Students should call X3543 for an appointment or stop by ASC 1017 for assistance. Website <http://www.ferris.edu/HTMLS/colleges/university/ASC/tutoring.htm> .

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:
Monday – Thursday.....7:30 am – 12:00 am
Friday.....7:30 am – 9:00 pm

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Saturday..... 9:00 am – 6:00 pm
Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am

Friday.....7:30 am – 9:00 pm

Saturday..... 9:00 am – 6:00 pm

Sunday..... 1:00 pm– 12:00 am

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>. A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check on your MY FSU to confirm the last date to withdraw from a class for the current semester.

To withdraw go to the Student Academic Affairs Office in **Bishop Hall 604** for all main campus students. Phone the office at **231-591-3646** or **231-591-2700** to request a four -part form to withdraw from a course(s) if you attend another campus.

(Withdrawing continued)

DO NOT contact your instructor to request a withdraw; he/she will not be able to facilitate this for you. After the request to withdraw has been submitted, check your class schedule to make sure you see the “withdraw” has posted. This process can take several days. If you do not see the posting within a week, please stop by or call Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw, **due to extenuating circumstances**, you may appeal with a written statement supporting your request. The Dean’s office will review all appeals (form can be found on the Ferris web site). Those can be emailed to langant@ferris.edu or mailed to **1349 Cramer Circle, Bishop 604, Attn: Terry Langan, Big Rapids MI 49307**. To make a complete withdrawal from all courses you must contact admissions at **231-591-2805**, or in person at the Timme Center for Student Services on the main campus.

For a complete withdraw due to medical reasons, contact the **Health Center at 231-591-2614**. See the website for complete directions for any total withdraws from the University.

INCOMPLETES

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as those situations over which the student has little or no control—e.g., illness, birth, jury duty, death of a parent, serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework at passing levels before an “I” will be considered, and they may be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

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ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

College of Education & Human Services Offices

School Ed	BIS-421	591-5361
Criminal Justice	BIS-506	591-5080
TDMP	BIS-303	591-2712
Digital Animation	FSU/GR	616-643-5722
Certification	BIS-626	591-5375
Student Affairs	BIS-604	591-3646
Dean's Office	BIS-607	591-3648

SCHOOL OF CRIMINAL JUSTICE
MASTER SYLLABUS – CRIM 391
SUMMER 2016

The Ferris State University Criminal Justice Internship, CRIM 391 (four credits), consists of a mandatory minimum of 216 clock hours, with no deviation allowed, of observation and training with municipal, county, state and federal criminal justice agencies within Michigan and other states for all students. Corrections and Generalist track students will complete 216 clock hours at an agency and Law Enforcement track students will complete 176 field training hours within an agency and 40 hours of Academy Orientation for a combined total of 216 hours. The internship experience shall be taken during the Summer semester between the junior and senior years of the academic program.

COURSE REQUIREMENTS

1. The following internship paperwork **must** be turned in, fully completed, to the Criminal Justice office by **April 8, 2016**. (Some documents require earlier submission – see list below for specifics.) *Failure to do submit all documents as required below may result in the delay of your internship until Summer 2017.*
 - a. Student Information Sheet (yellow, due November 24, 2015)
 - b. Student Internship Program Agreement form (purple, due November 24, 2015)
 - c. Health Insurance Information (policy information must be provided prior to internship start date)
 - d. A picture of yourself*, NOT a copy of a driver's license or student ID photo.
 - e. Criminal History Form (blue, due November 24, 2015)
 - f. Agency Agreement Form (pink, signed by your internship agency and due on or before April 8, 2016)

*** Picture is for file only – contact your FSU Internship Advisor if you have questions.**

2. Daily Report Logs of internship activities, reviewed and signed in the appropriate place by an agency representative, will be submitted **on a weekly basis** to your faculty internship advisor. Reports will be due on the due dates listed on the CJ Internship Calendar. If mailed, the reports **MUST** be postmarked one day prior to the due date. Late reports will not be accepted without prior approval of your internship advisor and **will** result in a point reduction that **WILL** affect your grade. Any deviation from the Due Dates Calendar **MUST** be approved by your faculty internship advisor.
3. Interns are required to turn in five (5) incident/administrative reports (**2-3 pages typewritten**). The reports will be due on the dates listed on the CJ Internship Calendar. If mailed the reports must be postmarked one day prior to the due date. All reports are to be typed. Late reports will not be accepted without prior approval of your internship advisor and **will** result in a point reduction that **WILL** affect your grade. Any deviation from the Due Dates Calendar **MUST** be approved by your faculty internship advisor.

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4. Interns will be required to write a Final Internship Report (**6-8 typewritten pages, double spaced, Times New Roman, 12 Font, with 1" borders.**) This report is due to your Internship Faculty Advisor by the date listed on the CJ Internship Calendar. Any deviation from the Due Dates Calendar **MUST** be approved by your faculty internship advisor. Final Reports that are late **WILL** result in a grade reduction. The Final Report must contain the following information; your faculty internship advisor may also have additional requirements:
 - a. The student's overall impression of the internship experience. The student will explain what he/she learned on the job, both in observation and participation. Students should comment on the reality of the internship in relation to their expectations.
 - b. Three good points and three bad points of the assignments.
 - c. Discussion of ethical dilemmas within the internship.
 - d. The student's interest in pursuing a career in their internship job area.
 - e. Suggestions for improvement for the following year's programs.
 - f. Discuss what you, the student, need to improve to be successful in your chosen field.
5. Interns will be required to submit a work schedule to their Internship Faculty Advisor. *A map with directions to the agency and a telephone contact number should also be included.* During the period of the internship, students shall be visited by their Internship Faculty Advisor. A mandatory minimum of two visits and two phone calls should be provided where the internship experience is a curriculum requirement and is on a full time basis. For the first visit, advisors are to meet with the intern in the field at the agency, except in unusual circumstances, which will require prior approval of the Internship Program Coordinator. This visit should take place approximately two to three weeks into the internship. **It will be the student's responsibility to inform the agency representative of the meeting with the internship faculty advisor.** The second visit will be left to the discretion of the faculty advisor (re: meet at Ferris during driving program). These two meetings are mandatory, thus, interns will receive a grade reduction for missed appointments, if they are at fault.
6. An evaluation form filled out by the internship agency is requested for each intern. The agency may choose to mail this form to the Criminal Justice office, or it can be hand delivered by the intern. The evaluation is used as a learning tool and is often viewed by interviewing agencies when conducting a background check. Therefore, it is important that the evaluation is returned.

REPORTING AND CONDUCT

1. Once the student has obtained a formalized internship assignment and the Agency Agreement Form is properly completed and returned to 505 Bishop Hall, he/she will make initial contact, (at least by telephone), with each agency one week prior to the commencement of his/her internship experience with that agency. This initial contact will serve to confirm the student's arrival at the agency and at the same time, personally identify the agency contact person with whom the student will deal.

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2. Criminal Justice students will report promptly to their assigned agency on the first day of their assignment. There they will meet with the agency head or contact person assigned and develop their internship schedules (unless already established).
3. The requested assignment within each agency with regard to hours and activity level, (i.e. patrol, investigation, etc.) must be worked out to the mutual satisfaction of the student and the agency head. The student should make requests for a special assignment within the agency (i.e., Juvenile Division, Homicide, etc.) at this time. Each student should bear in mind that the ongoing operations of the agency must be of primary importance to the agency head, and may conflict with the requested assignment.
4. When the scheduling has been completed, the student will forward a copy of the schedule to their Internship Faculty Advisor that same day. Included with this should be any updates as to the student's summer address and contact phone number. These schedules will be retained for official records at Ferris. They will also be utilized for the scheduling of on-site visits by the Internship Faculty Advisor.
5. Once assignment scheduling has been accomplished, the student will complete each tour of duty as assigned. Reporting for duty, completion of all assignments and maintenance of strict confidence shall be as if you were an employee of the agency. There will be no exceptions to this policy. Violations of this policy will be reported immediately by the agency and could result in termination of the internship assignment for the student.
6. Personal appearance with regard to haircuts, mustaches, beards, cleanliness, etc., shall conform to that of the agency assigned. The only exception to this policy will be when a student has, by pre-arrangement, been assigned to an undercover position with approval by their Internship Faculty Advisor.

In addition to the above, all intern students shall wear acceptable business attire, such as dress/skirt, dress suit, dress slacks, shirt and tie, for normal duty assignments; (i.e., patrol, traffic, dispatch, records, planning and research, court, and other criminal justice duties). Students assigned to a federal agency or criminal investigation section of a police agency, in which the uniform of the day is professional business attire, shall wear either a suit/tie or professional business attire. Again, the only exception to the dress regulation is that of special assignment (undercover, shooting range, marine patrol etc.) which is cleared with the Internship Faculty Advisor.

7. Remember that you are in pursuit of a professional degree for entrance into what is a new profession; you *MUST look and act* the part.

ROLE OF THE INTERNSHIP FACULTY ADVISOR

The assigned Internship Faculty Advisors are responsible for all phases of the internship program. Among his/her responsibilities are the assisting of scheduling of students to

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appropriate agencies whenever possible, liaison with these agencies, evaluation of student performance, and student counseling. Students are urged to seek the counsel of their faculty advisor whenever necessary. This can be done during the scheduled on-site visit or by appointment at other times.

ROLE OF THE INTERNSHIP COORDINATOR

The role of the Internship Coordinator is the total administration of the internship program, which includes:

- a. Responsibilities of an Internship Faculty Advisor as stated in the Master Syllabus.
- b. Facilitator of Mandatory Internship meetings to disseminate information to interns.
- c. Liaison between Internship Faculty Advisors, students, and agencies, to include conflict resolution, if needed.
- d. Responsible for giving prior approval to Internship Faculty Advisors for any deviations from the requirements stated within the Master Syllabus.
- e. Administration of all FSU student and agency paperwork, including applications and correspondence with agencies.

GRADING

Faculty Internship Advisors, if using a grading scale, other than the Official Addendum to the CRIM 391 syllabus, will have a copy of their grading scale on file in the Criminal Justice office before the beginning of the Summer semester. Faculty advisors will also furnish information on their grading scale to their interns.

The factors utilized in determining the final grade for the internship will be:

1. Timely submission of all required internship paperwork.
2. Grades received on incident and administrative reports.
3. Completion of weekly activity reports.
4. Completion of the Final Internship Report.
5. The conduct, demeanor and acceptance of responsibility demonstrated by each intern while on assignment.
6. Attendance at all required internship on-site meetings and completion of all miscellaneous internship requirements.

SYLLABUS ADDITIONS

If your assigned Internship Faculty Advisor is using a syllabus other than, or in addition to the Master CRIM 391 Syllabus, a copy will be on file in the Criminal Justice office, and will be furnished to the students, by the advisor at the beginning of the Summer semester.

Defensive Tactics for Corrections

Crim 401 Syllabus

Spring 2017

Instructor Beau Bielecki, M.S.
1349 Cramer Circle, Bishop 509
Big Rapids, MI 49307
(231) 591-5080
bielecb@ferris.edu

Office Hours:

By appointment

Course:

Monday & Wednesday, 5:00-6:50 p.m.,
SRC 113 & SRC 204

Course Objectives

All students are expected to learn and demonstrate PPCT subject control techniques as presented during this class. The course will attempt to achieve the following objectives:

- To teach to defend against subject resistance.
- To instruct methods and techniques of subject control in order to gain compliance with the least possibility of injury to the subject while maintaining officer safety at all times.
- To teach the effects of survival stress on performance, motor skills, and reaction time as it relates to the sympathetic and parasympathetic nervous systems.
- To teach various techniques using impact weapons focused upon temporary motor dysfunction of an attacking subject with the least amount of permanent injury to the attacker.
- To teach students to defend against a person attempting to take their holstered or drawn firearm and techniques to survive when an attacker has the student at gunpoint.
- To reduce the need for excessive force when controlling resisting subjects resulting in civil liability reduction.
- To provide students with a strong self-confidence when defending themselves against a physical attack.
- To provide a full understanding of when to use force and when to de-escalate the use of force, by teaching the levels of control and levels of resistance when dealing with aggressive subjects with an emphasis on Michigan's control force continuum.
- Upon completion students should be able to perform the following techniques:
 - Proper blocking techniques, handcuffing procedures, pressure point controls, takedowns, joint locks, defensive counter measure techniques, use of intermediate weapons, weapon disarming/retention methods, ground avoidance and ground engagement techniques, interview positioning, proper releases from attacker holds, and prisoner search techniques.

Course Description

This course will attempt to prepare criminal justice majors in corrections for the potential of physical resistance and assaults by providing training in defensive tactics. Further, each corrections student will learn and develop fundamental self-defense techniques that include pressure point control principles, tactical handcuffing, joint locks, defensive counterstrikes, shoulder pin restraints, impact weapon strikes, weapon retention/disarming, and ground avoidance and ground engagement, all of which are critical skills for the demanding professions within criminal justice today. The student will also learn when to apply these techniques and when to de-escalate by fully understanding the levels of control as they relate to the levels of resistance encountered.

Required Textbook

PPCT Defensive Tactics Student Manual, Michigan Edition, revised 02/05

Academic Honesty

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aids in examinations, laboratory work, and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

"Cheating" includes, but is not limited to: (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or (3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff.

"Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the University.

Disabilities Services

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/HTMLS/colleges/university/disability/>.

Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Withdrawal

The last day to withdraw from the class with a W is March 23, 2017. You must follow proper procedure to withdraw by calling the Dean's office in the College of Education & Human Services.

Course Requirements and Rules

- Students must complete a “pre-class statement of physical well being” at the beginning of the semester and at the end of the semester.
- Each student shall wear appropriate/respectable physical training clothing and athletic shoes. No hats are allowed. All facial piercings shall be removed. Uniform attire (t-shirt and sweats) is encouraged and will be discussed at the beginning of class.
- Students must bring pen/pencil, paper, and the required book to class.
- **Attendance is important**, see attendance policy.
- Students are encouraged to bring water or other non-alcoholic beverage to class. Beverages must be in a spill proof container. Hydration is important since this class is a physical fitness class. Students may eat a small snack during breaks but not while class is in session.
- **Cell phones must be placed in silent mode or turned off, and be placed out of sight while class is in session.**
- Video and audio recordings from any device are not allowed unless given permission by the instructor.
- The only pets allowed in class are service dogs.
- Students are expected to complete all quizzes and examinations.
- Students are expected to check their Ferris State University email on a daily basis.
- Students are encouraged to email the instructor with any questions prior to calling the phone number provided. The instructor will respond back in a timely manner.

Attendance Policy

Students are expected to attend and participate in class sessions. These responsibilities rest entirely with the student. The student is allowed four unexcused absences. **More than four unexcused absences shall result in your failure of the course.** Anyone who is more than ten minutes late for class will be considered absent, unless prior instructor approval has been obtained. This does not mean class starts ten minutes late. Extra points shall be granted if absences are not taken; ie. if the student has zero absences out of four allowed, the student will be given four extra points towards the final grade. If the student only had two absences, the student will be given two extra points towards the final grade.

Excused absences include severe situations only: hospitalization verified by a doctor's report, a death in the student's immediate family, a subpoena for court (not if the student was the defendant), or other verifiable extenuating circumstances; such as an interview with a potential employer. It is recommended for the student to save their allowed absences until a true emergency or illness exists.

Attendance in this class is very important as the techniques may save your life or someone else's. An absence puts the student behind and it is hard to catch up with the class.

Classroom Conduct

Students must be respectfully toward others. Students are anticipated to behave appropriately in class. Students are expected to follow the University's code of conduct policy. Students who violate the University's code of conduct policy will be referred to judicial services.

Training Safety Precautions and Expectations

- Report any injury or discomfort to the instructor immediately. If something does not "feel right" report it.
- Do not overexert yourself. Never use more than moderate force (80%) during training exercises.
- Make eye contact with the instructor and advise them of your condition when wellness checks are conducted.
- Ask questions when something (techniques/lecture) is not clear to you.
- No horseplay or unauthorized physical contact is permitted at anytime.
- No student shall wear any watches or jewelry while class is in session.
- Physical training areas will be clear of materials, clothing and equipment (unless in use) at all times.
- Weapons are not permitted in the classroom or training environment. This includes but is not limited to pepper sprays, electronic-devices, keychain impact devices, firearms and/or ammunition.
- Training equipment is not to be handled without the authorization of instructor.

Injuries

All injuries resulting in absence or participation are to be reported to the instructor immediately and documented by the FSU Health Center physician. Students unable to participate in class due to injury or illness are still required to attend the class.

Grading Scale

94-100	A	73-75	C
90-93	A-	70-72	C-
86-89	B+	66-69	D+
83-85	B	63-65	D
80-82	B-	60-62	D-
76-79	C+	Below 60	F

(incomplete assignment= 0; academic dishonesty= F for course)

Grading

This is a graded course. Grades will be based on points earned/points possible. Grades in this course will be based on participation, attendance, quizzes, and the final examination. The final examination will be the PPCT mandated practical and written examinations covering all tactics and techniques presented in the PPCT Defensive Tactics Student Manual (Michigan Edition). A student may earn up to a total of 100 points. The rubric is as follows:

- Participation/Attendance: 20% of grade
- Quizzes, PPCT practical, and PPCT written examination: 80% of grade
 - **A minimum score of 80% on the written examination and a score of “adequate” on all practical techniques is **required for PPCT certification****

FERRIS STATE UNIVERSITY

LAW ENFORCEMENT ACADEMY

Fall Semester 2016

CRIM-402

Physical Fitness Training

Monday, Wednesday, and Friday 0700-0750 Hours
Student Recreation Center – Gym Floor & Team Room 122

- Instructor:** Professor Cecil Queen, Ph.D.
- Assistant Instructors:** Associate Prof. Steven Amey, Sgt. Scott Ruggles,
Deputy Beau Bielicki
- Telephone:** 591-5865
- E-mail:** Ferris Blackboard Email Only
- Office Location:** 539 Bishop Hall
- Office Hours:** Wednesdays 1000-1300 hours and
Fridays 1600-1700 hours or by appointment
- REQUIRED TEXT(S):** Course Pack: "Physical Fitness Training" MCOLES &
Cooper Institute.

COURSE DESCRIPTION:

For this course, physical fitness is described as the ability to carry out daily tasks with vigor and alertness, without undue fatigue, and with ample energy to meet unforeseen emergencies and to enjoy leisure-time activities. It is also the ability to withstand stress and persevere under difficult circumstances in which an unfit person would quit. Implied in this is a positive quality that everyone has to some degree. Physical fitness is minimal in the severely ill and maximal in the well trained police officer or athlete. Persons who maintain a high level of fitness may have increased longevity and an enhanced quality of life as compared to those who are sedentary.

This course is designed for Michigan Commission on Law Enforcement Standards (MCOLES) approved *law enforcement academy students only* to examine various contemporary issues related to physical fitness as they impact police officers and their ability to deal with nutrition, strength, stress, and mental and physical challenges. The course is designed for students to develop every major muscle group for the enhancement of individual fitness levels and endurance. This development process uses several principles of physical fitness such as, progression, regularity, overload, balance, and rest, along with the five fitness components of muscular strength, muscular endurance, cardio-respiratory endurance, flexibility, and body composition. Course structure is also focused on the students' ability to develop coping mechanisms for high levels of physical and mental stress similar to what they will face during their future law enforcement careers. Periodic testing and measurement of personal development in these areas will occur.

The course utilizes the Cooper Institute National standard for fitness assessment in all testing. The Cooper standard is similar to the fitness standards set by MCOLES, but are not the same. Appendix A provides a chart of fitness standards for this course. Course expectations are that in order to successfully complete this course all students must meet or surpass the fitness standard at the 60% level.

Throughout the course, healthy nutrition and diet will be stressed in order to assist in the manifestation of enhanced energy levels within each student. During approximately thirty classes, health and wellness instruction will supplement the physical training in order to provide learning opportunities for students regarding the fundamentals of healthier lifestyles.

Another primary aspect of this course will be the development of various leadership traits with the goal of incorporating core values and strong ethics within each student at their personal pace of learning. Class commanders and squad leaders will be required to demonstrate their leadership (lead from the front) abilities on a daily basis and also to display outstanding supervision and personnel accountability skills. Students will be required to perform as a team with leadership duties being transferred on a regular basis among students where everyone will have the opportunity to hone their personal leadership skills. A class motto that considers the academy's mission and core values will be developed by the students and included into the daily activities of the course. Some aspects of military drill and decorum will be taught allowing for the inclusion of discipline and uniformity where possible. This course will be supplemented by the use of Ferris Connect where regular computer access and use of electronic technology will be required.

LEARNING OUTCOMES:

The students will explore current fitness issues facing police officers in the work environment. As always, students will be required to research, assess, review, and discuss in depth these problems and issues as selected. Various personal skills critical to the success of the police professional will be developed that include physical endurance and stamina, written and verbal communication, critical thinking, problem solving, observation, team work, and organization. Student will be able to:

1. Give others positive criticism and feedback on the issues during times for discussion using communication dynamics in a professional manner. They will learn to become active listeners by being constantly engaged in thinking about **attention to details** and by being prepared to summarize and relate to personal knowledge and experiences connected to the topics of each day.
2. Evaluate their knowledge and understanding of personal fitness development as related to strength, endurance, fatigue, stress, flexibility, and body composition.
3. Synthesize the value for a physical fitness baseline with goals for improvement and synthesize the benefits of circuit training and various designs of circuit prototypes and interval training methods.
4. Demonstrate an understanding of plyometric exercise and display the importance of aerobic exercise while maintaining proper body composition for health and professional image.
5. Exhibit effective, professional, and responsible student behaviors as related to class attendance, being on time, submitting assignments when required, and being physically prepared for training and physical testing.
6. Display their ability to work with others productively when dealing with group settings. Problem-based learning strategies will be incorporated into the course delivery method.
7. Describe, explain, and, hopefully, understand the multifaceted issues and problems surrounding physical fitness facing police officers today.
8. Develop a sense of community by assisting in the development of class structure and leadership and display the academy's core values at all times.
9. Be prepared for class each day by reading and analyzing the assigned readings and will be ready to teach, summarize the topics of the daily

readings. You must also be prepared to teach back the main ideas discussed in the previous class.

10. Explain the MCOLES Training Objectives related to this course of study and be able to describe the Cooper Fitness testing requirements as defined in class.

COURSE REQUIREMENTS:

Midterm Examination: The midterm examination will consist of multiple choice, true/false, short answer, and short essay questions, developed from your assigned readings, class lectures and assignments and discussions. The midterm will be given during Week 8 of the semester. The midterm will comprise 100 points.

Final Examination: The final examination will be comprehensive in nature and will consist of multiple choice, true/false, short answer, and short essay questions developed from assigned readings, lectures, assignments, and discussions. The examination will comprise 100 points. The final exam will occur in the SRC on a date to be determined later.

Make-up Examinations: All students are expected to take their examinations on the scheduled dates and times. Except for extreme extenuating circumstances, no make-up examinations will be given or allowed. If a make-up examination is allowed, it will be administered at the instructor's convenience and will be strictly essay in nature.

Physical Fitness Examinations: All students will be given a physical fitness examination to determine their individual level of fitness upon entry into the course where they will be ranked on the Cooper Institute fitness standard (Appendix A). The general expectation will be that each student should enter the course at approximately the 40% level. As part of the final examination process, all students will be tested similarly near the end of the semester to assess their fitness level, as well as their level of personal improvement. The students will chart their assessment progress throughout the course and the final fitness assessment must be at the Cooper Fitness standard 60% level depending upon age and gender. This examination will comprise 100 points toward the final grade.

Participation: Participation, preparation, and interaction is expected and required of every recruit during all of the academy classes and functions. As in employment in law enforcement, each recruit must contribute significantly to this class on a daily basis. Recruits must prepare for class by reading the assigned material prior to class, and being ready to discuss all of the assignments. Class activities are designed to highlight and emphasize course topics and readings. Each recruit's preparation and participation will be evaluated daily on a continuous basis throughout the course, leading to a subjective assessment in relation to his or her

efforts toward individual improvement and group success. This assessment will be a collaborative appraisal from the instructors. This subjective evaluation will encompass the amount of personal effort, improvement, team building, esprit de corps, self-direction and motivation, as well as leadership, communication, and comprehension of our academy mission and core values that is displayed by the recruit throughout the semester. Participation will comprise of 300 points toward the final grade.

Course Assignments: You may be given assignments during the semester. The assignments are due when specifically stated by the instructor. The number and type of assignments will vary and will comprise at least 100 points.

Grading Scale: Students must achieve a minimum grade of C (75 percent) in their courses in order to have the course qualify for MCOLES licensure purposes. This will comprise of the overall percentage of points achieved during the course.

A = 94 or Higher
A- = 90 to 93
B+ = 87 to 89
B = 83 to 86
B- = 80 to 82
C+ = 77 to 79
C = 70 to 76
C- = 68 to 69
D+ = 66 to 67
D = 63 to 65
D- = 60 to 62

Class Attendance: The Michigan Commission on Law Enforcement Standards requires 90% attendance for most classes in our curriculum, including physical training. ***No exceptions to this MCOLES mandate can be authorized.*** There are no excused absences under MCOLES regulations. The instructor has the discretion to decide if a student will be able to make up classroom time in order to retain MCOLES licensure eligibility. Students must make an appointment with the instructor to meet and discuss their request for a special instructional session.

Each student will be allowed to miss up to three (3) classes without penalty. These absences may be for any reason and do not require the production of an excuse. A student who is absent a fourth time will be required to withdraw from the class or receive a failing (F) grade for the course depending on when the fourth absence occurs. Three absences represent approx. 10% of the course meeting days and far exceed any absence policies related to probationary police officers working in police agencies today. Failure of this course may result in your removal from the MCOLES licensing process, as well as this academy.

Injuries: Recruits are required to report all injuries or illnesses that occur during class to the instructor immediately. Injury reports will be submitted by the instructor to FSU and MCOLES as required. Official MCOLES notification will occur based upon the severity of the event. An injury assessment and/or first aid will be administered with strong consideration for emergency medical care and treatment. Out-of-class injuries or illnesses shall be reported to the instructors through the chain of command to allow for pertinent adjustments of daily physical fitness training assignments as necessary. In order to provide for MCOLES attendance requirements, injured students will be required to participate in other physical activities that will fit the injury without causing added stress or strain to that injury or illness. Strict class observation will be a last resort and will rarely be authorized depending upon the student's circumstances.

Classroom Conduct and Academic Dishonesty: Students shall act in compliance with Ferris State University rules and regulations, MCOLES rules, and the Ferris State University School of Criminal Justice Law Enforcement Academy Recruit Manual. Each instructor expects that recruits, as future practitioners within the police profession, will act with honor and integrity at all times. Academic dishonesty will not be tolerated, and is a violation of our core values and the LEA Recruit Manual.

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else; discussing assignments or experiential scenarios with other recruits when the instructor has imposed a confidentiality requirement; and lying to the instructors or to other class members such as class commanders and squad leaders. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification. Recruits who are found responsible of misconduct or dishonest behavior will be disciplined pursuant to the LEA Recruit Manual, the Ferris State University policy on Academic Dishonesty and pertinent MCOLES regulations. Penalties for academic misconduct can include failure of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

Any student who acts in a disruptive, inappropriate, or counterproductive manner during class will be required to leave the classroom, and will be considered "absent" for purposes of the MCOLES attendance policy. Disruptive behavior may result in additional sanctions imposed pursuant to the LEA Recruit Manual, FSU Student Conduct rules, and MCOLES mandates.

All electronic devices (cell phones, recording devices, iPads, etc.) must be deactivated during class times so as not to disturb the class in progress. The use of all tobacco products during class or any academy function is prohibited.

Withdrawal: The failure to attend class does not constitute a withdrawal. Recruits must follow all proper FSU procedures for an official withdrawal from the course. The failure to do so may result in a failing grade and removal from the MCOLES police academy licensure process.

Accommodations and Support Services: Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Recruits with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should immediately contact the FSU University College Disabilities Services Office (DSO) for disability verification and for determination of reasonable accommodation needs. The DSO is located in room 317 of the Starr Building, 820 Campus Drive, (231) 591-3772 voice/TDD.

Reservation Clause: Instructors reserve the right to alter or amend any assignment or provision in the syllabus if, in the instructor's opinion, academic interests will be better served. If any change is made, all recruits will be notified during class of the change.

Appendix A

Cooper Fitness Test (40% vs. 60% Levels) Males and Females – Ages 20-29

	Male		Female	
	40%	60%	40%	60%
1.5 Mile Run	12:25	11:10	14:49	13:22
300 Meter Run	:59	:54	1:11	1:01
Push Ups/1 Min.	29	37	15	21
Sit Ups/1 Min.	38	42	32	38
Vertical Jump	20"	21.5"	14"	16"
Sit and Reach	16.5"	18.5"	19.3"	20.5"

CRIM 403
Physical and Defensive Tactics
5 Credit Hours
Professor Steven Amey
Sgt. Scott Ruggles
Deputy Beau Bielicki

Spring Semester 2017

Physical Fitness: Sections 211, 212, 213 M-W-F	SRC	6:30am - 7:50am
Health and Wellness	W SWC 102	9:00am – 10:00 am
PPCT Lab Section 211	M SRC 204	8:00am - 12:00 noon
PPCT Lab Section 212	M SRC 204	1:00pm – 5:00 pm
PPCT Lab Section 213	T SRC 204	7:00am - 11:00 am

PURPOSE

This course has two primary purposes. The first is to ensure that each student graduating from the Ferris State University Law Enforcement Specialist program is in very good to excellent physical condition and therefore ready for a physically demanding profession. The goal of the physical fitness program is to train and educate the student in achieving and maintaining a functional physical fitness level, and to embrace a lifestyle that promotes health and wellness. Additionally, each Law Enforcement Specialist recruit will be preparing for his/her MCOLES 4-Event Physical Fitness Exit test. Completion of this course will also ensure mastery of fundamental self-defense and counter measure techniques, which are vital tools in current criminal justice positions.

REQUIRED TEXT

Students are required to purchase a copy of the following texts available at the FSU Rankin Center Bookstore.

PPCT Defensive Tactics Student Manual, Michigan Edition, Newest Edition, PPCT Publishing
Health and Wellness Training, MCOLES
Subject Control, MCOLES

&

Use of Force Investigations: A Manual for Law Enforcement, Kevin R. Davis ISBN-13: 978-1470500122 or ISBN-10 1470500124 - Edition published in 2012

The reading of these two books is expected by the recruit and you will need to have completed PPCT manual well before the end of the course. There is a written practical at the end of the course and failure to pass this exam with an 80% or higher will result in not obtaining the PPCT certification. The Use of Force Investigations: A manual for Law Enforcement is for your additional reading and in today's world use of force is at the forefront of law enforcement news. You will obtain a great plethora of knowledge to help you make decision affecting this area. There will also be articles posted in the weekly folders that you will need to read. MAKE SURE YOU LOG INTO THE COURSE CONTENT FREQUENTLY!!!!

COURSE REQUIREMENTS

Students must have passed the MCOLES 4-Event Pre-Employment Physical Fitness Test before the first day of this class, in order to participate in the class and continue MCOLES certification.

Please be advised that each student enrolled in CRIM 403 will be expected to purchase and bring to class each day the following items:

1. One (1) set of full length, all navy blue sweat pants (no stripes, lettering, etc.), and one (1) set of navy blue shorts.
2. One (1) blue Criminal Justice Program tee-shirt.
3. One (1) pair of sturdy gym shoes.
4. One (1) jump rope. Leather/vinyl will work the best, a piece of tape will be placed on the jump rope with your name on it and it will need to be initialed by the instructor.
5. Bring outdoor gear (hat/gloves/hood and parka) each day to P.T. Running may take place outside some of the time (weather permitting).

GRADING

A practical and written examination covering self-defense tactics 60%
[A minimum score of **80%** on the written and a score of “adequate” or “pass” on all PPCT Self-defense techniques are required.] Quizzes may be given unannounced

A “Pass” on the MCOLES 13 Subject Control Performance Outcomes (see attached).

A written examination on Health and Wellness Training..... 10%

Accomplishment of required physical tasks (running, etc.) and effort expended..... 30%

- * **Failure to achieve the above minimal criteria, and not passing the MCOLES four event Exit Physical Fitness Test will disqualify you for MCOLES certification! Train hard your life may depend upon it**
- * **Anyone failing this course will not successfully complete the required 594 hours basic training curriculum of MCOLES.**

ATTENDANCE is a requirement of this class!

This is a MCOLES course and the attendance policy applies per MCOLES

All injuries resulting in absence from class are to be reported to the instructor(s) and documented by the FSU Health Center physician -- students unable to participate because of illness or injury are still required to audit the class. If you have been injured, you must have a clearance from a physician to return to participation in class activities.

OFFICE HOURS

Professor Steven Amey,

Office Hours:

Bishop Hall 538 I am always available per my office hours and by email if you wish to discuss anything. I specifically have 1 hour reserved for police academy recruits and also available by appointment 231-591-5083

COURSE DESCRIPTION

1. The goal of this class is to identify and test principles and tactics that can be employed by police officers when the need for subject control techniques arises.

The premise of this class is that constant recognition and application of relatively few principles and tactics will allow the officer a clearer understanding of the use of force and, in turn, help to facilitate the officer's appropriate perception, evaluation of, and response to subject control problems and physical assaults.

The course is designed to establish in the officer a degree of proficiency in several methods of subject control that will increase the officer's confidence in his/her own abilities to evaluate and react to situations which require the use of force. These methods will range from verbal control of a subject up to and through the use of impact weapons. Also discussed will be areas of deadly force usage.

2. After learning the various techniques which are presented in this class, you should continue to practice them so they will become second nature to you. Then, when you find yourself in a difficult situation, you will already know what your personal weapons are and how to use them to the best advantage.
3. It is essential that the techniques learned in this class **be regularly practiced** on your fellow students for the perfection of speed and effectiveness. Therefore, great care must be exercised within these practice sessions to avoid any possible major or minor injury. It should be remembered that the student will be learning striking blows which could disable or severely injure an opponent.
4. It should be noted that the philosophy of teaching in this training program has been reversed from the usual order. Traditionally, police defensive tactics training has consisted of teaching wrestling, boxing, and Judo, and has been basically defensive in nature. After more than two decades of training persons in this area, the instructors firmly believe that survival is the first priority concern to any officer in a combative situation. Once survival is assured (that is, the officer is confident of his/her ability), then defensive measures can and will be effected to subdue recalcitrant persons. Therefore, the personal weapons of the body along with effective offensive techniques are taught first in this program. Defense measures then follow.

Appendix C

COURSE OBJECTIVES

All officers will be expected to learn and demonstrate the basic subject control techniques presented. This course will attempt to achieve the following objectives:

- ◆ Teach officers to defend against common resisting's.
- ◆ Teach techniques of subject control to gain compliance with the least chance of injury to the subject, but with the officer's safety as the most important factor.
- ◆ Teach techniques with impact weapons, batons, and flashlights that will be aimed at impeding a subject by striking areas with a lesser chance of causing permanent damage or severe injury to the offender.
- ◆ Teach techniques for defending against an attack on their weapon while it is holstered or drawn and techniques for disarming a subject who is holding him/her at gunpoint.
- ◆ Reduce the need to use excessive force in controlling a subject, thereby reducing liability.
- ◆ Instill in officers self-confidence to defend themselves against an attack.

Upon completion of the class, the student will be able to:

1. Demonstrate proper blocking techniques.
2. Demonstrate the proper handcuffing procedure from the standing, kneeling, and prone positions.
3. Demonstrate the proper use of pressure point application.
4. Demonstrate three takedown techniques.
5. Demonstrate four active counter measure techniques.
6. Demonstrate the proper use of an intermediate weapon.
7. Demonstrate the proper use of the new PPCT shoulder restraint.
8. Demonstrate proper techniques for weapon retention.
9. Demonstrate the proper subject approach for field interviews by utilizing relative positioning.
10. Demonstrate at least two releases from each of the following holds:
 - A. Single arm grab
 - B. Two arm grab
 - C. Front bear hug (under arms)
 - D. Front bear hug (over arms)
 - E. Side bear hug (under arms)
 - F. Side bear hug (over arms)
 - G. Rear bear hug (under arms)
 - H. Rear bear hug (over arms)

Appendix C

- D. Front choke close
- E. Rear choke extended
- F. Rear choke close

- I. Front bear hug (under arms)
- J. Front bear hug (over arms)
- K. Headlock

11. Demonstrate effectively methods of car takeout's.
12. Demonstrate effective ground defense techniques.
13. Demonstrate at least two effective prisoner search and seizure positions which ensure the safety of the officer.
14. Demonstrate the proper use of chemical aerosol spray.
15. Demonstrate an understanding of survival mindset.
16. Demonstrate an understanding of tactical communication.
17. Demonstrate an understanding of fear and anger management.

JUMPING ROPE FOR 15 MINUTES is equal to: *

Tennis	3 sets (singles)
Golf	27 holes (without motorized cart)
Bicycling	3 miles in under 9 minutes
Swimming	700 yards in 17 to 23 minutes
Running	1 mile in 8 minutes
Walking	2 miles in 20 minutes
Running/Walking	1½ miles in 15 - 17 minutes
Skating-ice/roller	1 hour
Skiing-snow/water	45 minutes
Volleyball	1 hour
Football/Soccer/La Crosse	40 minutes (active play)
Squash/Handball	30 minutes

* In terms of overall exercise for the cardiovascular system.

Here are the four basic jump-rope steps. Once you learn them and have developed your rhythm, you can work out your own variations by experimenting and “dancing” on the rope. The goal is to work out and have fun at the same time. Practice these steps without a rope first to get the feel of them. Bounce on the balls of your feet with your knees slightly bent. Keep your arms close to your sides, wrists loose. Jump only high enough to clear the rope.

1. Basic rest step. The first thing to learn is a relaxing step. Start out with this until you get warmed up and come back to it when you're feeling tired from the other steps.

Appendix C

(Jump over rope, landing on the ball of your foot. As the rope is turning over your head, bounce again on your left foot with a little hop, kicking the right foot out a bit. Then jump over the rope, landing on the ball of your right foot with a hop (or skip) while the left foot kicks out. Alternate feet, each time jumping on the ball of your foot and taking a little skip. So, its jump and skip on the right foot, jump and skip on the left foot. Keep doing it until you have a steady rhythm.)

2. Straight-over jump step. Do this when you're already warmed up. Do as much as you can and keep coming back to it because this is the best step for spot reducing and your heart. When you're tired, go back to the rest step, fast or slowly.

(Jump, jump, jump - straight over the rope. Toes together, coming down on the balls of the feet, knees slightly bent to absorb the shock. Don't come down hard.)

3. Running step. There are two versions of this one, both especially good cardiovascular workouts: Jump, alternating feet as the rope passes underneath. As you alternate, lift up each knee as high as you can.
4. Toe tap. This can also be a heel tap. Both are for when you're warmed up and getting into the rhythm of the music. Jump on the balls of both feet with feet side by side, tapping the left toe onto the floor in front of the right foot. Jump, tapping the right foot out in front of the left foot. Keep alternating or alternate toe taps with heel taps.

JUMP INTO SHAPE

Jumping rope conjures up visions of boxers working out or clusters of children whiling away a summer afternoon. But, did you know that rope jumping is believed by many to be better for your heart than jogging?

Jumping rope for 15 minutes every day is the shortest way to a beautiful body. There is nothing you can spend less time on that gives you more results. It's the best way to reduce thighs, hips and buttocks -- all those bulges and spreads that are the hardest places to trim.

Start slowly if you must. Only five minutes of jumping rope per day is the equivalent of a set of tennis or nine holes of golf. It's best to jump in the morning in order to get your energy flowing for the whole day. If you're trying to diet, then jump an extra few minutes before each meal -- the exercise will help curb your appetite. Don't jump without sweat. If you don't reach the point where you are perspiring profusely, it's not good enough.

When you jump, you must land on the balls of your feet, so a good shoe is important. Running shoes are best, or lightweight sneakers.

Some pointers:

- ◆ Breathe only through your nose while jumping rope.

◆ **Appendix 6** **Appendix 6**. Jump as lightly as possible, like a leaf touching the ground. Always come down on the balls (front) of your feet.

- ◆ You can stop -- you don't have to jump constantly for 15 minutes. But, when you stop, you must stretch. Bend over, touch your toes and exhale. Put the palms of your hands on the floor and breathe in through your nose and out through your mouth. Don't bounce, just do a low stretch and stay there until you feel rested. Then pick up your rope again and go back to work.
- ◆ Don't look down at the rope. Keep your eyes straight ahead.
- ◆ If you miss the rope, try not to stop. While you get the rope back into position, try to keep dancing in place.
- ◆ Jump in front of a mirror in the beginning. Check out the different reactions each step produces on your body. It's the best way to see how jumping rope will tone your muscles.
- ◆ Be sure to include whole grain cereals and at least one high Vitamin C fruit in your daily diet. You need Vitamin C and B complex, plus carbohydrates when you exercise vigorously.
- ◆ Coordination comes with practice. Jumping rope is tiring at first, but you'll quickly build up your stamina and speed.
- ◆ Always work by the clock. You must jump for 15 minutes a day, seven days a week. Even if you rest, you're stretching, so you're getting a full 15 minutes of exercise even though you may spend only 12 minutes actually jumping.
- ◆ Try to increase your jumping time. If you can get up to 30 minutes a day, you won't believe the results!

APPENDIX C SCHEDULE OF INSTRUCTIONAL TOPICS

Week 1	4 Hours – PPCT Chapter 1, PPCT Training Safety Guidelines, PPCT Chapter 2, Use of Force Human Factors	
	2 Hours – PPCT Chapter 2, Use of Force Human Factors PPCT Chapter 3, Control Principles, Review of Non-Lethal Case Law, Michigan Subject Control Continuum and Common Types of Resistance	Force
Week 2	4 Hours - PPCT Chapter 3, Principles of Controlling Resistive Behavior, Survival Reaction Time, Tactical Positioning, Tactical Communication and Fear and Management	
Week 3	4 Hours - Tactical Handcuffing, Pat-down and Custodial Searches	
Week 4	4 Hours - Escort Position and Joint Lock Control	
Week 5	4 Hours - Pressure Point Control Tactics	
Week 6	4 Hours - Defensive Counter Strikes	
Week 7	4 Hours - Impact Weapon / Collapsible Baton System	
Week 8	4 Hours - Weapon Retention / Disarming	
Week 9	4 Hours - Holds and Releases and Vehicle Take Outs	
Week 10	4 Hours - Ground Fighting	
Week 11	4 Hours – Ground Fighting	
Week 12	4 Hours – Chemical Spray and Edged Weapon Response	
Week 13	4 Hours - Practice	
Week 14	4 Hours – Practice and Defensive Tactics Testing	
Week 15	4 Hours – Training Scenario Participation	
Week 16	Remedial Training and Re-testing	

Appendix C

Welcome to CRIM 403 your MCOLES Health and Wellness/Physical Training and Defensive Tactics.

Undoubtedly the world of Law Enforcement has come under the scrutiny of properly trained officers in dynamic situations that include the ability to do both de-escalation and up to deadly force.

This topic should be one of the most concerning items items in your future career.

Full class participation is important and repetitions are required to train you in this topic. When reading the PPCT manual be sure to look at all the required repetitions. If you want to become proficient you need to dedicate yourself to this material.

If at any time you are not training with full dedication I will talk to you.

Be prepared to work in your classes, in 16 weeks you could be a sworn law enforcement officer!

**CRIME CONTROL POLICY
CRIM 411-001 – SPRING 2017**

3 Semester Credit Hours

PROFESSOR

Timothy M. Eklin, Ph.D.

CLASS MEETING TIME

Tuesday & Thursday 4:30 – 5:45 PM

LOCATION & SECTION CODE

IRC 109 (CRN 11535)

OFFICE HOURS FOR STUDENT MEETINGS

Tuesday & Wednesday

1:00 – 3:00 PM or by appointment

CONTACT INFORMATION

1349 Cramer Circle, BIS 538
Office Telephone: 231-591-5082
eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom time and office hours. My office telephone is the least effective way to communicate with me as I often work remotely.

CATALOG COURSE DESCRIPTION: This course will provide an analysis of historical, legal ideologies and assumptions, and performance of crime control policies.

PRE-REQUISITES: Junior status and Criminal Justice students only.

TEXTBOOK(S):

Sense and Nonsense About Crime, Drugs, and Communities. 8/E Walker (2015). Cengage Learning. ISBN: 9781285459028

ADDITIONAL MATERIALS: Annotation notebook dedicated to this class.

CRIME CONTROL POLICY CRIM 411-001 – SPRING 2017

3 Semester Credit Hours

Student Learning Outcomes & Assessment

1. Identify, memorize, and describe material covered in class and apply to tests and projects.
2. Practice using a critical perspective to determine what crime control policies work.
3. Interpret and annotate academic literature for use during group discussions.
4. Differentiate among various historical and contemporary crime control policies.
5. Conduct and present research concerning a specific crime control policy.
6. Critique numerous propositions regarding the efficacy of various crime control policies.
7. Produce evidence of critical thinking and problem solving abilities.

Assessment of Learning	Percentage	Points
Chapter Annotations	20%	80
Reflection Paper	5%	20
Midterm Exam	25%	100
Crime Policy Research Paper	20%	80
Group Presentation	5%	20
Final Exam	25%	100
TOTAL	100%	400

Grading Scale & Description of Assignments

Your final percentage grade for the course will be determined by adding up all of the points you have earned, dividing by 400, and rounding up to the nearest percentage when applicable.

Grade	Percentage	Points	Grade	Percentage	Points
A	93-100	370-400	C	73-77	290-309
A-	90-92	358-369	C-	70-72	278-289
B+	88-89	350-357	D+	68-69	270-277
B	83-87	330-349	D	63-67	251-269
B-	80-82	318-329	D-	60-62	238-250
C+	78-79	310-317	F	0-59	001-237

Chapter Annotations

This student-centered strategy is designed to engage you as a reader by purposefully making notes, thoughtful reflections, connections with other content areas, formulate questions for the professor, and summarize content using your own words. All annotations shall be hand written using a notebook specifically for this purpose. Failure to complete in-depth annotations of each chapter will result in you not being sufficiently prepared for lectures, in-class discussions, and exams. You must have your reading and annotations completed *before* the start of each class session. The professor will randomly assess your annotations 8 times during in-class discussions and award up to 10 points per review. You will be assessed based on organization, quality, and quantity of your annotations. Finally, you must be present in class to earn annotation points.

**CRIME CONTROL POLICY
CRIM 411-001 – SPRING 2017**

3 Semester Credit Hours

Reflection Paper

This is a writing assignment designed to capture your thoughts and reflections following an assigned activity such as attending an out-of-class event, watching a prescribed film, listening to a guest lecturer, etc. The length of this paper is expected to be 3-4 full pages and comply with the written work standards stated below. It is due in class at the next scheduled class session following the event. We will debrief and discuss your reflections as a group activity.

Exam Design and Rationale

The exams may be multiple-choice, short answer, or essay format. The professor reserves the right to design an exam that best assesses the learning outcomes for the course. Sometimes a combination of multiple choice, short answer, and essay questions are used. Typically, students are provided with a review session and/or are provided a sample question pool to assist in preparation for the exams. I'm most concerned with your ability to demonstrate a deep understanding of complex concepts rather than memorize facts.

Crime Policy Research Paper

Students will locate research from at least four credible peer-reviewed studies regarding a significant social issue from a list of approved topics. The student will apply concepts explored in this course, and others, to think deeply about their area of interest.

The paper must be at least 2,000 words and must comply with APA writing standards including a title page and references page citing your sources. Typically, at least one academic source is your textbook along with other credible sources. Visit the library for assistance in obtaining scholarly resources. If you have questions regarding the appropriateness of a particular source, contact me for assistance. More details about this assignment will be provided in a separate document near the midterm.

Group Project/Presentation

Students will work collaboratively in teams of 4-5 to create and deliver a 15-20 minute presentation detailing their findings. Each student will have a speaking role and at least one visual aid is required. Working in groups is an essential life/job skill for criminal justice professionals so students will be asked to collaboratively discuss issues, conduct basic research, prepare written reports, and orally present their findings to the class.

Attendance Policy

I intend to be on time, prepared, and engaged during each class session. Thus, I expect the same from you. While I do not award points based solely on attendance, you must participate in the in-class activity to earn these points which includes annotation reviews.

**CRIME CONTROL POLICY
CRIM 411-001 – SPRING 2017**

3 Semester Credit Hours

Written Work Standards

Unless otherwise instructed (e.g., in-class assignments), all written work MUST be word-processed. Text should be double-spaced in a clearly readable 12-point font with standard one-inch margins unless you are responding to a prompt in Blackboard, which can be single-spaced.

Unless otherwise directed by the professor, please follow the guidelines of the current American Psychological Association's Publication Manual (6th edition).

Late Work & Make-up Policy

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor's discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up or late work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this policy. This policy does not apply to in-class assignments as it is not possible to recreate the group dynamics and collaborative nature of this work.

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons.

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus and the tentative course calendar dates will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

FSU School of Criminal Justice on Facebook



Ferris State University
 Timothy M. Eklin, Ph.D.
 CRIM 411-001 – Spring 2017

Course Calendar			
Date	Topic	Readings *	Notes
Tuesday, 1-10	Introductions and Community Building	None	Group Discussion
Thursday, 1-12	<i>Crime and Policy</i>	Chapter 1	Lecture and Group Discussion
Tuesday, 1-17	<i>Crime and Policy</i>	Chapter 1	Lecture and Group Discussion
Thursday, 1-19	<i>Models of Criminal Justice</i>	Chapter 2	Lecture and Group Discussion
Tuesday, 1-24	<i>Models of Criminal Justice</i>	Chapter 2	Lecture and Group Discussion
Thursday, 1-26	<i>The Going Rate</i>	Chapter 3	Lecture and Group Discussion
Tuesday, 1-31	<i>The Going Rate</i>	Chapter 3	Lecture and Group Discussion
Thursday, 2-2	<i>The Prediction Problem</i>	Chapter 4	Lecture and Group Discussion
Tuesday, 2-7	<i>The Prediction Problem</i>	Chapter 4	Lecture and Group Discussion
Thursday, 2-9	<i>Unleash the Cops</i>	Chapter 5	Lecture and Group Discussion
Tuesday, 2-14	<i>Unleash the Cops</i>	Chapter 5	Lecture and Group Discussion
Thursday, 2-16	<i>Deter the Criminals</i>	Chapter 6	Lecture and Group Discussion
Tuesday, 2-21	<i>Deter the Criminals</i>	Chapter 6	Lecture and Group Discussion
Thursday, 2-23	<i>Lock 'Em Up</i>	Chapter 7	Lecture and Group Discussion
Tuesday, 2-28	<i>Lock 'Em Up</i>	Chapter 7	Lecture and Group Discussion
Thursday, 3-2	Mid Term Exam	None	In-Class Exam

* Walker, S. (2015). *Sense and Nonsense About Crime, Drugs, and Communities*. 8/E

Ferris State University
 Timothy M. Eklin, Ph.D.
 CRIM 411-001 – Spring 2017

Course Calendar			
Date	Topic	Readings *	Notes
Tuesday, 3-7	Spring Break	No Class	Relax
Thursday, 3-9	Spring Break	No Class	Relax
Tuesday, 3-14	<i>Close the Loopholes</i>	Chapter 8	Lecture and Group Discussion
Thursday, 3-16	ACJS Conference	No Class	Alternative Assignment - TBA
Tuesday, 3-21	ACJS Conference	No Class	Alternative Assignment - TBA
Thursday, 3-23	<i>Protect Crime Victims</i>	Chapter 9	Lecture and Group Discussion
Tuesday, 3-28	<i>Protect Crime Victims</i>	Chapter 9	Lecture and Group Discussion
Thursday, 3-30	<i>Control Gun Crimes</i>	Chapter 10	Lecture and Group Discussion
Tuesday, 4-4	<i>Control Gun Crimes</i>	Chapter 10	Lecture and Group Discussion
Thursday, 4-6	<i>Treat 'Em</i>	Chapter 11	Lecture and Group Discussion
Tuesday, 4-11	<i>Gain Compliance with the Law</i>	Chapter 12	Lecture and Group Discussion
Thursday, 4-13	Mid-Semester Break (Easter)	No Class	Relax
Tuesday, 4-18	<i>Sense and Nonsense about Drug Crime</i>	Chapter 13	Lecture and Group Discussion
Thursday, 4-20	<i>Crime and Community</i>	Chapter 14	Lecture and Group Discussion
Tuesday, 4-25	Student Group Presentations	None	Peer Reviews
Thursday, 4-27	Student Group Presentations	None	Peer Reviews
Thursday, May 4	Final Exam	4:00 – 5:40 PM	Have a Great Summer!

* Walker, S. (2015). *Sense and Nonsense About Crime, Drugs, and Communities*. 8/E

Appendix C

SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

2017 Spring Semester – Important Dates

Late registration	Wednesday-Friday	January 4, 5, 6
First day of classes	Monday	January 9
Drop/Add (closes at 5:00 PM Thursday)	Monday-Thursday	January 9-12
Martin Luther King Day (no classes)	Monday	January 16
Mid-term grades due	Monday	March 6
Spring recess begins (no classes)	Saturday	March 4
Spring recess ends (classes resume)	Monday	March 13
Last day for "W" grades (full semester)	Thursday	March 23
Mid-semester recess begins (no classes)	Thursday	April 13
Mid-semester recess ends (classes resume)	Monday	April 17
Last day of classes	Friday	April 28
Examination week begins	Monday	May 1
Examination week ends	Friday	May 5
Commencement	Friday, Saturday	May 5, 6
Final grades due by 1 p.m.	Monday	May 8

Partial Semester Classes – Spring 2017

Session	Begin Date	Last Day to Drop	Last Day to "W"	End Date
1:	Monday, January 9	Thursday, January 12	Thursday, March 23	Friday, April 28
A:	Monday, January 9	Thursday, January 12	Thursday, February 9	Tuesday, February 28
B:	Wednesday, March 1	Monday, March 13	Tuesday, April 11	Friday, April 28
D:	Monday, January 9	Thursday, January 12	Monday, January 30	Friday, February 10
E:	Monday, February 13	Tuesday, February 14	Friday, March 3	Thursday, March 23
F:	Friday, March 24	Monday, March 27	Monday, April 17	Friday, April 28

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:
 Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:
 Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday..... 1:00 pm– 12:00 am

CLASS ATTENDANCE IS IMPORTANT

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>. A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for Spring 2017 is Thursday, **March 23, 2017**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the "withdraw" has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw due to **extenuating circumstances**, you may submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to darrowd@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: David Darrow**. The Dean's Office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact the Registrar's Office at **231-591-5409** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The "I" is only considered for extenuating circumstances that have led to a student missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury

Appendix C

duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Marie Yowitz.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

Education	BIS-421
591-5361	
Criminal Justice	BIS-506
591-5080	
Digital Media	BIS 303
591-2712	
Digital Animation	
616-643-5722	FSU-GR
Digital Media Software Eng.	
616-643-5721	FSU-GR
Certification	BIS-403
591-3642	
Student Affairs	BIS-604
591-3646	
Dean’s Office	BIS-607
591-3648	

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

FERRIS STATE UNIVERSITY**LAW ENFORCEMENT ACADEMY**

Fall Semester 2016

CRIM 420 (3 credits)**Conflict Management in Criminal Justice****CRISIS INTERVENTION****Instructor:** Professor Greg Vander Kooi, Ph.D.**Telephone:** (231) 591-2458**E-mail:** vanderkg@ferris.edu**Office Location:** Bishop Hall 518**Meeting Times:** TBA**Office Hours:**

Tuesdays and Thursdays Bishop Hall 518 12:00 PM to 1:00 PM, SWC 3:00 PM to 4:00 PM

REQUIRED TEXT(S):DISC

Verbal Judo, Thompson, G., 2004, HarperCollins Publishers, ISBN-13: 9780060577650

COURSE DESCRIPTION:

An exploration of philosophy, theory and practice involved in the treatment of different crisis situations most commonly confronting the law enforcement officer in the performance of their regular duties. Such crises include but are not limited to domestic violence, ethics in policing, civil rights/diversity, interpersonal skills, civil disputes, victim's rights, radio/telephone communication, report writing, prisoner care and treatment, and crisis intervention.

COURSE OBJECTIVES, LEARNING OUT-COMES & PEDAGOGICAL STYLE:

The objectives for the course are listed in the Michigan Commission on Law Enforcement Standards (MCOLES) publication containing the basic training curriculum and training objectives:

- Identify and Evaluate Nature, Prevalence of Domestic Violence, Law Regarding Domestic Violence, and Domestic Violence Response Procedures via a collaborative Problem Based andragogy
- Identify and Analyze Ethics in Policing as well as Cultural Awareness/Diversity via a collaborative Problem Based andragogy
- Identify and Memorize Laws Pertaining to Civil Rights and Human Relations via a collaborative Problem Based andragogy
- Identify and Evaluate Civil Dispute Remedies and Victim Rights via a collaborative Problem Based andragogy
- Identify and Evaluate Radio/Telephone Communications Usage and Procedures via a collaborative Problem Based andragogy
- Identify and Analyze Obtaining Information and Preparing Reports via a collaborative Problem Based andragogy
- Identify and Evaluate Prisoner Care and Treatment
- Identify and Evaluate Crisis Intervention and Interpersonal Skills during confrontational events
- Identify and Memorize Laws Dealing with Juvenile Offenders Dealing with Families of Juveniles via a collaborative Problem Based andragogy

The delivery of this course will mimic a problem based learning pedagogy. Objectives that have been formulated by MCOLES shall be explored through a student-centered philosophy. Much of the delivery will be done through a Problem-solving methodology of ill structured problems. It will be the student's responsibility to explore the problem and deliver viable alternative solutions.

PERFORMANCE CRITERIA:

Recruits must achieve a minimum grade of C (70 percent) in this course in order to qualify for licensure purposes in this course. The final evaluation in this class will be based upon the recruit's performance on scheduled written examinations, quizzes, class presentations and classroom indiscretions.

- 50% -----Tests (number to be determined). **All tests are cumulative**
- 50%-----Quizzes, presentations of solutions to problems, written assignments, and any other project as determined by instructor.

Each of the three tests is cumulative. Tests will examine the recruit's understanding of the course pack material, handouts, movies, lectures and other sources assigned or discussed during the semester. Questions are typically true-false and multiple choice in nature, but essay, short answer and matching questions may be used. The composition of each test will be discussed prior to its administration.

GRADING SCALE:

A = 93	A- = 90 to 92	C- = 68 to 69
B+ = 87 to 89		D+ = 66 to 67
B = 83 to 86		D = 63 to 65
B- = 80 to 82		D- = 60 to 62
C+ = 77 to 79		
C = 70 to 76		

CLASS PARTICIPATION:

Participation, preparation, and interaction is expected and required of every recruit during all of the academy classes and functions. As in employment in law enforcement, each recruit must contribute significantly to this class on a daily basis. Recruits must prepare for class by reading the assigned material prior to class, and being ready to discuss all of the assignments. Class activities are designed to highlight and emphasize course topics and readings. Each recruit's preparation and participation will be evaluated daily on a continuous basis throughout the course, leading to a subjective assessment in relation to his or her efforts toward individual improvement and group success. This assessment will be a collaborative appraisal from the instructors. This subjective evaluation will encompass the amount of personal drive, improvement, team building, esprit de corps, self-direction and motivation, as well as leadership, communication, and comprehension of our academy mission and core values that is displayed by the recruit throughout the semester.

CLASSROOM CONDUCT/ACADEMIC DISHONESTY:

Recruits shall act in compliance with Ferris State University rules and regulations, MCOLES rules, and the Ferris State University School of Criminal Justice Law Enforcement Academy Recruit Manual. Each instructor expects that recruits, as future practitioners within the police profession, will act with honor and integrity at all times. Academic dishonesty will not be tolerated, and is a violation of our core values and the LEA Recruit Manual. Academic dishonesty includes, but is not limited to, cheating on assignments or examinations, asking about test questions between classes, discussing assignments with other recruits when the instructor has imposed a confidentiality requirement and lying to the instructors or to class members such as class commanders and squad leaders. Recruits who are accused of dishonest behavior will be disciplined pursuant to the LEA Recruit Manual, the Ferris State University Policy on Academic Dishonesty and MCOLES regulations. Any recruit who acts in a disruptive, inappropriate, or counterproductive manner during class will be required to leave the classroom, and will be considered "absent" for purposes of the MCOLES attendance

policy. Disruptive behavior may result in additional sanctions imposed pursuant to the LEA Recruit Manual.

All electronic devices (pagers, cell phones, PDA's) must be deactivated during class times so as not to disturb the class in progress. The use of all tobacco products during class is prohibited.

CLASS ATTENDANCE:

MCOLES requires 90% attendance for this class. ***No exceptions to this MCOLES mandate can be authorized.*** There are no excused absences under MCOLES regulations. The instructor has the sole discretion to decide if a recruit will be able to make up classroom time in order to retain MCOLES licensure eligibility. Recruits must make an appointment with the instructor to discuss their request for a special instructional session. Instructor approved make up exams may consist entirely of essay questions, but in any event will generally not be the same exam that was given to the entire class. Such exams will be scheduled at a time and place agreed upon by the instructor and the recruit.

INJURIES:

Recruits are required to report all injuries or illnesses that occur during class to the instructor immediately. Injury reports will be submitted by the instructor as required. Official MCOLES notification will occur based upon the severity of the event. An injury assessment and/or first aid will be administered with strong consideration for emergency medical care and treatment. Out-of-class injuries or illnesses should be reported to the instructors to allow for pertinent adjustments of daily physical fitness training assignments as necessary. In order to provide for MCOLES attendance requirements, injured recruits will be required to participate in other physical activities that will fit the injury without causing added stress or strain to that injury or illness. Strict class observation will be a last resort and will rarely be authorized depending upon the recruit's circumstances.

WITHDRAWAL:

The failure to attend class does not constitute a withdrawal. Recruits must follow all proper procedures for an official withdrawal from the course. The failure to do so may result in a failing grade and removal from the MCOLES police academy licensure process.

ACCOMMODATIONS AND SUPPORT SERVICES:

Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Recruits with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should immediately contact the FSU University College Disabilities Services Office (DSO) for disability verification and for determination of reasonable accommodation needs. The DSO is located in room 317 of the Starr Building, 820 Campus Drive, (231) 591-3772 voice/TDD.

ASSIGNMENTS:

Class will generally meet on Tuesday and Thursday. However, changes in the schedule will be made throughout the academy. In addition, scheduled time for PBL (Problem Based Learning) will on occasion involve CRIM 420 material. Therefore, it is imperative that recruits frequently check the information posted on the classroom bulletin board.

RESERVATION CLAUSE:

The instructor reserves the right to alter or amend any assignment or provision in the syllabus if, in the instructor's opinion, academic interests will be better served. If any change is made, all recruits will be notified during class of the change.

SEE COLLEGE ADENDUM LISTED ON FERRIS CONNECT AND THE ACADEMY BLACKBOARD

Michigan Criminal Law
CRIM 425: Sections 001, 002 & 003
Fall Semester 2016
Bishop Hall: Room 215
M-W 10:00-11:50; 12:00-1:50; or, 2:00-3:50
Professor Russell E. Lewis, Ph.D., J.D.

Office: Bishop Hall 515

Phone: (213) 591-3581

Email: lewisr@ferris.edu

Office Hours: Tuesdays: 1:00-3:00 p.m.

Wednesdays: 3:50-5:50 p.m.

Note: All office hours are by appointment only during the above hours. One must sign up in the appointment book kept in the Criminal Justice Office on the Fifth Floor of Bishop Hall. I have an “open-door” policy but cannot guarantee any time available unless allotted by appointment, thank you.

Required Text: Criminal Law and Procedure, by Scheb & Scheb II, Eighth Edition, Copyright 2014, 2011, published by Wadsworth/Cengage Learning. **This book is used for two semesters and is mandatory reading.**

Course Description: This course focuses on the analysis of substantive criminal law, emphasizing crimes against persons and property. The course will also cover an overview of juvenile law and some basic principles of legal evidence. The course will cover general principles of substantive criminal law and will also illustrate these principles through an examination of Michigan’s criminal statutes.

Course Structure: This is primarily a lecture course with an open atmosphere for classroom discussion and dialogue concerning the issues being raised in the lectures. It is not a one hundred percent “Socratic” approach to the law where students will be required to recite case law and statutes; however, students will be required to at times discuss cases in the text book and be very familiar with the material. In other words, students will be randomly called upon and should come to each class prepared to discuss the material assigned. I think it is important to understand the principles underlying the law and how those principles have evolved and continue to do so; however a clear understanding of specific statutes and cases will assist the student in said understanding.

Grading: There shall be three or four examinations. Examinations will all be “objective”, meaning multiple-choice. It is also likely the examinations will be weighted with more grading emphasis placed on the later examinations, especially the **cumulative final**. Student participation shall count toward five percent (5%) of the final grade. **The final examination shall be totally cumulative of all material in the course and held during exam week.**

Objectives: The major objective of the course is to give the student a strong foundation on legal principles related to substantive law on which to build a legal knowledge as needed in the student's area of concentration. In other words, all criminal justice students need to understand the basis of criminal law and how it relates to policing, corrections, probation, juvenile matters, civil law, and the courts. This is the course that builds that understanding. It is also one of two mandatory courses in the program related to law: this one and Criminal Procedure.

Specific Objectives:

- An understanding of the evolution of our legal system from the common law of England
- An understanding of the Model Penal Code and its role in evolving away from the common law
- An understanding of the importance of case law and the rule of precedent
- An understanding of the general principles of substantive criminal law, especially as related to crimes against persons and property
- An understanding of the interplay between substantive criminal law, evidence and criminal procedure
- An understanding of the difference between juvenile and adult justice
- Being able to apply the general principles learned to a set of facts using an analysis of Michigan law as it applies to said facts

Course Calendar:

- readings will be assigned in class each week on Monday
- the final examination will be held during final examination week
- students should immediately read THE CONSTITUTION (Appendix B in the text), pay special attention to the Bill of Rights and the 11th, 13th, 14th and 15th Amendments.** If there is any one thread which ties together all attorneys and how we think it is the Constitution of the United States and the important history surrounding this nearly sacred document. One needs to understand not only the content of the Bill of Rights but also the zealous defense of the Bill of Rights by those of us accepting the Constitution as our legal foundation for justice in America.
- we shall be discussing the Constitution, Bill of Rights, the first three chapters and chapter fourteen of the text the first four or five weeks
- the first exam will be during the fifth or sixth week of the course
- additional exam dates shall be announced in class
- examination dates will be confirmed one week ahead of time in class

Michigan Criminal Procedure
CRIM 430-Sections 004, 005 & 006

Spring Semester 2017

10:00-11:50 M-W; 12:00-1:50 M-W; 2:00-3:50 M-W

Room 215 Bishop Hall

Dr. Russell E. Lewis

Office: Bishop Hall 515

Phone: (231) 591-3581

Email: lewisr@ferris.edu

Office Hours: M: 4:00-5:00 and T: 3:00-6:00 p.m.

Note: All office hours are by appointment only. One must sign up in the appointment book kept in the Criminal Justice Office on the Fifth Floor, Room 509, Bishop Hall. I have an “open-door” policy but cannot guarantee being available except by appointment, thank you.

Course Description: The legal procedures governing the police and the courts (both state and federal), including: due process, the Bill of Rights, right to counsel, search and seizure, confessions, and identification procedures. The course includes a detailed study of court functions (both Federal and state) and an introduction to civil law procedure, with an emphasis on civil tort liability and *42 U.S.C. Section 1983*.

Texts:

Required: Criminal Law and Procedure, Eighth Edition. Copyright 2014 & 2011, by Scheb & Scheb, published by Wadsworth/Cengage Learning, ISBN 978-1-285-07011-7.

Additional Reading: Students are expected to follow current events related to criminal procedure in the newspapers and on Internet news outlets such as www.cnn.com, www.msnbc.com, www.fox.com and others. Students should also explore the following for more detailed discussions of legal topics and for any legal research: www.findlaw.com and all of our legal resources available through FLITE.

Course Objectives and Learning Outcomes: To demonstrate an understanding of criminal procedural rules within the State of Michigan and at the Federal level on an objective test. To demonstrate knowledge of substantive versus procedural rules of law on an objective test. To analyze and identify the Bill of Rights on an objective test. To demonstrate a basic understanding of civil law within the State of Michigan and learn the process of a trial on its merits from the beginning of framing the Complaint to the final summation in Court and to develop a basic understanding of tort liability by arguing legal issues and applying procedural rules in a mock trial setting.

Tests and Grading: There will be four in-class exams with the fourth exam being cumulative and given during Examination Week. All exams will be of an “objective type”. Each of the first test will count for 20% of the grade. The second and third tests will each count for 22.5% of the grade. The final examination will count for 30% of the grade and attendance/participation will count for 5% of the grade. I do not believe in the concept of “extra credit” and I do not currently plan to curve the tests. The grading scale follows:

95-100=A

91-94=A-

87-91=B+

84-86=B

80-83=B-

77-80=C+

74-76=C

70-73=C-

67-69=D+

64-66=D

60-63=D-

<60=F or failure for the course, no curving, no extra credit, no exceptions

Assignments:**

Week One: Course Introduction and Diagnostic Test on Material.

Week Two: Read Chapter 3 and group projects on U.S. Constitution.

Week Three: Continue coverage on U.S. Constitution.

Week Four: Test Number One on the material to date

Week Five: Police procedures and the Constitution, Chapters 15 & 16

Week Six: Continue discussion on Chapters 15 & 16.

Week Seven: Review Chapters 15 & 16 and exceptions to 4th Amendment.

Week Eight: Test Number Two on the material to date.

Week Nine: Read and study Chapters 17 & 18.

Week Ten: Review Chapters 17 & 18.

Week Eleven: The Appellate Process.

Week Twelve: Test Number Three on the material to date.

Week Thirteen: Civil law related to criminal justice professionals.

Week Fourteen: Procedural and substantive law related to DHS.

Week Fifteen: Mock Trial.

Week Sixteen: Test Number Four on all material to date.

****When I say read, I mean be prepared to discuss the material. Expect to be called upon and be prepared.**

In addition to the above, I reserve the right to modify the syllabus to improve the learning environment and I reserve the right to give additional assignments, surprise quizzes or examinations and additional writing assignments, including briefs of cases and research papers.

Legal Issues in Corrections
CRIM 435
Spring Semester 2017
Tuesday Evening from 6:00 to 8:50
Room 219 Bishop Hall
Dr. Russell E. Lewis, Professor

Office: Bishop Hall 515
Phone: (231) 591-3581
Email: lewisr@ferris.edu

Office Hours: M: 4:00-5:00 and T: 3:00-6:00

Note: All office hours are by appointment only during only the above hours. One must sign up in the appointment book kept in the Criminal Justice Office, Room 509, Fifth Floor of Bishop Hall. I have an “open-door” policy but cannot guarantee being available except by appointment, thank you.

Course Description: The study of Constitutional law as it pertains to the functions, operations and responsibilities of people involved in the field of corrections, including probation and parole. The court process in the American legal system, prisoners’ rights, and tort law as it pertains to corrections, and an examination of pertinent case law. The decision-making process within the field of corrections and the legal system is also examined. This course meets the M.C.O.T.C. certification requirements (resulting in a strict attendance policy).
Credit Hours: 3 (3 lecture; 0 Lab)

Prerequisite: Junior/Senior standing in Criminal Justice or permission of the Director and/or the Professor.

Required Text: Legal Issues in Michigan Corrections, 5th Edition, Russell E. Lewis, Copyright 2009 by Russell E. Lewis and Frank Elo, ISBN not yet issued.

Additional Reading: Students are expected to follow current events related to legal issues in corrections in the newspapers and on Internet news outlets such as www.cnn.com, www.msnbc.com, www.fox.com and others. Students should also explore the following for more detailed discussions of legal topics and for any legal research: www.findlaw.com and all of our legal resources available through FLITE.

Course Objectives: To prepare future corrections, probation and parole personnel with the rudimentary legal understanding needed to perform their duties as employees within the fields of corrections, probation and parole. Areas to be covered will include:

1. Court systems of the states and the Federal government
2. The role of Constitutional law in corrections
3. A review of cases pertinent to the field of corrections

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4. Specific emphasis will be placed on tort and liability issues
5. Section 1983 violations by correctional institutions/personnel
6. Decision-making scenarios related to typical legal issues

Learning Outcomes:

1. An assignment will be given wherein students will select one of thirteen topics related to corrections and then students will describe and analyze said topic through a PowerPoint presentation.
2. An essay exam will be given to demonstrate students' ability to compare and contrast Federal and State Legal Systems.
3. An essay exam will be given to demonstrate students' ability to describe and summarize Michigan's Court System.
4. An essay exam and/or legal briefs will be written to document and argue legal points from actual case law scenarios.
5. An essay exam will be given to document students' ability to identify and describe major torts related to correctional law.

Assignments:**

Week One: Review of the U.S. Constitution and Bill of Rights

Week Two: Read Chapter 1: Sources of Law Governing Corrections

Week Three: Read Chapter 2: The Criminal Justice System

Week Four: Read Chapter 3: Prisoner Rights

Week Five: Test One and/or Briefing Assignments due.

Week Six: Read Chapter 4: How the Law Affects Corrections Employees

Week Seven: Read Chapter 5: Detention Facilities

Week Eight: Read Chapter 6: The Prisoner Disciplinary Process

Week Nine: Read Chapters 7 and 8: Prisoner Litigation

Week Ten: Test Two and/or Briefing Assignments due.

Week Eleven: Read Chapter 9: Emerging Issues in Michigan Corrections

Week Twelve: Read Chapter 11: Discussion on the Death Penalty

Week Thirteen: Section 1983 actions (briefs on Section 1983 cases due).

Week Fourteen: Projects Due and Presentations Given

Week Fifteen: Continue Presentations

Week Sixteen: Course review and Continue Presentations, if needed.

****When I say read, I mean for all students to be prepared to discuss the assignments. Expect to be called upon and be prepared each class.**

In addition to the above, I reserve the right to modify the syllabus to improve the learning environment and I reserve the right to give additional assignments, surprise quizzes or examinations and additional writing assignments, including briefs of cases and research papers.

FERRIS STATE UNIVERSITY**LAW ENFORCEMENT ACADEMY****Spring Semester 2017****CRIMINAL INVESTIGATION****CRIM 440****Instructor:** Dr. Greg Vander Kooi, Associate Professor**Telephone:** (231) 591-2458**E-mail:** vanderkg@ferris.edu**Office Location:** Bishop Hall 518**Office Hours:** Wednesday 3:00P to 4:00 P SWC 101 & Thursday 12:00 N to 3:00 P Bishop.**REQUIRED TEXT(S):**

Criminal Investigation, 9th Edition, Kären M. Hess - Normandale Community College, Christine Hess Orthmann, ISBN-10: 1435469933 ISBN-13: 9781435469938

COURSE DESCRIPTION:COURSE DESCRIPTION

This course, Introduction to criminal investigation, will explore the techniques of forensic science with emphasis upon gathering and documenting information for determination of fact.

MAJOR ASSUMPTIONS

- I Investigation is a life skill, independent of criminal justice.
- II Organization, attention to detail and documentation are critical to investigation.
- III If you cannot write about it, you most likely do not understand it.
- IV EVERY CONTACT LEAVES A TRACE. This includes physical, sociological and psychological contacts.
- V Evidence talks to us, if we choose to listen.

COURSE OBJECTIVES

- I. To discuss and describe techniques of interviewing, crime scene search and documentation via a collaborative Problem Based andragogy.
- II. To appraise and evaluate strategies for specific offenses via a collaborative Problem Based andragogy.
- III. To examine methods of presentation in court via a collaborative Problem Based andragogy.
- IV. To expand the concept of investigation beyond the realm of criminal investigation alone, but more of a life style via a collaborative Problem Based andragogy.
- V. Collect evidence in an ethical and procedurally correct manner via a collaborative Problem Based andragogy

The objectives for the course are listed in the Michigan Commission on Law Enforcement Standards (MCOLES) publication containing the basic training curriculum and training objectives:

- **Interrogation Procedures**
- **Search Warrant Procedures**
- **On Scene Preliminary Investigation**
- **Preliminary Witness Interviewing**
- **Preliminary Investigations of Deaths**
- **Suspect Identification Procedures**
- **Crime Scene Search**
- **Recording the Crime Scene**
- **Collection and Preservation of Evidence**
- **Processing Properties**
- **Child Abuse and Neglect Investigation**
- **Sexual Assault Investigation**
- **Narcotics and Dangerous Drugs**
- **Searching and Fingerprinting Prisoners**
- **Auto Theft**

The delivery of this course will mimic a problem based learning pedagogy. Objectives that have been formulated by MCOLES shall be explored through a student centered philosophy. Much of the delivery will be done through a problem-solving methodology of ill structured problems. It will be the student's responsibility to explore the problem and deliver viable alternative solutions.

LEARNING OUT-COMES

- I. Identify, memorize and describe techniques of interviewing, crime scene search, evidence processing and documentation via a collaborative Problem Based andragogy.
- II. Identify and differentiate specific offenses to appraise and evaluate strategies of criminal investigation via a collaborative Problem Based andragogy.
- III. Plan and collaborate with the correct individuals in the criminal justice field in order strategies different methods of presentation in court via a collaborative Problem Based andragogy.
- IV. Apply the concept of investigation beyond the realm of criminal investigation alone, realizing it is a life style.
- V. Collect evidence in an ethical and procedurally correct manner via a collaborative Problem Based andragogy.

EXAMINATIONS AND OTHER OPPORTUNITIES

There will be three tests:

Dates to be determined

Cumulatively worth 66% of your grade

Cumulative includes all materials covered in Crim 420 F/11

Weekly assignments and quiz's:

Cumulatively worth 34% of your grade (no makeup's)

The academy proposes that what is important on the first day of the academy is important on the last day of class: therefore, tests are cumulative to include material covered in Crim 420. Tests will examine the recruit's understanding of the course pack material, handouts, movies, lectures and other sources assigned or discussed during the semester. Questions are typically true-false and multiple choice in nature, but essay, short answer and matching questions may be used. The composition of each test will be discussed prior to its administration.

GRADING SCALE:

A = 93 to 100

A- = 90 to 92

B+ = 87 to 89

B = 83 to 86

B- = 80 to 82

C+ = 77 to 79

C = 70 to 76

C- = 68 to 69

D+ = 66 to 67

D = 63 to 65

D- = 60 to 62

CLASS PARTICIPATION:

Participation, preparation, and interaction is expected and required of every recruit during all of the academy classes and functions. As a police officer you must be an active participant, each recruit must contribute significantly to this class on a daily basis. Recruits must prepare for class by reading the assigned material prior to class, and being ready to discuss all of the assignments. Class activities are designed to highlight and emphasize course topics and readings. Each recruit's preparation and participation will be evaluated daily on a continuous basis throughout the course, leading to a subjective assessment in relation to his or her efforts toward individual improvement and group success. This subjective evaluation will encompass the amount of personal drive, improvement, team building, esprit de corps, self-direction and motivation, as well as leadership, communication, and comprehension of our academy's mission and core values that are displayed by the recruit throughout the semester.

COURSE CONTENT

- I Investigation for fact determination
- II Scene Investigation
- III Philosophy, Logic and Witness Matrix
- IV Interviewing
 - Behavioral basis
 - per SCAN
- V “The Silent Witness” and specific offenses
- VI Fingerprints, Casting and other Fun Things
- VII Technology
- VIII The requirements of the MCOLES curriculum for modules 221, 226, 231, 232, 233, 234, 251, 252, 253, 254, 261, 262, 263, 401, 402, and 623 as described on Michigan State police form TC-6(12/03).
- IX Review of all material that was covered in F/08 Crim 420

INVESTIGATION (READING) ASSIGNMENTS

- Week 1 Introduction, Report Writing, preparing for court
- Week 2 Documenting the Scene, Searches
- Week 3 Forensics/Physical Evidence
- Week 4 Obtaining Informants, Identifying and Arresting Suspects
- Week 5 Death Investigations
- Week 6 Assault\DV\Stalking\Elder Abuse
- Week 7 Sex Offenses, Crimes against Children
- Week 8 Robbery, Burglary
- Week 9 Larceny\Theft
- Week 10 Motor Vehicle Theft
- Week 11 Arson\Bombs\Explosives

Week 12	Computer Crimes
Week 13	Organize Crimes\Hate Crimes\Ritualistic Crimes
Week 14	Illegal Drugs and Terrorism

CLASSROOM CONDUCT/ACADEMIC DISHONESTY:

Recruits shall act in compliance with Ferris State University rules and regulations, MCOLES rules, and the Ferris State University School of Criminal Justice Law Enforcement Academy Recruit Manual. Each instructor expects that recruits, as future practitioners within the police profession, will act with honor and integrity at all times. Academic dishonesty will not be tolerated, and is a violation of our core values and the LEA Recruit Manual. Academic dishonesty includes, but is not limited to, cheating on assignments or examinations, asking about test questions between classes, discussing assignments with other recruits when the instructor has imposed a confidentiality requirement and lying to the instructors or to class members such as class commanders and squad leaders. Recruits who are accused of dishonest behavior will be disciplined pursuant to the LEA Recruit Manual, the Ferris State University Policy on Academic Dishonesty and MCOLES regulations. Any recruit who acts in a disruptive, inappropriate, or counterproductive manner during class will be required to leave the classroom, and will be considered “absent” for purposes of the MCOLES attendance policy. Disruptive behavior may result in additional sanctions imposed pursuant to the LEA Recruit Manual.

All electronic devices (pagers, cell phones, PDA’s) must be deactivated during class times so as not to disturb the class in progress. The use of all tobacco products during class is prohibited.

CLASS ATTENDANCE:

MCOLES requires 90% attendance for this class. *No exceptions to this MCOLES mandate can be authorized.* There are no excused absences under MCOLES regulations. The instructor has the sole discretion to decide if a recruit will be able to make up classroom time in order to retain MCOLES licensure eligibility. Recruits must make an appointment with the instructor to discuss their request for a special instructional session. Instructor approved make up exams may consist entirely of essay questions, but in any event will generally not be the same exam that was given to the entire class. Such exams will be scheduled at a time and place agreed upon by the instructor and the recruit.

INJURIES:

Recruits are required to report all injuries or illnesses that occur during class to the instructor immediately. Injury reports will be submitted by the instructor as required. Official MCOLES notification will occur based upon the severity of the event. An injury assessment and/or first aid will be administered with strong consideration for emergency medical care and treatment. Out-of-class injuries or illnesses should be reported to the instructors to allow for pertinent adjustments of daily physical fitness training assignments as necessary. In order to provide for MCOLES attendance requirements, injured recruits will be required to participate in other physical activities that will fit the injury without causing added stress or strain to that injury or illness. Strict class observation will be a last resort and will rarely be authorized depending upon the recruit's circumstances.

WITHDRAWAL:

The failure to attend class does not constitute a withdrawal. Recruits must follow all proper procedures for an official withdrawal from the course. The failure to do so may result in a failing grade and removal from the MCOLES police academy licensure process.

ACCOMMODATIONS AND SUPPORT SERVICES:

Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Recruits with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should immediately contact the FSU University College Disabilities Services Office (DSO) for disability verification and for determination of reasonable accommodation needs. The DSO is located in room 317 of the Starr Building, 820 Campus Drive, (231) 591-3772 voice/TDD.

ASSIGNMENTS:

Class will generally meet on Mondays and Wednesday. However, changes in the schedule will be made throughout the academy. In addition, scheduled time for PBL (Problem Based Learning) will on occasion involve CRIM 420 material. Therefore, it is imperative that recruits frequently check the information posted on the classroom bulletin board.

RESERVATION CLAUSE:

The instructor reserves the right to alter or amend any assignment or provision in the syllabus if, in the instructor's opinion, academic interests will be better served. If any change is made, all recruits will be notified during class of the change.

**CRIM - 453
PATROL PROBLEMS**

**4.0 Credit Hours
Spring 2017**

**Mostly Tuesdays and Thursdays
1300 – 1700 hours**

Instructor: Professor Cecil Queen, Ph.D., College of Education & Human Services,
School of Criminal Justice

Office: 539 Bishop Hall

Telephone: 591-5865

E-Mail: Use Blackboard for all academy and class related e-mail.

Office Hrs: Wednesdays 1000-1300 Hours in 539 Bishop, and
Thursdays from 1600-1700 Hours in 204 SWC or by Appointment

Required Textbooks:

Adams, Thomas F. (2014). *Police Field Operations*. 8th Edition. Upper Saddle River, NJ: Pearson.

Albrecht, Steve (2009). *Tactical Perfection for Street Cops*. Boulder, CO: Paladin Press.

Gladwell, Malcolm (2005). *Blink: The Power of Thinking Without Thinking*. New York: Bay Back Books.

Course Description:

This course is designed for criminal justice students within the *law enforcement academy only*. This course will examine most aspects of police patrol operations and will meet or exceed the Michigan Commission on Law Enforcement Standards (MCOLES) Basic Training Licensing requirements. In addition, this course will be taught using a variety of teaching methods such as: problem-based learning, lecture, discussion, group interaction, role-play, and practical hands-on exercises in several areas with the use of some veteran and certified guest instructors. The students should be interested in identifying and enhancing their police patrol and leadership in preparation for their future police careers. Students will be exposed to related theories, concepts and issues,

and will apply these theories and skills through selected projects and experiential exercises.

This course will examine various contemporary models of patrol operations and advanced police tactics. The course is specifically concerned with the development of critical thinking as it directly relates to police patrol practices. Students will be required to demonstrate an understanding of the various patrol concepts, where our learner-centered class environment will consist of spirited discussions led by students to enhance learning and to challenge other ways of thinking. The emphasis of this course will be on active student participation where learning is the personal responsibility of the student. Learning requires action on the part of the student. The instructor's responsibility is to create conditions that promote learning and provide opportunities for study, analysis, discussion, problem solving, and personal reflection. In order to support this responsibility, the instructor will usually act as a facilitator for most discussions with the students actively leading the daily class activities, presentations, and discussions. Your ability to effectively communicate clearly, orally and in writing, are key law enforcement skills that the students will be required to practice and demonstrate in a variety of activities and assignments.

This course will be supplemented by the use of Ferris Connect where regular computer access and use of electronic technology will be required. In addition, several professional police trainers/educators will be utilized to provide some course material as applicable for police officer licensure in Michigan.

Learning Outcomes:

The students will critically explore and examine numerous theories, tactics and techniques of patrol operations and their implications for police officers in criminal justice organizations. Readings from the textbooks and outside sources, class discussions, and practical applications provide much understanding and insight to criminal justice practitioners who face significant challenges in the 21st Century. This course requires continuous examination of theory, applications, and practice from a variety of perspectives. This course will also provide an overview of theories of patrol operations. Students will be required to research, assess, review, and discuss in depth these concepts and issues. Various personal skills critical to the success of law enforcement professionals will be developed that include written and verbal communication, critical thinking, problem solving, research, observation, team work, and organization.

1. Students will be able to give others positive criticism and feedback on the issues during regular discussion using communication dynamics in a professional manner. They will learn to become active listeners by being constantly engaged in thinking about on-going discussions and by being prepared to summarize, elaborate on, and relate to personal knowledge and experiences the topics being reviewed each day.

2. Students will become aware and display understanding of numerous perspectives related to police patrol operations, applications, and practices. They will display their awareness through numerous individual or group presentations.
3. Students will develop an awareness and understanding of critical thinking concepts by consistently applying the standards of critical thinking to the elements of thought.
4. Students will also begin to develop awareness and understanding in the application of patrol tactics to practical situations within differing public environments.
5. Students will learn and develop a theoretical foundation for the study and critical assessment of patrol problems, which will correlate with the preparation for the course comprehensive written and practical examination process.
6. Students will exhibit competence in their ability to write using a reasonable and effective command of the English language, as well as technology in word processing and electronic delivery related to Ferris Connect for course applications.
7. Students will demonstrate competence in effective, professional, and responsible student behaviors as related to class attendance, being on time, and submitting assignments when required.
8. Students will be able to display their ability to work with others productively when dealing with group settings, and will be aware of problem-based learning strategies that will be incorporated into the course delivery method.
9. Students will be able to describe, explain, and, hopefully, understand the multifaceted issues and problems facing patrol officers today, as well as the importance of leadership and core value development.
10. Students will be able to show their understanding of the importance of being prepared for class each day by reading and analyzing the assigned readings and being ready to summarize the main ideas discussed in the previous class.
11. Students will be able to explain, practically apply, and exhibit awareness and basic understanding of the following MCOLES Basic Training Objectives:
 - a. Arrest Procedures
 - b. Warrantless Search Procedures
 - c. Preparation for Patrol
 - d. Patrol Operation Administrative Duties
 - e. Types of Patrol
 - f. Patrol Area Checks
 - g. Responding to Crimes in Progress
 - h. Handling Abnormal Persons
 - i. Mechanics of Arrest and Search

- j. Police Tactical Techniques
- k. Emergency Preparedness
- l. Explosive Devices
- m. Civil Disorders & Techniques for their Control
- n. Tactical Operations
- o. Environmental Crimes
- p. Terrorism & Weapons of Mass Destruction
- q. Incident Command Systems

Course Requirements:

Examinations: There will be three examinations and periodic, random quizzes. Grading will be weighted as follows:

1. Exam 1	10%	(100 points)
2. Exam 2	10%	(100 points)
3. Quizzes & Assignments	30%	(300 points)
4. Class Participation	30%	(300 points)
5. Final & Practical Exams	20%	(200 points)

All tests will be objective and may consist of multiple choice, true & false, matching, and scenario-type questions. This testing methodology was selected to best prepare students for the MCOLES Post Test for Michigan police officer licensure which consists of multiple choice questions. The final exam will be cumulative.

Grading Scale (Based on % of Points):

94 – 100 = A	73 – 76 = C
90 – 93 = A-	70 – 72 = C-
87 – 89 = B+	67 – 69 = D+
83 – 88 = B	63 – 66 = D
80 – 82 = B-	60 – 62 = D-
77 – 79 = C+	59 – 0 = F

Course Assignments: You will be given assignments during the semester which will be due when specifically stated by the instructor. The number and type of assignments will vary at the discretion of the instructor.

Attendance Policy: I understand that each student will on occasion need to be away from class due to illness or other important personal matters. The following policy recognizes these life issues but, at the same time, reflects the student's need to be present in class in order to learn, share experiences, and meet this portion of the MCOLES Mandatory Basic Training Curriculum. Attendance is required by MCOLES at a 90% level. This course will follow that recommendation. **Any student missing more than 8 hours will be dropped from the course and the Law Enforcement Academy. There will be no exceptions to this rule.**

Any student who misses class is personally responsible for obtaining and learning the material covered in class as well as the reading assignments. Perfect attendance is expected and will be rewarded with a half of a grade increase at the end of the course.

Class Participation: Participation and interaction is expected of every student during all class activities and discussions. As in employment in law enforcement, you are expected to actively participate in all aspects of this course and begin to show your leadership potential for your future in law enforcement. You must be prepared for class daily by reading each assignment before class. Class activities and discussions are designed to highlight and emphasize course topics and readings. All students will be evaluated for preparation and participation each day. Additional quizzes will occur without notice if preparation and participation are not exhibited during class. Any student who shows a pattern of failing to participate in class activities will be dropped from this MCOLES Training Curriculum.

Class Demeanor: This course is part of the MCOLES Certification Basic Training Curriculum and requires a high level of discipline as would be expected as part of this law enforcement academy setting. Therefore, several in-class rules will be standard operating procedure:

1. Roll call begins precisely at the scheduled class time with Class Commander calling class to attention for inspection.
2. If you are 10 minutes late, you will not be allowed to interrupt the class.
3. Respect shall be displayed toward all guest instructors and trainers with them being addressed by their appropriate rank designation and last name.

Recruit Manual: The rules and regulations delineated within the School of Criminal Justice Law Enforcement Academy (LEA) Recruit Manual 2016-2017 are fully applicable to this course at all times. All students are required to know and understand these rules while participating in this course and the Law Enforcement Academy overall.

Make-up Examinations: All students are expected to take their examinations on the scheduled dates and times. Except for extreme extenuating circumstances, no make-up examinations will be given or allowed. If a make-up examination is allowed, it will be administered at the instructor's convenience and will be strictly essay in nature.

Student Academic Misconduct/Demeanor: The instructor fully expects that future practitioners within law enforcement to act with honor and integrity at all times. Academic dishonesty will not be tolerated. Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. It includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person's ideas or work as your own, taking someone else's exam for them, violating computer software licenses or program/data ownership, etc.

Any student found engaging in academic dishonesty will receive a failing grade on the assignment and for the entire course. The instructor will additionally seek all disciplinary sanctions allowed by Ferris State University. Further, as required, MCOLES will be advised of occurrences of academic dishonesty and potential disciplinary situations as they occur. Therefore, all infractions will be dealt with by the LE Academy Student Manual, FSU, and MCOLES sanctions simultaneously as prescribed. Penalties for academic misconduct may include probation or dismissal from the University.

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of this course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated. Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

Accommodations for Students with Disabilities: Students with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should contact the University's Disability Services Office. Staff from this office can be found in room 313 of the Starr building (telephone extension 3057).

Withdrawal: The last day to withdraw from the class with a "W" is March 23, 2017. Failure to attend class does not constitute a withdrawal. You must follow all proper procedures for an official withdrawal from the course. Failure to do so may result in a failing grade.

Note: The instructor reserves the right to change any or all of the aforementioned course requirements and information should the need arise. If changes are to be made, all students will be notified of the changes during class and by email.

FERRIS STATE UNIVERSITY

LAW ENFORCEMENT ACADEMY

Fall Semester 2016

CRIM 454

TRAFFIC MANAGEMENT

Instructor(s): Associate Professor Steven J. Amey

Telephone: 231-591-5083

E-mail: ameys@ferris.edu

Office Location: Bishop Hall 538

Office Hours: TBA

REQUIRED TEXT(S):

Penal Code & Motor Vehicle Laws of Michigan Spring 2016, Gould Publications, Inc.

Traffic Enforcement and Crash Investigation, Pearson Publications-Prentice Hall
ISBN 13: 978-0-13-505798-8 Ross A. Olmos

COURSE DESCRIPTION:

CRIM 454 will provide over 96 hours of instruction in the traffic functional area of the MCOLES curriculum. Subject areas to be covered are:

Motor Vehicle Law	12 hours
Driver Licensing	3 hours
OWI	36 hours
Motor Vehicle Accident Investigation	31 hours
Traffic Direction and Control	2 hours
Observation and Monitoring Traffic	2 hours
Traffic Warnings, Citations and Arrests	2 hours
Stopping Vehicles and Occupant Control.	8 hours
Several scenario based exercises	? hours
Radar/Lidar Instruction	MCOLES

COURSE OBJECTIVES:

The requirements for this course are set out in the Michigan Commission on Law Enforcement Standards (MCOLES) publication containing the basic training curriculum, found under the traffic functional area of the manual.

COURSE REQUIREMENTS:

Recruits must achieve a minimum grade of C (70 percent) in their courses in order to have the course qualify for licensure purposes. **There will be four tests given during the course.** Exams will be based on the assigned readings from the texts and from movies, handouts, video tapes, and other lecture material discussed during class. Quiz's may be given and be unannounced so be sure to stay up on the reading. Group work and presentations are also a part of this course. **STUDENTS MISSING A TEST WITHOUT A DOCUMENTED EXCUSE WILL NOT BE PERMITTED TO MAKE UP THE TEST.** Make-up exams will be given for a death in the immediate family or for illness of the student. **Such exams will not be given because the student had to attend a job interview.** Make-up exams may be given during the last week of class and may consist entirely of essay questions; make-up exams are given at the total discretion of the instructor.

GRADING SCALE:

A = 93
A- = 90 to 92
B+ = 87 to 89
B = 83 to 86
B- = 80 to 82
C+ = 77 to 79
C = 70 to 76
C- = 68 to 69
D+ = 66 to 67
D = 63 to 65
D- = 60 to 62

CLASSROOM CONDUCT/ACADEMIC DISHONESTY:

Recruits shall act in compliance with Ferris State University rules and regulations, MCOLES rules, and the Ferris State University School of Criminal Justice Law Enforcement Academy Recruit Manual. Each instructor expects that

recruits, as future practitioners within the police profession, will act with honor and integrity at all times. Academic dishonesty will not be tolerated, and is a violation of our core values and the LEA Recruit Manual. Academic dishonesty includes, but is not limited to, cheating on assignments or examinations, asking about test questions between classes, discussing assignments with other recruits when the instructor has imposed a confidentiality requirement and lying to the instructors or to class members such as class commanders and squad leaders. Recruits who are accused of dishonest behavior will be disciplined pursuant to the LEA Recruit Manual, the Ferris State University Policy on Academic Dishonesty and MCOLES regulations. Any recruit who acts in a disruptive, inappropriate, or counterproductive manner during class will be required to leave the classroom, and will be considered “absent” for purposes of the MCOLES attendance policy. Disruptive behavior may result in additional sanctions imposed pursuant to the LEA Recruit Manual.

All electronic devices (pagers, cell phones, PDA’s) must be deactivated during class times so as not to disturb the class in progress. The use of all tobacco products during class is prohibited.

CLASS ATTENDANCE:

The Michigan Commission on Law Enforcement Standards requires 100% attendance for classes in firearms, driving and physical training. MCOLES requires 90% attendance for all other classes. **No exceptions to this MCOLES mandate can be authorized.** There are no excused absences under MCOLES regulations. Instructor’s allowing a recruit to make up classroom time in order to retain MCOLES certification eligibility, will lie solely within the instructor’s discretion. Recruits must make an appointment with the instructor to meet and discuss their request for a special instructional session. Instructor approved make up exams may consist entirely of essay questions, but in any event will generally not be the same exam that was given to the entire class. Such exams will be scheduled at a time and place mutually agreed upon by the instructor and the recruit.

INJURIES:

Recruits are required to report all injuries or illnesses that occur during class to the instructor immediately. Injury reports will be submitted by the instructor as required. Official MCOLES notification will occur based upon the severity of the event. An injury assessment and/or first aid will be administered with strong consideration for emergency medical care and treatment. Out-of-class injuries or illnesses should be reported to the instructors to allow for pertinent adjustments of daily physical fitness training assignments as necessary. In order to provide for MCOLES attendance requirements, injured students will be required to participate in other physical activities that will fit the injury without causing added

stress or strain to that injury or illness. Strict class observation will be a last resort and will rarely be authorized depending upon the student's circumstances.

WITHDRAWAL:

The failure to attend class does not constitute a withdrawal. Recruits must follow all proper procedures for an official withdrawal from the course. The failure to do so may result in a failing grade and removal from the MCOLES police academy licensure process.

ACCOMMODATIONS AND SUPPORT SERVICES:

Ferris State University complies with federal and state equal access laws and provides disability-related accommodations or services. Recruits with a documented disability (physical, learning, mental, or emotional) which requires a classroom accommodation should immediately contact the University College Disabilities Services (DSO) for disability verification and for determination of reasonable accommodation needs. Staff from this office can be found in room 310 of the Starr building (extension 5039), or room 317 of the Starr building (extension 3772).

ASSIGNMENTS:

You will be given assignments during the semester. The assignments are due when specifically stated by the instructor. **LATE ASSIGNMENTS ARE NOT ACCEPTED. Be sure to check the online course daily.**

RESERVATION CLAUSE:

Instructors reserve the right to alter or amend any assignment or provision in the syllabus if, in the instructor's opinion, academic interests will be better served. If any change is made, all recruits will be notified during class or online of the change.

Traffic Law is a comprehensive topic and detail to the many facets of each law will take effort on your part to better familiarize yourself with each area. There is a large amount of information **that needs to be read** for class and non-participation often reflects on you not completing your assignments and/or homework. There may be unannounced quizzes from the reading and homework.

Group presentations will also be implemented to help show understanding of the topics.

I have an open door policy on any issues that come about and feel free to schedule a meeting to discuss any topic.

Applied Correctional Strategies

CRIM 460 – FALL 2015

3 Semester Credit Hours

PROFESSOR/ACADEMY DIRECTOR

Dr. Timothy M. Eklin, Ph.D.

CLASS MEETING TIME

Wednesday's 6:00 PM -10:00 PM

LOCATION & SECTION CODE

SWC 101 (CRN 80497)

OFFICE HOURS FOR STUDENT MEETINGS

Wednesday

1:00 – 5:00 PM

CONTACT INFORMATION

1349 Cramer Circle, BIS 530

Office Telephone: 231-591-5082

eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom and office hours.

Telephone is likely the least effective way to communicate with me as I do much of my work away from the office. Of course, we can always meet privately during my posted student office hours if you prefer. In fact, I encourage you to take advantage of this opportunity at least once during the semester even if you're not in need of academic support. I would enjoy the opportunity to get to know you outside of the classroom to better understand your academic, personal, and career interests.

CATALOG COURSE DESCRIPTION: This course offers students hands-on experience applying contemporary correctional strategies required for certification by the Michigan Sheriff's Training Council as a Jail Corrections Officer. The content of this course is regulated by the MSCTC.

PRE-REQUISITES: Criminal Justice students only with faculty permission; clear criminal background check; and EMPCO pre-employment testing.

TEXTBOOK(S): PDF documents will be provided for student printing and binding

ADDITIONAL MATERIALS: FSU corrections academy uniform and accessories

Applied Correctional Strategies

CRIM 460 – FALL 2015

3 Semester Credit Hours

Student Learning Outcomes

1. Complete all training modules as prescribed by the Michigan Sherriff's Coordinating and Training Council.
2. Demonstrate a professional demeanor consistent with professional expectations.
3. Execute basic military drill commands and adhere to paramilitary decorum.
4. Participate in community service activities to assist those in need.
5. Produce evidence of critical thinking, leadership, service, and problem solving.

Assessment of Learning and Assignment Descriptions

You will be assessed based on your ability to engage the student learning outcomes in your written assignments, in-class group activities, examinations, reflective activities, execution of military drill commands, leadership, and oral presentations. Students will be required to complete a number of assignments both in class and as homework.

Assessment Method

Your final grade will be determined based on an average overall score of all required course modules and professional conduct. Details are available in the Blackboard grade center.

Professional Conduct

Criminal justice professionals are held to a higher standard regarding ethical decision-making, trustworthiness, reliability, punctuality, respectfulness, preparedness, teamwork, and service toward others. This is not an exhaustive list. However, it is intended to make the point that much will be expected of you in this class and in your career.

However, the instructor reserves the right to reduce points for any conduct that does not meet the professional expectations cited earlier. Some examples include (1) arriving for class late or leaving early without prior approval (2) disruptive behavior that impacts the learning of others such as non-class related use of electronic devices (3) academic dishonesty (4) offensive language, gestures, or discriminatory behavior (5) arriving for class without a materials (6) poor or undisciplined drill performance and/or professional etiquette.

Exam Design and Rationale

This course contains standardized exams that are required by the Michigan Sheriff's Coordinating and Training Council (MSCTC) for students seeking certification for local corrections officer employment in Michigan. These exams are multiple choice, short answer, and/or performance based. You will have two opportunities to pass the exams with a passing score of 70% unless otherwise specified.

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Students will be required to engage in fund raising activities to supplement the costs associated with a special graduation banquet held each spring. This event involves a ceremony and dinner for both the academy graduates and their families. Students will develop and manage all fund raising activities to support the event. Surplus funds will be passed forward to assist future corrections officer recruit schools with their needs.

Grading Scale

Your final percentage grade for the course will be determined by adding up all of the percentage scores that you earn divided by the number of graded assessments.

Grade	Percentage	Grade	Percentage
A	94-100	C	73-76
A-	90-93	C-	70-72
B+	87-89	D+	67-69
B	83-86	D	63-66
B-	80-82	D-	60-62
C+	77-79	F	0-59

A = Outstanding Achievement

The student demonstrates exceptional mastery of the content. An "A" is an exceptional grade indicating distinctly superior performance. The student demonstrates unusually sharp insight regarding the content, and every aspect of performance is exemplary.

B = Commendable Achievement

The student demonstrates above average mastery of the content. A "B" is an above average grade indicating achievement of a high order. The student has exceeded the stated requirements. The student demonstrates commendable insight regarding the content, and overall performance is above average.

C = Acceptable Achievement

The student demonstrates average mastery of the content. A "C" is an average grade indicating that a student has performed satisfactorily in all aspects of their work. The student has

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adequately met the stated requirements. The student demonstrates acceptable insight regarding the content, and overall performance is average.

D = Marginal Achievement

The student demonstrates below average mastery of the content. A “D” is a below average grade indicating that a student has marginally met the stated requirements. The student demonstrates minimal insight regarding content, and the overall performance is marginal.

F = Failing

The student demonstrates little or no mastery of the content. An “F” is a failing grade indicating that a student has not met the stated requirements. The student demonstrates insufficient insight regarding content, and overall performance is not worthy of credit.

Note: A plus (+) or minus (-) indicates performance at the higher or lower end of the grade range.

Tentative Calendar

The director reserves the right to make changes to the attached tentative calendar throughout the semester. It may become necessary to amend the calendar based on the availability of instructors, training resources, inclement weather, etc. Students are asked to remain flexible in this regard. In addition, students may be asked to attend sessions/events outside of the regularly schedules class times to meet MSCTC certification requirements.

Expectations

You have made the important decision to attend college and learn more about the field of criminal justice. In addition, your experience at Ferris State University will better prepare you to make a positive difference in our community and the world. With an opportunity such as this come high expectations and the need for self-discipline and sacrifice during the journey. As a criminal justice student, you are expected to demonstrate the same demanding professionalism and high standards that are expected in the workplace.

Student Conduct

Ferris State University is committed to providing an educational environment that allows you the opportunity to obtain your academic goals. However, the University expects students to conduct themselves in a manner that reflects its mission, purpose, ideals, and values.

In order to give students the opportunity to do their best work, and to provide students with a safe and comfortable environment during class, all students must conduct themselves in an appropriate manner at all times. Distractions, including tardiness and excessive or loud talking during class will not be tolerated. In addition, engaging in non-class related activities are not permitted and will result in a lower grade for the course.

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You are expected to follow established academy rules of conduct. In addition, you are to immediately report to your instructor any contact with law enforcement in which your conduct is the focus of an investigation. This includes any civil infractions, misdemeanors, or felony arrests. The Academy Director reserves the right to dismiss students from this course if a criminal investigation is initiated.

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You will have frequent opportunities to work in small groups to analyze course related topics. Specifically, students may be asked to collaboratively discuss issues, conduct basic research, prepare written reports, do hands-on practical lab assignments, and orally present findings to the class. Working in groups is an essential life/job skill for criminal justice professionals. Any failure to participate in small group work activities may result in a loss of professional conduct points.

Attendance Policy

You are required to have 100% attendance in this course. However, if you encounter a life circumstance that results in an unanticipated absence from class please contact me via email. Exceptions to this policy will only be made in the most extraordinary of circumstances (e.g., a *verifiable* emergency or long-term illness). Please note that transportation problems, weather conditions, babysitter issues, scheduling conflicts, travel plans, computer problems, etc., are not considered an emergency for purposes of this policy.

You may be required to provide documentation of such extraordinary circumstances, and the professor shall be the one who determines what constitutes acceptable documentation. You should contact the professor as soon as possible if a *verifiable* emergency situation develops that prevents your attendance. You may be financially responsible for instructor fess if any portion of the training is missed requiring a make up session.

Tardiness

Tardiness is a distraction to the class and will not be tolerated. I believe college should prepare students to be successful career professionals. Tardiness in the workplace is not tolerated. Thus, tardiness for class may result in a loss of professional conduct points, which could reduce your final grade. The professor reserves the right to refuse admittance to class to any student who violates this policy.

Applied Correctional Strategies

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Late Work

The criminal justice profession requires that reports be submitted on time to ensure due process for individuals. Therefore, we will use class as an opportunity to practice time management skills in preparation for your career. A zero will be recorded in the grade book for all late work not received by the due date/time. The only exception to this involves verifiable emergencies as defined in the attendance policy. The professor will evaluate each situation on a case-by-case basis.

Make-up Work/Exams

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor's discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this policy.

Email Requirements

Unless notified otherwise, you are REQUIRED to utilize their Ferris State University email accounts during this course. I will not respond to emails from outside accounts in an effort to protect your privacy, as I can't confirm the identity of the sender. If you prefer to use an email client other than the Ferris State University system, I recommend that you explore mail-forwarding options so that all of your mail arrives at your preferred account while still meeting the requirements of this policy. You should check your Ferris email at least daily for the duration of this course for important information.

Grade Changes

If you believe an error has been made in assigning a grade for your work, you may request to have the grade reviewed and/or changed. All grade change requests must be made in writing via email. Evidence of the error must be included in the request such as a scanned copy of a returned graded assignment. Sometimes points for in-class activities are based on your signature appearing on the daily attendance sheet. If you did not sign the sheet, other evidence such as a journal entry for the day in question may be requested to support your claim.

All grades are posted in FerrisConnect grade center and it's your responsibility to verify the accuracy on a weekly basis and report any discrepancies immediately. I will do my best to post grades regularly so you can more easily track your progress and bring any errors to my attention.

Plagiarism

Students in this class are required to submit original written work. In other words, do your own work, do not use the work of others without proper citations, and do not turn in written work that was completed for another course. The professor reserves the right to verify that any work

Applied Correctional Strategies

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submitted is original. Digital copies of written work submitted may be uploaded and stored in a commercial database used to verify the originality of any submitted work.

I report ALL initial instances of academic misconduct to the student judiciary and refer the student for academic counseling. In addition, the first offense will result in a zero for the assignment that was plagiarized and the loss of all remaining professional conduct points. A second offense will result in an “F” grade for the course in addition to any possible University sanctions for violating the Code of Student Community Standards found at the link below.

<http://www.ferris.edu/HTMLS/administration/studentaffairs/judicial/Student-Code.htm>

Class Cancellations or Emergencies

In the event that class is canceled, assignments due on the day of the canceled class will be due at the NEXT class meeting. This policy does not apply to any assignments that are required to be submitted electronically.

On days when the University has NOT canceled classes, students should wait 15 minutes for the professor to arrive in the classroom. If the professor has not arrived in that period of time, the class will be considered canceled. Follow the direction of campus employees and/or program officials and check your email for a follow up message.

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons 1017K X. 3772 or ASC 1021 X. 5039

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

Appendix C

Ferris State University 2015-16 Local Corrections Academy Schedule					
Dates	Time	Seat Time	Module Content	Hours	Instructor
September 2, 2015	6pm-10pm	4	Workplace Harassment	2	Eklin
September 9, 2015	6pm-10pm	4	Cultural Diversity	4	Eklin
September 16, 2015	6pm-10pm	4	IPC	4	Eklin
September 23, 2015	6pm-10pm	4	IPC	4	Eklin
September 30, 2015	6pm-10pm	4	IPC	4	Eklin
October 7, 2015	6pm-10pm	4	IPC	4	Eklin
October 14, 2015	6pm-10pm	4	Ethics	2	Eklin
October 21, 2015	6pm-10pm	4	Custody & Security	4	Eklin
October 28, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 4, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 11, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 18, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 25, 2015	No Class	-	Thanksgiving Recess	-	-
December 2, 2015	6pm-10pm	4	Custody & Security	4	Eklin
December 9, 2015	6pm-10pm	4	Stress Management	4	Eklin
January 13, 2016	6pm-10pm	4	Suicide Awareness	4	Ekin
January 20, 2016	6pm-10pm	4	Suicide Awareness	4	Eklin
January 27, 2016	6pm-10pm	4	Booking & Intake	4	Erickson
February 3, 2016	6pm-10pm	4	Booking & Intake	4	Erickson
February 10, 2016	6pm-10pm	4	Correctional Law	4	Lewis
February 17, 2016	6pm-10pm	4	Correctional Law	4	Lewis
February 24, 2016	6pm-10pm	4	Correctional Law	4	Lewis
March 2, 2016	6pm-10pm	4	Correctional Law	4	Lewis
March 16, 2016	6pm-10pm	4	Prisoner Behavior	4	Erickson
March 19, 2016	8am-4pm	8	First Aid/CPR/AED	8	Phelps
March 23, 2016	6pm-10pm	4	Prisoner Behavior	4	Erickson
March 30, 2016	6pm-10pm	4	Report Writing	4	Erickson
April 6, 2016	6pm-10pm	4	Report Writing	4	Erickson
April 13, 2016	6pm-10pm	4	Fire Safety	4	Wethington
April 20, 2016	6pm-10pm	4	Fire Safety	4	Wethington
April 27, 2016	6pm-10pm	4	Fire Safety	4	Wethington
Jan-Apr, 2016	CRIM 401	40	Defensive Tactics	40	Wing
TOTAL HRS.		164	REQUIRED HRS.	160	

Note: There are 4 hours built into the schedule for military drill and administrative matters

Appendix C

SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

Fall 2015 IMPORTANT DATES

Late registration	Wed-Fri	August 26, 27, 28
First Day of Classes	Monday	August 31
Drop and Add (closes 5pm Thursday)	Monday-Thursday	Aug. 31 to Sept. 3
Labor Day (no classes)	Monday	September 7
Mid-term grades due by 1:00 pm	Monday	October 19
Last day for “W” grades (full Semester)	Thursday	November 5
Thanksgiving recess begins (classes dismiss @ noon)	Wednesday	November 25
Thanksgiving recess ends (classes resume)	Monday	November 30
Last day of classes	Friday	December 11
Examination week begins	Monday	December 14
Examination week ends	Friday	December 18
Commencement	Saturday	December 19
Final grades due by 1:00 pm	Monday	December 21

Partial Semester Classes

Session	Begin Date	Last Day to Drop	Last Day to “W”	End Date
Session 1	Monday, August 31	Thursday, Sept. 3	Thursday, Nov. 5	Friday, Dec. 11
Session A	Monday August 31	Thursday, Sept. 3	Thursday, Oct. 1	Tuesday, Oct. 20
Session B	Wednesday, Oct. 21	Monday, Oct. 26	Friday, Nov. 20	Friday, Dec. 11
Session D	Monday, August 31	Thursday, Sept. 3	Monday, Sept. 21	Friday, Oct. 2
Session E	Monday, Oct. 5	Tuesday, Oct. 6	Friday, Oct. 23	Thursday, Nov 5
Session F	Friday, Nov. 6	Monday, Nov. 9	Monday, Nov. 30	Friday, Dec. 11

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:
 Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:
 Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday..... 9:00 am – 6:00 pm
 Sunday..... 1:00 pm– 12:00 am

CLASS ATTENDANCE IS IMPORTANT!

Many instructors have mandatory attendance policies by which your grade will be affected by absences. Some instructors also have policies about class tardiness, to encourage students to be present for the full class period. Check your course syllabus or talk to your instructor about his/her policies.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>. A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class for the current semester. The last date to withdraw from a full semester class for fall of 2015 is **November 5, 2015**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off

campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the “withdraw” has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw due to **extenuating circumstances**, you may submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to potts@ferris.edu or macieja@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: Jacee Potts**. The Dean’s office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact admissions at **231-591-2805** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control. Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an

Appendix C

“I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester (not counting summer) unless the faculty member files another grade or extends the incomplete.

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

School Ed	BIS-421	591-5361
Criminal Justice	BIS-506	591-5080
TDMP	BIS- 303	591-2712
Digital Animation	FSU/GR	616-643-5722
Certification	BIS-416C	591-3642
Student Affairs	BIS-604	591-3646
Dean’s Office	BIS-607	591-3648

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

DISRUPTIVE BEHAVIOR

The College of Education and Human Services strives to maintain a positive learning environment and educational opportunity for all students. Consequently, patterns of behaviors which obstruct or disrupt the teaching/learning environment will be addressed. The instructor is in charge of his or her course (e.g., assignments, due dates, attendance policy) and classroom (e.g., behaviors allowed, tardiness). Harassment, in any form, will not be tolerated.

Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

What Students Shall Do in the Case of Fire

Evacuation In Case of Smoke or Fire

- When a fire alarm is sounded, immediately evacuate the building by the shortest and safest route to the designated location.
- Do not stop or go back for belongings.
- If smoke is coming from the stairwell reroute to another stairwell.
- If smoke is coming from the that stairwell:
 - Find a classroom with windows;
 - Close the classroom door to the hallway behind you and seal cracks around the door to reduce the potential of smoke entering the room;
 - Call 911, identify the room location where you have taken shelter. Wait by the window and signal your location to the emergency responder outside the building.
- Any individual who is mobility impaired shall not use the elevator, move to a room with outside windows, call 911 and identify the room location.
- As you leave the building, be aware of your surroundings, look for fire trucks in the parking lots and driveways. Note that firefighters and first responders may be entering the building, keep moving calmly to the exit.
- **KEEP** at least 100 feet between you and the building.
- Remain with your class until you all have been accounted for and you are released by your professor or firefighter.



**APPLIED CORRECTIONAL STRATEGIES – ACADEMY PHASE II
CRIM 465 – SPRING 2016**

3 Semester Credit Hours

PROFESSOR/ACADEMY DIRECTOR

Timothy M. Eklin, Ph.D.

CLASS MEETING TIME

Wednesday's 6:00 PM -10:00 PM

LOCATION & SECTION CODE

SWC 101 (CRN 11500)

OFFICE HOURS FOR STUDENT MEETINGS

Tuesday & Thursday

2:00 – 4:00 PM or by appointment

CONTACT INFORMATION

1349 Cramer Circle, BIS 530

Office Telephone: 231-591-5082

eklint@ferris.edu

CONTACTING THE PROFESSOR: The best way to communicate with me is via email. I will make every effort to answer your email quickly as I know what it's like to need assistance. You can be assured of an email response within 24 hours barring any unusual circumstances. However, don't be surprised if I answer your email much sooner including evenings and weekends. I carry a mobile device and I'm typically very accessible to you outside of our scheduled classroom and office hours. My office telephone is the least effective way to communicate with me as I often work remotely.

CATALOG COURSE DESCRIPTION: This course offers students hands-on experience applying contemporary correctional strategies required for certification by the Michigan Sheriff's Training Council as a Jail Corrections Officer. The content of this course is regulated by the MSCTC.

PRE-REQUISITES: Criminal Justice students only with faculty permission; clear criminal background check; and EMPCO pre-employment testing.

TEXTBOOK(S): PDF documents will be provided for student printing and binding

ADDITIONAL MATERIALS: FSU corrections academy uniform and accessories

**APPLIED CORRECTIONAL STRATEGIES – ACADEMY PHASE II
CRIM 465 – SPRING 2016**

3 Semester Credit Hours

Student Learning Outcomes

1. Complete all training modules as prescribed by the Michigan Sherriff's Coordinating and Training Council.
2. Demonstrate a professional demeanor consistent with professional expectations.
3. Execute basic military drill commands and adhere to paramilitary decorum.
4. Participate in community service activities to assist those in need.
5. Produce evidence of critical thinking, leadership, service, and problem solving.

Assessment of Learning and Assignment Descriptions

You will be assessed based on your ability to engage the student learning outcomes in your written assignments, in-class group activities, examinations, reflective activities, execution of military drill commands, leadership, and oral presentations. Students will be required to complete a number of assignments both in class and as homework.

Assessment Method

Your final grade will be determined based on an average overall score of all required course modules and professional conduct. Details are available in the Blackboard grade center.

Professional Conduct

Criminal justice professionals are held to a higher standard regarding ethical decision-making, trustworthiness, reliability, punctuality, respectfulness, preparedness, teamwork, and service toward others. This is not an exhaustive list. However, it is intended to make the point that much will be expected of you in this class and in your career.

However, the instructor reserves the right to reduce points for any conduct that does not meet the professional expectations cited earlier. Some examples include (1) arriving for class late or leaving early without prior approval (2) disruptive behavior that impacts the learning of others such as non-class related use of electronic devices (3) academic dishonesty (4) offensive language, gestures, or discriminatory behavior (5) arriving for class without a materials (6) poor or undisciplined drill performance and/or professional etiquette.

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**APPLIED CORRECTIONAL STRATEGIES – ACADEMY PHASE II
CRIM 465 – SPRING 2016**

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**APPLIED CORRECTIONAL STRATEGIES – ACADEMY PHASE II
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You will have frequent opportunities to work in small groups to analyze course related topics. Specifically, students may be asked to collaboratively discuss issues, conduct basic research, prepare written reports, do hands-on practical lab assignments, and orally present findings to the class. Working in groups is an essential life/job skill for criminal justice professionals. Any failure to participate in small group work activities may result in a loss of professional conduct points.

Attendance Policy

You are required to have 100% attendance in this course. However, if you encounter a life circumstance that results in an unanticipated absence from class please contact me via email. Exceptions to this policy will only be made in the most extraordinary of circumstances (e.g., a *verifiable* emergency or long-term illness). Please note that transportation problems, weather conditions, babysitter issues, scheduling conflicts, travel plans, computer problems, etc., are not considered an emergency for purposes of this policy.

**APPLIED CORRECTIONAL STRATEGIES – ACADEMY PHASE II
CRIM 465 – SPRING 2016**

3 Semester Credit Hours

You may be required to provide documentation of such extraordinary circumstances, and the professor shall be the one who determines what constitutes acceptable documentation. You should contact the professor as soon as possible if a *verifiable* emergency situation develops that prevents your attendance. You may be financially responsible for instructor fees if any portion of the training is missed requiring a make up session.

Tardiness

Tardiness is a distraction to the class and will not be tolerated. I believe college should prepare students to be successful career professionals. Tardiness in the workplace is not tolerated. Thus, tardiness for class may result in a loss of professional conduct points, which could reduce your final grade. The professor reserves the right to refuse admittance to class to any student who violates this policy.

Late Work & Make-up Policy

Special arrangements for students with a verifiable emergency, or other extraordinary circumstance, will be considered on a case-by-case basis at the professor's discretion. The professor will decide what constitutes an extraordinary circumstance and make the final determination for approving make-up or late work. University sanctioned events such as athletics and military deployment are examples of an extraordinary circumstance for purposes of this policy. This policy does not apply to in-class assignments as it is not possible to recreate the group dynamics and collaborative nature of this work.

Student Accommodations and Support Services

In compliance with Ferris State University policy and equal access laws, disability-related accommodations or services are available. Students are to meet with the professor in a timely manner, preferably during the first week of class to discuss their disability related needs. Students are required to register with the University College Disabilities Services for disability verification and for determination or reasonable academic accommodations. Disabilities Services is located at Arts and Sciences Commons.

A link to disability services is provided here for your convenience.

<http://www.ferris.edu/colleges/university/disability/>

Syllabus Disclaimer

Except under unusual circumstances, the guidelines in the above syllabus will not change. However, if any changes are necessary, all changes will be communicated in writing as an addendum to the syllabus. The professor reserves the right to change the syllabus as needed to facilitate the attainment of the student learning outcomes.

Appendix C

SYLLABUS ATTACHMENT COLLEGE OF EDUCATION AND HUMAN SERVICES – FERRIS STATE UNIVERSITY

SPRING 2016 IMPORTANT DATES

Late registration	Wed-Fri	January 6, 7, 8
First Day of Classes	Monday	January 11
Drop and Add (closes 5pm Thursday)	Monday-Thursday	January 11-14
Martin Luther King Day (no classes)	Monday	January 18
Mid-term grades due by 1:00 pm	Monday	March 7
Spring recess begins (no classes)	Saturday	March 5
Spring recess ends (classes resume)	Monday	March 14
Last day for “W” grades (full Semester)	Wednesday	March 23
Mid-semester recess begins (no classes)	Thursday	March 24
Mid-semester recess begins (classes resume)	Monday	March 28
Last day of classes	Friday	April 29
Examination week begins	Monday	May 2
Examination week ends	Friday	May 6
Commencement	Friday, Saturday	May 6, 7
Final grades due by 1:00 pm	Monday	May 9

Partial Semester Classes

Session	Begin Date	Last Day to Drop	Last Day to “W”	End Date
Session 1	Monday, Jan. 11	Thursday, Jan. 14	Wednesday, March 23	Friday, April 29
Session A	Monday, Jan. 11	Thursday, Jan. 14	Thursday, Feb. 11	Tuesday, March 1
Session B	Wednesday, March 2	Monday, March 14	Friday, April 12	Friday, April 29
Session D	Monday, Jan. 11	Thursday, Jan. 14	Monday, Feb 1	Friday, Feb. 12
Session E	Monday, Feb. 15	Tuesday, Feb. 16	Friday, March 4	Thursday, March 24
Session F	Friday, March 25	Monday, March 28	Monday, April 18	Friday, April 29

LIBRARY HOURS

Regular hours for the (FLITE) library 231-591-2669:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

TAC 231-591-4822

Computer lab hours in the (FLITE) library:

Monday – Thursday.....7:30 am – 12:00 am
 Friday.....7:30 am – 9:00 pm
 Saturday.....9:00 am – 6:00 pm
 Sunday.....1:00 pm– 12:00 am

CLASS ATTENDANCE IS IMPORTANT!
 Many instructors have mandatory attendance policies by which your grade will be

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus, department office, or through the College of Education and Human Services web page at <http://www.ferris.edu/htmls/colleges/education/>. A faculty directory is also located on the Ferris website.

DROPPING CLASSES OR WITHDRAWING

You must drop a class within the first 4 days of the semester or as posted for other sessions (see above dates). Check your MY FSU account to confirm the last date to withdraw from a class

for the current semester. The last date to withdraw from a full semester class for Spring 2016 is Wednesday **March 23, 2016**.

Main campus students will need to visit the Student Academic Affairs Office in **Bishop Hall 604**. If you attend classes off campus, please contact Student Academic Affairs at **231-591-3646** or **231-591-2700** for further instruction.

Please note that Instructors are **unable** to facilitate a class withdraw, therefore you must call or visit Student Academic Affairs. After the request to withdraw has been submitted, verify your class schedule to make sure the “withdraw” has posted. This process may take several days. If the posting does not appear within a week, please contact Student Academic Affairs at 231-591-3646 or 231-591-2700 to follow up.

Should you miss the deadline to withdraw due to **extenuating circumstances**, you may submit an appeal form as well as a written statement supporting your request (forms are available on the FSU web site). Appeals may be emailed to potts@ferris.edu or macieja@ferris.edu. Should you choose to mail your documents, please send them to: **1349 Cramer Circle, Bishop 604, Big Rapids MI 49307, Attn: Jacee Potts**. The Dean’s office will review all appeals, and inform you of their final decision.

To make a complete withdrawal from all courses, you must contact admissions at **231-591-2805** or visit in person at the Timme Center for Student Services on the main campus. For a complete withdraw due to medical reasons, please contact the **Health Center at 231-591-2614**.

INCOMPLETES

The intent and appropriate use of the “I” grade is NOT to avoid student probation, dismissal, or unacceptable grades, nor should it be considered as an extended alternative to withdraw from a class (W). The “I” is only considered for extenuating circumstances that have led to a student’s missing a portion of the course. Extenuating circumstances are generally defined as those situations of which the student has little or no control.

Appendix C

Examples of extenuating circumstances are: illness, birth, jury duty, death of a parent, or serious injury. Instructors may require suitable documentation.

Students must have completed at least 75% of the coursework and have maintained passing levels before an “I” will be considered. Students may also be required to sign an agreement regarding course completion. An “I” grade automatically changes to an “F” after one semester

The following services are available to any Ferris student, free of charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don’t hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543
The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- 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
- Workshops to help you meet the challenges of College life

Scholar Program.....ASC 1025 – 591-5976

Ferris’ Scholar Program is an academic support program that aids in the student’s successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 313 – 591-3057

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with Deborah Cox.

Personal Counseling, Sexual Assault, Substance Abuse

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and 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. Call or stop by to obtain an appointment.

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

(not counting summer) unless the faculty member files another grade or extends the incomplete.

WHERE TO GO FOR HELP

College of Education & Human Services Offices

School Ed	BIS-421
591-5361	
Criminal Justice	BIS-506
591-5080	
TDMP	BIS- 303
591-2712	
Digital Animation	FSU/GR
616-643-5722	
Certification	BIS-416C
591-3642	
Student Affairs	BIS-604
591-3646	
Dean’s Office	BIS-607
591-3648	

ACADEMIC MISCONDUCT

Academic misconduct refers to dishonesty or misrepresentation with respect to assignments, tests, quizzes, written work, oral presentations, class projects, internship experience, or computer usage; violation of computer licenses, programs, or data bases; or unauthorized acquisition or distribution of tests or other academic material belonging to someone else. Misconduct includes such behaviors as cheating, copying materials from the internet without documentation, presenting another person’s ideas or work as your own, taking someone else’s exam for them, violating computer software licenses or program/data ownership, etc. If you are uncertain about whether a particular behavior might represent academic misconduct, be sure to ask your professor for clarification.

Penalties for academic misconduct can include **FAILURE** of the assignment or the course, and/or disciplinary action up to and including probation or dismissal from the University.

Appendix C

Ferris State University 2015-16 Local Corrections Academy Schedule

Dates	Time	Seat Time	Module Content	Hours	Instructor
September 2, 2015	6pm-10pm	4	Workplace Harassment	2	Eklin
September 9, 2015	6pm-10pm	4	Cultural Diversity	4	Eklin
September 16, 2015	6pm-10pm	4	IPC	4	Eklin
September 23, 2015	6pm-10pm	4	IPC	4	Eklin
September 30, 2015	6pm-10pm	4	IPC	4	Eklin
October 7, 2015	6pm-10pm	4	IPC	4	Eklin
October 14, 2015	6pm-10pm	4	Ethics	2	Eklin
October 21, 2015	6pm-10pm	4	Custody & Security	4	Eklin
October 28, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 4, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 11, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 18, 2015	6pm-10pm	4	Custody & Security	4	Eklin
November 25, 2015	No Class	-	Thanksgiving Recess	-	-
December 2, 2015	6pm-10pm	4	Custody & Security	4	Eklin
December 9, 2015	6pm-10pm	4	Stress Management	4	Eklin
January 13, 2016	6pm-10pm	4	Suicide Awareness	4	Eklin
January 20, 2016	6pm-10pm	4	Suicide Awareness	4	Eklin
January 27, 2016	6pm-10pm	4	Booking & Intake	4	Erickson
February 3, 2016	6pm-10pm	4	Booking & Intake	4	Erickson
February 10, 2016	6pm-10pm	4	Correctional Law	4	Lewis
February 17, 2016	6pm-10pm	4	Correctional Law	4	Lewis
February 24, 2016	6pm-10pm	4	Correctional Law	4	Lewis
March 2, 2016	6pm-10pm	4	Correctional Law	4	Lewis
March 9, 2016	No Class	-	Spring Break	-	-
March 16, 2016	6pm-10pm	4	Prisoner Behavior	4	Erickson
March 19, 2016	8am-4pm	8	First Aid/CPR/AED	8	Phelps
March 23, 2016	6pm-10pm	4	Prisoner Behavior	4	Erickson
March 30, 2016	6pm-10pm	4	Report Writing	4	Erickson
April 6, 2016	6pm-10pm	4	Report Writing	4	Erickson
April 13, 2016	6pm-10pm	4	Fire Safety	4	Wethington
April 20, 2016	6pm-10pm	4	Fire Safety	4	Wethington
April 27, 2016	6pm-10pm	4	Fire Safety	4	Wethington
May 4, 2016	6pm-8pm	2	Administrative	-	Eklin
Jan-Apr, 2016	CRIM 401	40	Defensive Tactics	40	Wing
TOTAL HRS.		166	REQUIRED HRS.	160	

Note: There are 6 extra hours built into the schedule for military drill and administrative matters

Correctional Clients
Crim 475/MW 10:00 AM - 11:50 AM
Fall, 2016-Bishop 219

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Taught to you by:

Nancy L. Hogan, Ph.D.
Professor
525 Bishop Hall
231-591-2664
hogann@ferris.edu

Office Hours:

4-6 pm Mondays
12-2 Wednesdays
Other days and times by appt.



Class Materials

1. White, T (1999). *How to identify suicidal people*. Philadelphia, PA: The Charles Press Publishers. ISBN: 0-914783-83-1.
2. Clark, J. & Palattella, E. (2012). *Pizza bomber. The untold story of America's most shocking bank robbery*. New York, NY: Berkley Books. ISBN: 978-0-425-25055-6
3. *Publication Manual of the American Psychological Association*, 6th edition (2009). Washington DC: American Psychological Association. ISBN: 1-4338-0561-8

Course Description

The human behavior process. Includes: Impact of the environment and psychological influences on behavior, criminal behavior and lifestyles, the role of substance abuse and behavior, the role of the family on behavior, personality development, emotional, social and psychotic disorders and treatment alternatives. Meets M.C.O.T.C. certification requirements.

Learning Outcomes

1. Identify and describe mental health symptoms and relate to specific illnesses.
2. Identify the symptoms of suicide.
3. Describe the cycle of sex offender and describe the different sex offender typologies.
4. Identify and categorize type of child maltreatment and its effects on juvenile/adult criminality
5. Identify traits of anti-social behavior and describe how these traits become risk factor for pro-criminal behavior.
6. Identify and defend evidence-based treatment and compare to criminogenic needs.
7. Identify and describe effective treatment modalities for deviant populations.
8. Write APA formatted papers critically analyzing correctional clients.
9. Plan, collaborate, and prepare group presentations on assigned topics.

Requirements

1. Students are expected to actually read all assigned materials in order to promote class discussion and active class participation.

2. All in-class assignments will be checked for completion. If not completed, points (the amount will be announced in class and depends on the assignment) will be deducted off your total course score.
3. Attendance!!!! Attendance is expected and is included in the course grade. Two absences are permitted. Once the two absences are used, each additional absence will result in being penalized 8 points from the **overall grade**.
4. A reference notebook that contains all the materials collected during this class. Dividers with the subject on the label should be used. Do not make your own dividers! Follow the main topics in the syllabus for each section.

Section I- Resume' and course syllabus
Section II- Assessment & Classification
Section III- Risk Factors- Child Maltreatment
Section IV- Antisocial Behavior
Section V- Mental Health
Section VI- Suicide
Section VII- Sex Offenders
Section VIII- Drugs
Section IX- Offender Manipulation
Section X- Treatments & Local Resources

Other than the first and last section, all sections should contain downloaded readings assigned, articles, class notes, and handouts from presentations and from me. A due date near the end of class will be announced in class. (100 pts)

5. Presentations (100 points)
6. quizzes (to be announced)
7. Writing assignments (100 points each)
8. One long writing assignment (200 points).
9. Tests (100 points)
10. Positive Attitude!!! In order to provide a positive learning environment, students are expected to present themselves in a manner appropriate to the collegiate classroom. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Such remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, eating, entering the classroom late, or leaving early without the professor's approval is not acceptable. Finally, it is expected that students show respect not only to the professor, but also to other students who may express different views in discussions. Informed decision-making is the result of understanding all sides of the issue at hand!
11. A few other rules also apply to the classroom:

You should not have your phone in your hand during class. It should be placed on your desk upside down or in your book bag. If you are expecting a call or text of importance, please inform me. You should leave the classroom to answer these. See next rule.

Turn off the ringer to your phone. If it does ring, you may be asked to leave for the day. If it happens repeatedly, then you may be asked to leave the course. Same rules apply to a pager as the phone. **DO NOT PLAY GAMES, TEXT, OR SURF THE INTERNET ON YOUR PHONE DURING CLASS!**

NO video or audio recording or picture taking from cell phones, pads, cameras, laptops---etc. are allowed without my written consent.

If you bring a laptop, you are expected to use word processing only. No reading email, Facebook, playing games or surfing the internet. If this occurs, you will not be allowed to bring a laptop to class and will be forced to take notes the old-fashioned way by writing them!

NO ear buds in ears or headsets over ears during class.

The classroom is not an eating center. You may have a drink in class, but it is unacceptable to bring food into the classroom while I am instructing. In particular, do not order a pizza and have it delivered to the classroom!

Dress appropriately with proper hygiene for the classroom setting. Don't roll out of bed and come in your pajamas without brushing your teeth and combing your hair. I don't expect you to dress business casual, but dress to project a positive reflection of yourself. So, actually get dressed with different clothes than the ones you slept in, no revealing clothing that may cause other students to not pay attention to me, no clothing that may confuse me as to whether or not you are a client of the criminal justice system or a future worker in the system, don't come under the influence, and...I don't want to see the color your underwear!

No pets should be brought to class!

Academic Honesty

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty seriously and will take every means necessary to discipline perpetrators accordingly. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University

community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

I reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, I will assume that it is plagiarized and will take disciplinary action, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Judicial Services, and removal from the criminal justice program. Each incident will be judged on a case by case basis.

Disabilities Services

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Grading

Due dates for assignments will be announced in class. **I DO NOT ACCEPT LATE PAPERS!** Schedule your time prior to the assignment due date and if you will not be in class, make arrangements to drop your paper off early. In extreme cases (beheadings), some papers may be handed in late, but with the understanding that the score may be dropped one grade level. Even with the extreme case grace, if it is not turned in on the agreed upon date, it is a goose egg.

Grading Scale:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	50-59	F

(incomplete assignment/test or academic misconduct= 0)

I do not allow for make-up tests unless it is an extreme emergency (you are close to death!). I will permit you to take the test earlier than scheduled if you know you will not be in class that day. In any case, if the test is not made up within one week of the class test, a goose egg will be given.

Papers

All writing assignments for this course are to be typed. All papers should be double-spaced, 1 inch margins on all sides, 12-point font, and times new roman print. Page numbers are in the top right-hand corner, and the citations as well as references are to be APA, 6th edition style.

FOR ALL ASSIGNMENTS AND ESSAY TESTS, PUT YOUR NAME ONLY ON THE BACK OF THE LAST PAGE---NO NAMES ON THE FIRST PAGE, NO TITLE PAGES, OR THE TOP OF EACH PAGE----IF YOU DON'T OWN A STAPLER, GO TO YOUR FAVORITE DISCOUNT STORE AND GET ONE FOR \$1.99. ALL PAPERS ARE TO BE STAPLED!

Agenda

You will be assigned readings that will be posted on Blackboard. These will be announced in class.

Week 1	Introduction, APA, Writing , Offender Assessment & Classification
Week 2/3	Risk Factors/Child Maltreatment
Week 4/5	Risk Factors/Antisocial Behavior
Week 6/7/8	Mental Health Issues
Week 9/10	Suicide Assessment
Week 11/12	Understanding Sex Offenders (victims, too!)
Week 9/10	Drugs-- Usage and Treatment
Week 11/12	Working with a deviate population
Week 13/14	Protective Factors & Treatment
Week 15/16	The Case of Marjorie Diehl

CJ on Facebook



Note: This syllabus is not a contract. Changes may be made, which will be announced in class. It is your responsibility to attend so you know what is going on.

CRIM 498
Criminal Justice Assessment Course
Spring Semester 2007
Dr. Terry M. Nerbonne
Dr. David Steeno
Dr. Greg Vander Kooi
Mr. Cecil Queen

Course Objective:

Review the criminal justice curriculum in order to prepare for the Michigan Commission on Law Enforcement Standards Post Test. It will also be used to assess the students' mastery of the curriculum.

Text:

1. Michigan Vehicle Code Book
2. Traffic Module Trainee Study Guide
3. Notes and materials from Criminal Law and Criminal Procedure
4. Notes and materials from Patrol Operations
5. MCOLES Basic Training Module Specifications
6. Materials Study Packet
7. Criminal Law and Procedure: A Manual for Michigan Police Officers, 2003

Grading:

There will be one test given during the course that will account for 100% of your grade.

The following point value grading scale will be used:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	59-0	F

Office Hours:

Make appointments with instructor in Bishop 506

Attendance:

Students are expected to be present and prepared for all class sessions.

**Criminal Justice Assessment Course
Crim 499/Spring 2017
Tuesday, 8:30-9:20 am-BIS 215 / Thursday-online**

Nancy L. Hogan, Ph.D.
Profe Professor
525 Bishop Hall
Big Rapids, MI 49307
231-591-2664
E-mail: hogann@ferris.edu



Office Hours: Tuesdays 1:00-1:30 pm
Wednesdays 4:00-6:00 pm
Thursdays 12:00-1:30 pm
Other times by appointment

Required Book: none

Learning Outcomes

1. Develop, design, and write a resume and cover letter.
2. Analyze and critically evaluate ideas, arguments, and points of view of regarding issues in the criminal justice field.
3. Identify, compose, and select personal skills acquired for career opportunities.
4. Write APA formatted papers.
5. Analyze and evaluate an ethical dilemma in a criminal justice profession.
6. Assessment of the student's own mastery of the criminal justice system.

This course is designed to integrate the concepts that students have been exposed to over the course of their academic education into everyday situations.

Academic Honesty

Academic honesty is essential for the successful completion of this course. Both the University and the School of Criminal Justice take any form of academic breach of honesty

seriously and will take every means necessary to discipline perpetrators accordingly. The following is the University policy on academic honesty.

The University encourages a mature attitude toward learning and sound academic morale, and discourages illegitimate aid in examinations, laboratory work and homework assignments. Cheating, plagiarism and other forms of academic dishonesty including the acquisition, without permission, of tests, and other academic material belonging to a member of the University community, and the sale and/or distribution of such material are in violation of University policy and subject to disciplinary action.

“Cheating” includes, but is not limited to: 1) use of any unauthorized assistance in taking quizzes, tests, or examinations; 2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or 3) the acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff. Working with other people on an individual assignment is also academic dishonesty.

“Plagiarism” includes, but is not limited to, the use by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or an agency engaged in selling of term papers or other academic materials.

A student who has been found to be in violation of academic misconduct may receive a failing grade in the course and any of the disciplinary sanctions outlined in the Board of Trustees policy of student responsibilities, including suspension or dismissal from the university.

I reserve the right to question the authorship of any document turned in for grading. A student may be asked to provide documentation, references, drafts, etc. to show that the work turned in is his/her own. If no documentation is provided, I will assume that it is plagiarized and will take disciplinary action, which may include any one or any combination of the following: doing a more difficult assignment/test, failing the assignment/test, receiving an F for the course, incident sent to Judicial Services, and removal from the criminal justice program. Each incident will be judged on a case by case basis.

Disabilities Services

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found at <http://www.ferris.edu/htmls/colleges/university/disability/>.

Withdrawal

The last day to withdraw from the class with a W is Thursday, March 23, 2017. You must officially withdraw by calling the Dean’s office. Otherwise, the grade will be an F.

Class Participation

Since this is a seminar class, you are strongly encouraged to participate in class discussions. Students who contribute meaningful comments regularly may have their course grade raised.

Class Conduct

Students are expected to conduct themselves in a manner appropriate to the collegiate classroom atmosphere. Inappropriate behavior such as racial, gender, or ethnic derogatory remarks will not be tolerated. Racial, gender, or ethnic derogatory remarks can and will result in removal from the classroom. Other behavior such as talking or whispering during class, entering the classroom late, or leaving early without the professor's approval will not be tolerated. Entering or leaving the classroom late or early is not only disruptive to the class, but is disrespectful to both classmates and the professor.

Class Attendance and Due Dates

Attendance—Since the face-to-face class is for only 1 hour per week, it is expected that all students attend class when scheduled. Unless excused by me personally (and only for extreme reasons), no absences will be permitted. **Each unexcused absence will result in 10 point deduction off the final points.**

A few other rules also apply to the classroom

You should not have your phone in your hand during class. It should be placed on your desk upside down or in your book bag. If you are expecting a call or text of importance, please inform me. You should leave the classroom to answer these. See next rule.

Turn off the ringer to your phone. If it does ring, you may be asked to leave for the day. If it happens repeatedly, then you may be asked to leave the course. Same rules apply to a pager as the phone. **DO NOT PLAY GAMES, TEXT, OR SURF THE INTERNET ON YOUR PHONE DURING CLASS!**

NO video or audio recording or picture taking from cell phones, pads, cameras, laptops--- etc. are allowed without my written consent.

If you bring a laptop, you are expected to use word processing only. No reading email, Facebook, playing games or surfing the internet. If this occurs, you will not be allowed to bring a laptop to class and will be forced to take notes the old-fashioned way by writing them!

NO ear buds in ears or headsets over ears during class.

The classroom is not an eating center. You may have a drink in class, but it is unacceptable to bring food into the classroom while I am instructing. In particular, do not order a pizza and have it delivered to the classroom!

Dress appropriately with proper hygiene for the classroom setting. Don't roll out of bed and come in your pajamas without brushing your teeth and combing your hair. I don't expect you to dress business casual, but dress to project a positive reflection of yourself. So, actually get dressed with different clothes than the ones you slept in, no revealing clothing that may cause other students to not pay attention to me, no clothing that may confuse me as to whether or not you are a client of the criminal justice system or a future worker in the system, don't come under the influence, and...I don't want to see the color your underwear!

No pets should be brought to class!

Class Requirements

1. Reading and Writing Assignments--online
2. Cover Letter
3. Resume'
4. Identification of Skills
- 5.** Interview: There will be a **mandatory** behavioral-based interview—
Wednesday, April 19, 2017 from 4:00-6:00 pm
6. Shooting Simulation-report
7. Completion of Assessment Exam

Just remember, I do not accept late assignments unless there is an exceptional reason. If I do accept a late assignment, 5-10 points will be deducted. Grading Scale:

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	50-59	F

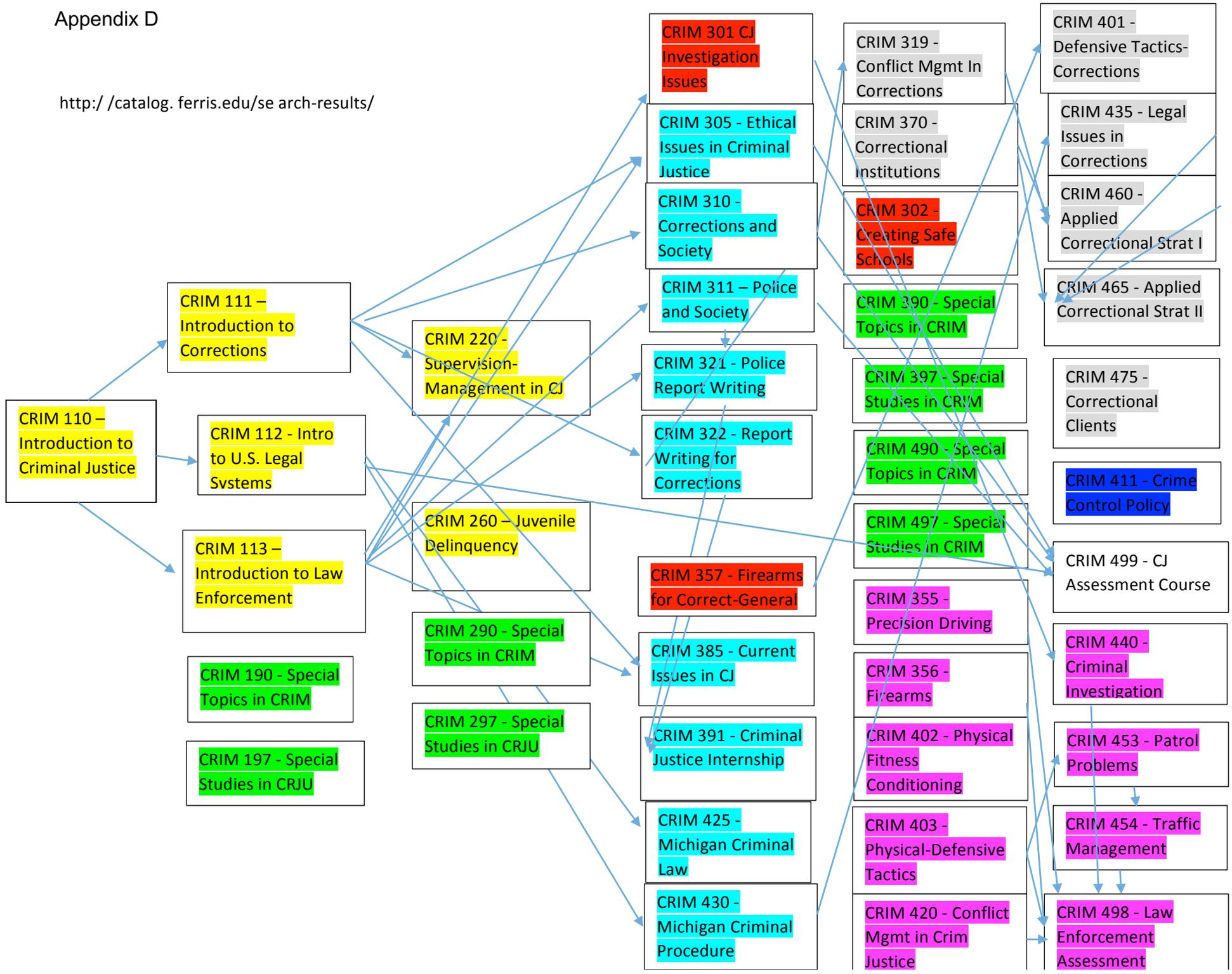
(incomplete assignment= 0; academic dishonesty= F for course)

This syllabus is not a contract and may be changed as the course progresses. It is the student's responsibility to come to class and write down any changes. "Not knowing" is not an excuse!



Appendix D

<http://catalog.ferris.edu/search-results/>



Appendix D

Yellow – Pre- Criminal Justice

Green – Special topics/studies

Orange – CJ electives

Blue – shared 300/400 level classes

Gray – specialized courses Corrections

Purple – specialized Law Enforcement courses

Blue – Specialized Generalist course.

White – shared assessment course (Corrections and Generalist)

Courses that don't flow well

- CRIM 220 - Supervision-Management in CJ – Weak association with other courses. Seems to be a level ahead of itself. It precedes CRIM 311 and 310. Replace with criminology?
- CRIM 301 – A theory course (as written) applies only to policing as taught. Not supported by other classes. May be in conflict with what is taught in the academy.
- CRIM 411 – Not directly supported by another class. A criminology class may support it. Graduate level course?
- Special topic or study courses. Unknown entity. Taught differently. Different outcomes???
- Law classes – no 200 or 300 level classes to bridge 112. Do we need 112? Need to dump or support.
- CRIM 357 – Fun elective but not supported.
- Do we need all the correctional classes as listed since the corrections academy is not being utilized. Structure in more human services classes – Probation; community corrections etc.
- Add an Investigations minor to include investigative process and study of criminal behavior?

Appendix E

<http://www.ferris.edu/HTMLS/colleges/educatio/cj/Programs.htm>

Course	Learning Goal 1	Learning Goal 2	Learning Goal 3	Learning Goal 4	Learning Goal 5	Learning Goal 6
	Learning that emphasizes active collaborative learning through innovation and creativity that is student focused	A focus on ethics and professional service in criminal justice	An education that is career-based which balances theory and practice throughout the curriculum.	An emphasis on diversity through service-oriented activities in the community and through student learning in the classroom.	A commitment to develop students written and oral communication skills.	Skilled graduates prepared to pursue careers in the Criminal Justice profession.
Pre-Criminal Justice PCRJ						
CRIM 110 – Introduction to Criminal Justice	X		X	X	X	X
CRIM 111 – Introduction to Corrections	X		X		X	X
CRIM 113 – Introduction to Law Enforcement	X	X	X		X	
CRIM 220 - Supervision-Management in CJ	X		X		X	
CRIM 260 – Juvenile Delinquency	X		X		X	
Criminal Justice-Criminal Justice Corrections Option CRJU						
CRIM 305 - Ethical Issues in Criminal Justice	X	X	X	X	X	
CRIM 319 - Conflict Mgmt In Corrections						

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CRIM 322 - Report Writing for Corrections				X	X	X
CRIM 370 - Correctional Institutions						
CRIM 385- Current Issues IN Criminal Justice	X				X	
CRIM 391 - Criminal Justice Internship					X	
CRIM 401 - Defensive Tactics- Corrections						
CRIM 425 - Michigan Criminal Law	X				X	
CRIM 430 - Michigan Criminal Procedure	X				X	
CRIM 435 - Legal Issues in Corrections	X				X	
CRIM 460 - Applied Correctional Strat I						
CRIM 465 - Applied Correctional Strat II						
CRIM 475 - Correctional	X				X	

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Clients						
CRIM 499 - CJ Assessment Course		X	X		X	
Criminal Justice-Criminal Justice Generalist Option CRJU						
CRIM 305 - Ethical Issues in Criminal Justice	X	X	X	X	X	
CRIM 310 - Corrections and Society			X		X	
CRIM 311 – Police and Society	X	X	X	X	X	
CRIM 322 - Report Writing for Corrections	X			X	X	X
CRIM 385 - Current Issues in CJ	X				X	
CRIM 391 - Criminal Justice Internship					X	
CRIM 411 - Crime Control Policy	X		x		X	
CRIM 425 - Michigan Criminal Law	X				X	
CRIM 430 - Michigan Criminal Procedure	X				X	
CRIM 499 - CJ Assessment			X	X	X	X

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Course						
Criminal Justice-Law Enforcement Specialist Option CRJU						
CRIM 305 - Ethical Issues in Criminal Justice	X	X	X	X	X	
CRIM 311 – Police and Society	X	X	X	X	X	
CRIM 321 - Police Report Writing	X	X			X	X
CRIM 355 - Precision Driving						
CRIM 356 - Firearms						
CRIM 385 - Current Issues in CJ	X				X	
CRIM 391 - Criminal Justice Internship		X			X	
CRIM 402 - Physical Fitness Conditioning						
CRIM 403 - Physical-Defensive Tactics						
CRIM 420 - Conflict Mgmt in Crim Justice	X	X	x			
CRIM 425 - Michigan Criminal Law	X				X	

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CRIM 430 - Michigan Criminal Procedure	X				X	
CRIM 440 - Criminal Investigation	X		x			
CRIM 453 - Patrol Problems	X		X		X	
CRIM 454 - Traffic Management	X					
CRIM 498 - Law Enforcement Assessment						

FERRIS STATE UNIVERSITY
School of Criminal Justice
2016-17 Academic Program Review Survey

What are the three things that you cherish most about the School of Criminal Justice?

What are the three biggest challenges facing the School of Criminal Justice?

What three things would *you* change today about the School of Criminal Justice?

Appendix G

Faculty Main Campus

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Longevity of CJ program
Excellent reputation
Excellent faculty from profession

Teaching geared towards practitioners
The cooperation between faculty members
The students

The reputation of an excellent CJ program
The number of students that end up with their career choice in CJ after completing the program
The expertise of faculty within the program

I really like the students, hard-working and dedicated individuals who are committed to their learning
I like the concept of having faculty with field experience. I think that is very beneficial in establishing an excellent ley experience
I like the Ferris concept of education for all

Practitioner based instruction
Reputation of our CJ program
Enthusiasm of our faculty to teach

All face-to-face classes, allows for building of relationships
Only Michigan police academy built into BS degree curriculum
Connection with all faculty members
Field experience is great

Reputation the program has with local police departments across Michigan
Professors have experience in the field
Law enforcement academy built into the program

Faculty are experienced in their fields
We get along well as colleagues
Our faculty is distinguished in their fields

Outstanding students
Focus on experiential learning
Faculty excited about work dedicated

Faculty experience
Reputation
Feedback/student success

Appendix G

Faculty Main Campus

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Students

Reputation

Co-workers

The faculty who has CJ experience

Practitioner-career oriented education

The collegiality of department

Appendix G

Faculty Main Campus

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Diversity of students

Get off-campus sites more professional

On-line courses not same quality as in seat classes

Off-campus

On-line learning

Lack of transparency from above

Student enrollment

Gap between off campus and on campus program

The negative media attention of law enforcement in general that affects students' interest in the field

We need to improve our technology. We should not have paper copies of student applications. Everything should be online

Our classroom technology is outdated and needs to be improved

Online training. We are missing the boat on online training. Hybrid classes need to be (unreadable)

Maintaining consistent standards between on campus and off campus

Being able to offer new and relevant courses with limited faculty

Developing a program curriculum, which continues to evolve to meet the needs of the criminal justice profession

Infrastructure. Classrooms, buildings are old, offices with mold, too small.

Lack of student enrollment. Infrastructure is and will continue to inhibit growth

Supposedly finances, I believe there is plenty of money

Uncertainty with the online movement

Declining numbers

Working cooperatively with the new Dean

Declining student numbers

Being directed by external sources on campus

To get students to interact more with humans than phones

Enrollment

Challenge to water down program, increase class size, etc.

Faculty to practitioner focus, comes in for class and leave

New Dean

Our technology is behind the eight ball. Biggest program lowest budget concern

Retention

Appendix G

Faculty Main Campus

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Controlling our program

Finding qualified co-workers

Physical plant and bishop

Resources- unable to keep up with fields needs due to lack of money for faculty and necessary equipment

Lack of ability to be creative- no free time to develop new ideas

Lack of ability to involve students in long-term projects

Appendix G

Faculty Main Campus

Q3: What three things would *you* change today about the School of Criminal Justice?

Upgrade. We are stuck in the way we have always done things. The tradition is important but changes need to occur as well

They feel victimized. Be positive and continually look for ways to improve. There is always ways to improve

Be open minded

Better facility, especially because we are the largest in student numbers

Allow faculty more input regarding off campus faculty and course content

Allow time-off to conduct research

When faculty is asked their opinion, it's only accepted if it's the one the boss wants

Clearer expectations

Vision

Bridging the gap between main campus and off-campus instruction/faculty

Continued student enrollment activities from CJ faculty

More frequent faculty engagement opportunities to build better relations

Add faculty to offer new and innovative courses

Program location-having proper facilities-a new building

Ownership of our program (off campus sites) by faculty (on campus)

Quality control on off-campus courses

Find and hire a department head

Give ownership back to faculty curriculum

New building constructed

Recruiting efforts/methods

Hire an off-campus Director from one of our current faculty

To be given more credit for the FTTE's we generate as individual faculty

To be given more credit for the FTTE's we provide for FSU

Off-site programs have become political

Curriculum needs to be tweaked

Control over learning

Better facilities

More specialties in classes

Maintain class sizes

New facility, better environment

More student research opportunities

Chair model- rotating governance

Appendix G

Faculty Main Campus

Q3: What three things would *you* change today about the School of Criminal Justice?

Hire faculty

Bring back jail officer classes- seek to combine with state to do academy in conjunction with LEA

Opportunities for release time to work on research projects with students that help community and field

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Material

Teachers

Classrooms

I cherish the professors

How well the classes are taught

The ability to learn more about the laws and community

The integrity

Professionalism

Level of education

The professors

The opportunities

The education

I can't say that I cherish anything, but it makes me happy when I make a good grade on a final

Teachers and their effort in the material

Helpful on courses to take (advisors)

Most professors have prior career experience

I actually enjoy its classes

Its students are more open and friendly

I feel at home in the School of Criminal Justice

That I am learning some much about this field and about many interesting things in the criminal justice system

My classmates have the same ambitions that I have about the criminal justice system

Most of all I really enjoy my teachers for this program as well

Comradery between students

Teachers have in depth work experience in the field that they bring to the classroom

Instructors care for student success. Maybe why criminal justice is rated as one of best in state

The amount of information presented

The instructors that have information and give real time stories that further learning

The 3 paths that you can take and how they are different

I cherish learning the laws because of the way society is going and me being an African American I could make a change in society

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

That it is nationally rated
Professors are very helping and willing to teach
Events

How we are one of the best schools in the nation for criminal justice
I cherish how amazing the criminal justice staff is and how they all had so much experience and stories to tell us straight up how things are going to be
I cherish how we have the academy built into our fourth year before we graduate

The teachers
The connections with jobs
The types of classes Ferris offers

The professors
The academy
The support

The teachers (how they use to or still work in the field)
How you can ask for help
How you can be safer in the field
How they show you what police do wrong and how it's done right

The professors are very helpful and care about the students
Knowing most of my classmates
Knowing more about my field

We get the opportunity to get out of our comfort zone
We get the chance to find connections for jobs
We get hands on training when it comes to the academy. No one else has that opportunity at school

Class sizes are still fairly small despite the amount of students in the program

It is professional
It is easy, at least to me
Ferris is one of the top schools for criminal justice

Honor
Professors
Experience

The professors
The content
That is has an academy

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

I like the professors

I like learning about different things in law enforcement

The professors

The classes

The quest speakers we had

The things I cherish most are for one thing the current staff; they are really charismatic and great people

Two, all the opportunities they provide for us students to succeed in the program

Three, the ride along opportunities

The sense of belonging/friendly people

The requirement of seeing/meeting with an advisor

The quality of teachers

The students are so close to their teachers

A lot of the work is hands on

The classes really make you think

How fast my advisor gets back to me

How well it is organized and structured

Last, I like how we have three options (law enforcement, corrections, and generalist)

How personable the instructors are and how they want you to do the best you can do

The other students are all friendly and I have met some great people

I like how the program prepares me for real life situations and deals with prevalent issues

The criminal justice program hires trained officers as our teachers

The criminal justice programs do their best to make sure our grades are above average

They provide hands on activities so we as criminal justice students can get a feel of what it is like out in the field

The instructors

The detail of the courses

How passionate the students and instructors are for the criminal justice system

I like that the criminal justice program has any opportunities for students

Also, the teachers are nice and they help you understand the work

All the professors are very caring and nice

Professors give real life examples

Great guest speakers

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The classes that they offer
Hiring police personnel to teach
Small classes to have one on one time

Well-known, great reputation
Professors have work experience in the field
Lots of opportunities

The professors
How tight knit our program is
We have a lot of opportunities such as guest speakers etc.
The teachers are great
The opportunities available

I cherish the level of professionalism, organization, and the amount of preparedness I am given while in class

I cherish the honesty of the professors
I love the way the program is designed for students to excel at your own pace
I also cherish the leadership trait that follows the criminal justice system

How approachable all the professors are
How in depth each course is
How organized everything is

The great teaching staff
The lectures with important people
Classmates

Being able to have a fast response when communicating via email with my advisor

The professors
The courses offered
The preparation for our future careers

How the professors bring the real life examples
How the professors are friendly and helpful
We cover everything in the field of criminal justice

The professionalism included, everybody acts in a professional manner
The professors are very passionate about their work and it makes it easy to learn
The atmosphere around the criminal justice field, everywhere we go I always see people I have in my program. You become close knit with these people

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

All the professors have real world experience
Current events play a role and fit into the material well
Up to date books with case law

Classmates
Teachers
My advisor

Well-structured program
Experienced teachers
Out of school employment

The physically aspect, honor, and making a difference. The honor comes with completing classes to a high regard and the classes prepare us to make a difference in our community

How well it has been preparing me for my future in law enforcement
How after I graduate from the academy I will be able and certified to get a job as a law enforcement officer
How dedicated the professors are to teaching us and help us make our way through the schooling

The professors, they are very knowledgeable about the subjects they teach and have very good insight on how the criminal justice system works
Subjects, everything we study is well taught and builds on each other well. Easy to learn with getting a challenge as well
The name, high standards, and opportunities that wait for us as students for when we graduate

I cherish the fact that this program is one of the tops in the nation
Also, the fact that the instructors that run it are extremely good at their job and will work hard with you
Lastly, their classes teach us a lot with the career

Learning about the different experiences people go through
Getting knowledge about the criminal justice system
Learning different types of laws

I like how much pride there is to be involved in this program. When people ask what I am going into and then ask where I go, I can say it with pride
I like how all of the professors can answer all of the questions you have about criminal justice
It feels like we are a community here at the Ferris criminal justice program and there are so many great people in it

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The awesome teachers
The support from counselors and teachers
Having the academy

We all keep one another motivated
This is such a large program that is known for a great academy
Also, the curriculum is very well set and understood

How respected it is
The way professors stress ethics
How organized it is

The teachers are helpful and the program is great
I learn more of what I want to do
It's not hard

The teachers
The learning experience
Having fun

I cherish the amount of support from staff of the program
I cherish the success of the program and how that will look for me for future employment
I love the opportunities the program gives me to be great at anything I do

The professors
The friends I made
The ease at which it is to pick up the subject matter

There are very knowledgeable instructors
Also, the sense of community that grows in the community is what I believe fuels this program
Communication skills are key. I feel there are great networking and communication opportunities

The internship that I will get to go on
The classes we get to take
There are different fields

How all the professors are easy to talk to about anything
Each class that I have taken so far there is something interesting and I want to know more of
It makes me want to continue with my degree and there are so many opportunities that are opening for me

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

I like the teachers that we have. They have real experiences when it comes to the criminal justice field

Another thing I like is how we are the only school in Michigan that has their own academy. So when we graduate, we are ready to be in the field

The last thing I like is all the opportunities we have in all the different fields here

The academy that we can take our senior year

Great teachers

Amy Calhoun, great advisors

The best program in Michigan

It pushes your limits so you actually grow

You can create lasting friendships and connections

That this program teaches a lot through hands on learning

That our senior year of the bachelor's program though corrections and law enforcement you have the academy

All the professors are very knowledgeable about their field

It's one of the best known in the country

They give us many opportunities to succeed

Every professor is passionate about what they teach. So far, I haven't had one bad crim professor

The first thing I cherish is how close the faculty interacts with the staff

The second thing I cherish is how hard we are pushed to do our best

That we are well recognized as a major around the U.S.

Professors are great to work with

Classes are very educational

Staff works well with everyone

The hands on experience

The helpful professors

The small classes

The professors are very knowledgeable and good at what they do

Good courses

Prestigious program

Good staff

Good program

Students help others

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Willingness to work around personal life
Great staffing
It's reputation for excellence

The staff is very helpful and actually wants you to succeed
It is a very well known program in Michigan
The professors all have had experience in the field

The comradery among students and teachers. Everyone is always engaged and focused because of that connection
It seems as in the criminal justice teacher's care more about you than any other teacher

The fact that I enjoy the material
Learning about laws and processes
It's a good program

The honesty from the staff and teachers is the thing I cherish the most
I also like that our teachers push us to do our best and help us achieve our goals

All of the instructors can give real life examples
Everyone seems to genuinely care about student's success
They seem to mainly share conservative views

The reputation of excellence
The quality and attitude of instructors
Relevance of courses (up-to-date)

That you don't have to take math, but one course
If you withdraw from a class you can retake it up to three times
The help available

I cherish the professors
The subjects that they teach with in the school of criminal justice
The help available if we need it

Learning more about it
Meeting professors and learning from their experiences
Meeting more people in the same field of study to help each other if we are struggling

Education
The different ways we are taught
The teachers

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The values that my professors have been teaching
The knowledge gained through my classwork
The people I have connected with through class

Easy to see what you've accomplished
The layout of all the courses by semester
That the program is known and highly recommended

All of the professors try to help the students and they never give up on us students

Friendly people
Professors are honest and make you understand the material
Being Ferris State

Going to Ferris State
Learning from the best
Getting a degree from Ferris State

What I cherish most of all with the school of criminal justice is having professors that have been in the field
How many opportunities are given to us (Greek life, guest speakers, tutoring, etc.)
High expectations for students in the school of criminal justice

The program itself
The education I get from the professors
How friendly everyone in this program is

Don't have to do a lot of math
Friendly teachers
Fun to learn

Dedication of instructors
Knowledge and experience of instructors
The courses taught

How the criminal justice professors are real, they have been through the courses and job
They take pride in the all students

I really like that everything is hand on
We work hard
Everyone is willing to help

Great professors
Helpful staff

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Three tracks to choose from

The care for the students
The quality of the program
The people who teach it

Close knit group
Caring advisors
A lot of connections

Can speak truth and care less about feelings
Honesty
Leadership

The teachers have experience and are knowledgeable about their subject

Professors (Dr. V)
Meeting students with similar interests
The good reputation Ferris has when finding jobs

The people are good people, determined, helpful
Being able to say I'm in criminal justice
Being able to think one day you can help make change

How popular it is with employers
Job placement

Prestigious
Well-known
Competitive

The staff
Hands on course work
Intriguing and helpful courses

How serious the staff takes it
The staff's experience and dedication
The thoroughness that the topics are covered correctly

The professors I have had, have all been exceptional and care about the students and want us to really learn the material rather than just go through it
The opportunity of hearing speakers and attending extra events is awesome and very helpful
The fact that it is one of the best in the country

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The professors have real life experience
The program is amazing
Having the academy on campus

It's the largest
The weight it holds within police agencies
Everyone wants a Ferris graduate

Great professors
Wants you to succeed
Committed to students

Professors
Advisors
Fun/interactive courses

The high level of respect

Great people
Great instructors
Great program

Well known
Well respected
Challenging

Dr. V
We have great teachers with real experience and that is so important

Ferris is awesome

Good program
Good people to teach and explain
Helpful

I cherish the insight I was given
I really enjoyed the ethics class, learning and exchanging experiences with advise group
I cherish the relationships built at FSU and the standard level of education I received from my professors

The best things I like about the school of criminal justice are the professors because they have great background knowledge about CJ
I like the options of different tracks and the variety of classes that are offered for each

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

I like how much we are involved in group activities and have to become a "tight-knit" CJ school

One thing I cherish the most is the integrity in this program

The second thing I cherish is how proud everyone is in this program, including the professors

Another thing I cherish is how much I have learned in this program

That the professors have done the job personally and have firsthand experience in the field

Keeps our options open in all parts of criminal justice (lots of opinions)

Professors who care about your success

The teachers all have experience working as police officers, correctional officers, etc.

Everything is located in the same central building

The teachers want you to succeed, and they all show it

Its reputation

The faculty

Small class size

The fact that majority of the staff have previous backgrounds in the field and can talk about firsthand experience

How all the classes build off each other and you can use your previous classes to help in others

How the professors really do care about their students and want us to succeed

Having the same staff members throughout four years

The school of criminal justice keeps you on track to graduate

Sue Pennock is amazing

Small classes allow you to learn with the same people of your four years

The teachers are very approachable and helping

The teachers have experience in the field

The bond between students is strong. This program seems to be the most friendly program students wise

The professors seem to be very willing to help. The professors also seem to be the most similar to me related to their professional beliefs

The classes have been the most interactive and interesting classes I've taken, not even relating to their content being related to my major

What I cherish the most about the CJ program is the faculty and curriculum.

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Our faculty to me has a lot of knowledge and experience to pass on to students. Some also, go above and beyond and actually act more than a professor. They are a friend, helper etc.

The curriculum is distributed evenly through each sections of CJ which is nice. Even though I'm in corrections, I still learn the sides of law enforcement and generalist

The teachers

Exams

Sue the secretary. She's the best

The personal relationships between professors and students

The opportunities to do many types of internships in the CJ field

We get multiple employment and internship updates via email

I cherish the professors and their experiences, and how that real world experience helps us

I enjoy the time that my professors take out of their day to speak to me

That we are one of the biggest programs on campus

Instructors: very knowledgeable/informative, interactive- play in experience

Student/teacher relations: instructors are extremely approachable; instructors have an interest in student success. The instructors are realistic (blunt)

Help with internships: help getting internships. Help succeed at internships

Sue Pennock

The professors are all very helpful and knowledgeable

Large range of available courses

Excellent staff

Enthusiastic students who are passionate about their field of study

There's always someone on the fifth floor willing to help

We are reminded that we are going into a career that is important, and we're held to a higher standard. That pushed is to work harder

Professors have been where we're working to be and have been where we are which helps us relate to each other and get real life stories

Once you're in the program, classes become more focused, and it is required to take different types of CJ classes, which helped me figure out which part of CJ that I want to take with my career

Personal experience from the professors to relate the material to real life

Things tend to be strait forward

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The teachers are able to share their professional experience from the field
The classes are realistic and applicable to real life situations on the job
The classes all apply and relate to each other

Empathetic professors
Experienced professors
Class enrolment opportunities

Most of the staff is the same/consistent
Staff is down to earth with expectations and use real life examples

Professors always inviting, mostly helpful
Professors provide good life applications, stories
Discussion based

Teachers. Compared to the teachers of general classes we have to take, I have noticed that CJ teachers are more willing to help with any problems and get to know you better
Our advisors help with anything we need and I have friends in other programs that do not receive the same help and are clueless when it comes to what classes they need
I like how we have the choice between the three tracks and are able to choose which area we want to focus on

The closeness and relationships established between students and professors
The professors are always approachable and always seem to have a genuine desire to help us be successful
The higher standard we are held to on and off campus

Professors share a lot of personal stories that relate to real world jobs, this makes class fun and very interesting
Professors are very passionate and all seem to love their jobs and they all seem to be willing to help students succeed
Classes relate to the real world very nicely and they prepare you well for the next step

Passionate teachers who know what they're talking about
Although touch on book information, many teachers use real life situations and scenarios which help better prepare students for after graduation careers
They give a general planned out schedule for each major and what semester is the classes most likely taken. Many programs just give a list of classes and the student has to figure out when to take them

Most professors return grades quickly
How much knowledge professors have within the specific field (corrections, law enforcement, law, etc.) due to having a history in the field

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The desire the staff has to be here, and the personal relationships created, also it is evident professors want a student to succeed and are willing to aid the student to get there

The main thing I cherish about the CJ system is the effort the teachers put into each of their classes, which I believe is because most of the teachers have prior career experience. Another is that I like are the advisors and how they (or at least Amie Calhoun) helps and takes time out of their day to go the extra mile.

The final thing is class. Each course is well placed by each degree

The professors are so passionate about what they teach. They come with real experiences and are always willing to work with students. I've never had a bad CJ class and the professors are to thank for that

Professors are easy to get along with

The Professors work with our schedule

Classes are interesting, fun, and easy to learn and understand

All professors within the program are amazing. All show great experiences and willing to help

It's like a big family. You go to the 5th floor and everyone knows you and wants to help

Academy is part of program

Lots of hands-on work in class

Staff and their experience from being on the field and how they are able to give that to us
Resources that we have within the facility to all the professors to the contacts they provide us with

The internship opportunities we are granted with to further prepare us

The diversity of information provided

Quality of professors

Opens eyes to other side of the spectrum in terms of what media and society portrays

All the professors have been in the field for several years

Stories told by the professors

Faculty because some of the professors I have had throughout the years truly love their career and when you see how passionate they are about it, it helps me learn

The learning experience as a whole, I think we get a great education

My peers in the same program who have the same major and classes help because they gain so much knowledge and are helpful to the learning environment

Amazing professors, I have loved almost all of the CJ professors I have had while here at Ferris

I have learned a lot in my 4 years here, I am better prepared for my future

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

It is a very well known program. It seems you will always be able to find Ferris CJ grads no matter where you go

The close-knit classes, I feel like we are all friends
Very professional educators with CJ backgrounds
The program gives you a good "hands-on" feel rather than just reading a text book

Professors are brutally honest with students
Material is straightforward
I can tell everyone involved is doing something they truly believe in

I feel the professors are number one here. The majority of my experience here with professors has been excellent. All of the ones I have had are able to bring a very interesting prospective to the classroom based on their own experiences
The positive attitude from the professors has given me encouragement to push forward even during tough times
Small classroom numbers
Most classes have conversation instead of straightforward lecture

The professors getting to know the students on a more personal level, they know more about us than just our GPA's
The group discussion/arguments we are able to have with our peers in class
The number of students in the program

The passion that the professors carry here for criminal justice
How Dr. Eklin actually worked as a corrections officer and is able to talk and teach from experience
The courses are well planned and thought out to help teach students in the best way

The advisors/professors are easy to talk to
Classes are understandable, easy to learn from

The professors, they make the classes enjoyable and make me excited to start my future Internships, helpful to get us to know what we are going into and hands-on experience
The friendliness of everyone I've encountered, meaning the faculty. Everyone is willing to help with an issue that you may be failing and it just makes you feel more comfortable

The professors are very personable and caring
The advisors really help with classes and with understanding registration
All of the CJ courses have professors that are or have been in the field with experience

Teachers
Class size
Can set you on track for any career in CJ

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Professors have years of experience in their field and share knowledge and experience with students

Class sizes are small and allow for productive discussion and peer relationships to form
Classes at all levels prepare students for the career field

The general interest in the students well being

It's almost like a family

The professors are willing to talk about the problems you're having in class

Student to professor ratio

Real life interactions

Professors relate to each other's classes

Lectures

Real life interactions

Views on other students

Every professor I've had was very well organized and prepared you for the exam

All the teachers have experience in the field so they know what they are talking about

I enjoy all the classes that I've had, the teachers keep things interesting

Every class has some kind of review of other classes

Professors from many different backgrounds

Every professor knows you by name and knows things about you

Challenge with real life situations

The professors

The courses

How much I've learned

The staff is always easy to contact if you need help

I love the structure of the classes themselves, because most teachers teach similar or the same content but relate it to specific class topics

The instructors are very intelligent and I love that they all have worked in real world jobs and we experience for their classes

The professors are really friendly and willing to teach and spend time with their students

School of CJ is a good program and a lot of students to explore more than other majors

The professors share their real life stories. This excites us makes us willing to speak up.

Classes have reasonable expectations

People in charge are easy to get ahold of and work with

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The required courses are laid out plain and simple you always know what needs to be taken as far as classes go

The professors have experience in the field

The information provided in the courses doesn't just talk up the field, but instead it gives a real perspective that is a dangerous field that you have to put your heart into

Small class sizes

Faculty

Discussion of social issues

Discussing how to prevent problems

The instructors and professional backgrounds

Hundersmark's in class use of force demo

Faculty is very approachable

Name and reputation, employers know who Ferris is because of how good the program is

Friendly faculty, they're always willing to talk and most are approachable

They offer programs to continue education or to upgrade education

Professionals from the field come speak here

I really enjoy all the experience from the professors

The name Ferris has in the CJ field

Small classes and not too many professors so they get to know us individually

The knowledge and job experience that the professors have

Flexibility

Location, I like that all/most classes are in the same building. That helps with stacking ones schooling

Most professors know who you are

Have same classmates

The faculty/staff/professor are outstanding at the way they run their classes

Classes are always entertaining and pull knowledge that I will utilize in my life now and down the road in my career

Professors are caring and very understanding. They understand that life gets in the way sometimes

I've never had a bad professor, keep up the great job, I wouldn't want to be sitting in any other classroom

The way the school is ran is good, everything has to do with CJ

The classes are very knowledgeable

The 3 different sections of CJ apply to many different good things

Appendix H

Main Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Most of the teachers that work here work in the field that they teach
Every teacher that I have had is very cool and easy to talk to
Teachers here actually care if you do well and make something of yourself

Administration

Teachers care about the students and what they are teaching
The CJ program is well known around the CJ field

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Help get the underclass students more involved
Do more real-life scenarios to get more people involved
Involvement

Ethics
Running
Lots of writing

Interviews
Small classroom
Getting job after college

Not enough women in the field
It's a riskier major to get into
Too far away from other main buildings

Academy
Finding professional/serious students
Keeping students on right path

Current issues regarding criminal justice as a whole
Students being dissuaded to go into criminal justice
Budgeting

Students that don't take class seriously
Teachers that go too fast to impress students
Going too fast during review

Online appointment setting for advisors (have trouble logging on)
Some professors handout busy work because they don't know how to give the material out
The academy requirements (only tell us what's required our junior year)

Less advanced classrooms
Lack of early hands on training
Finding more highly motivated students

Coming to class focused and ready to learn important things everyday

There are many fields in criminal justice that don't require a bachelors
Remain a top criminal justice university
Create more variety in criminal justice classes. So far, my criminal justice classes have covered generally the same material, some more in-depth than others.

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Types of assignments

Which path to take because they all are appealing class times

Maintaining good grade

Staying out of trouble

Staying in shape

The academy

The types of classes

Stress

Knowing what track to go on

Needing bullshit classes. Why do we need ISYS? Why do we need math? Why do we need history?

When in classrooms, we should be able to learn about technical stuff, not just history

Expectations

Competitive program

Physical fitness requirements

Students changing their major because of what is going on in our world today

Technology

Racism

Fear

We do not have a simulation/fake town

Course load during senior year of law enforcement

Shooting range is off campus

No simulation town

Too many credits senior year for law enforcement

No shooting range near by

Low enrolment rates because of all the negative light that police officers are shown in

Budgets

Equipment

Staff

That you have to finish the pre-criminal justice before proceeding to the bachelor program

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Class times being Monday/Wednesday/Friday instead of Tuesday/Thursday
Distance from other classes

The building is so far away from everything else on campus
That you have to finish the pre-criminal justice first
Class times being Monday/Wednesday/Friday other than Tuesday/Thursday

The push to do my best and do better than the rest can be challenging because of conflict with my social life
Also, the competition of other people who are trying to be the best
Jam packed classes

Some of the courses are hard
The other courses are too easy and people tend to slack off
Half of the classes that we have to take are sometimes irrelevant

How the media portrays the criminal justice system, it may intimidate students
Politics

Some classes are stricter than others and because the program is popular some classes are harder to get into
Lastly, there is a lot of writing in criminal justice

Professors with different teaching styles and different grading
Students need a better understanding of how to get into the academy
More finding

Having so many students coming in don't have enough time to talk to their advisor more than once
Not even funding
Not even staff

We should have more than one advisor
Not many students understand prerequisites needed
Can't take classes out of order and only offered in certain terms

The building
Far away from main campus
Don't offer some classes I wish we did

The criticism

High expectations
Dedication

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Different points of view

Mental preparation

Physical preparation

The change of life that fits the criminal justice system

Too big of classes

Lack of schedule flexibility

Not enough visual learning

Physical aspect

Bookwork

Time dedicated

There needs to be more information given the three tracks. For example, giving information about what each track looks like for job prospects

Advisors need to be more attentive (I took two of the same course) I even had my advisor look over my schedule first

More classes offered. They fill up fast

The negative view of police in the media

Unless doing generalist track, it's hard to get a minor

The amount of sociology classes students needs to take

The recent uproar of violence against officers

They only have three fields (corrections, generalists, academy)

Not enough technology or hands on included

Overcoming the stigma that all criminal justice students think they're above the law
HVAC system in Bishop hall

When students get into trouble with the law

Students that don't workout, like me

My introverted personality

My English grades

Some challenges would be the perspective of police officers

The low budget- the budget is small for being one of Ferris's biggest programs

Participation

Funding isn't what it could be being it's our biggest program

Scheduling classes is difficult unless you can schedule way in advance

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Physical readiness for people looking to enter the academy
Not as many opportunities to see how the system works in the real world
Funding

The first one would be the higher level classes will be harder but not much harder
Second, the academy will be awesome but will be a challenge
Lastly, just getting used to my career choice and everything I must do

Kids getting in trouble with the law
Not showing up to classes

One challenge that really isn't too big of a challenge would be that I have to be careful when I am partying, not doing drugs, and all that stuff. But it's for the best
Another challenge would be the fact that there is such a large competition to get into the academy
Another challenge would be that I can't wait to begin my career and put my education to the test

Three the lack of funds for the criminal justice program
The fact that there isn't an entire building just for criminal justice classes
Academy classes are very small

Biggest challenges to me is trying to decide which route to go
You have so many ideas and eye openers in this criminal justice field
Also, trying to find an internship

Some of the classes required fill up too fast
Deciding which track is hard because they're so different
The pressure of the academy is stressful because of its higher respected status

Getting all the required classes
People not really in it to be in law enforcement
More hands on learning

Making sure you do good grade wise
Learning about all the police work
Staying focused

The fear of not meeting the standards of the program

Lack of funding
Students have a god complex
The programs are hard to schedule unless way in advance

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Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

One issue would be the funding to the program from what I have been told
Also the cost of the academy

We should have more money coming onto the school, so we can do activities that get us more involved

Like job opportunities (field trips)

All the work we have to do, college isn't easy, it takes a lot of work

The last thing is discipline, don't get in trouble or it could change your career path

Grades, which is pretty normal for a college student

The extra risk of being an officer

Not enough advertisement

Not enough help to those who want to get into certain parts of the program

Integrating students who switch majors

Building is terrible

Not enough equipment or updated equipment

Competition

Building is far from everything

Getting one on one help

The negative media attention impacts us. Because of this, may have a negative feedback on funding

Possible reduced amount of student applications

Equipment for students to interact with

Little bit more hands on learning

More money allocated towards school of criminal justice

The first thing is that you only have one chance before you get kicked from the program

We are under a telescope the whole time we are here

Not enough equipment for the students

Do not have the facilities that we need (such as an actual space for an academy)

The school of criminal justice does not have as much money as other programs

Not enough equipment

Getting into the academy

The rush like schedule of senior year

Not enough equipment

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Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

The same challenges police face with media
Stress management (students)
The ever-increasing amount of tuition

Deciding which route to take
Stereotypes from other majors
Making sure to stay out of trouble with your major

Getting into the academy
Trying to balance football and the academy

Amount of applicants to the police academy (less get in)
The cost
The building

Only get 10 minutes to walk from STARR to Bishop
Racial issues
No air conditioning

Racial issues
Excessive force
Public security

Too many recruits
Distance from main campus
Lack of quality students

Black football players can't be a part of the academy
Could use an upgrade on equipment and staff

All of the non-related classes I have to take
Limiting the time and work I can put into my criminal justice classes
Also, the bad light media put police in
The amount of training required

Current situation with police and society
Building is old and sucks
Not enough equipment for students to experiment with

The fear put in students in criminal justice
Sending the right message to the students
Making sure the students are here for the right reason

Violence against police today

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

New training situations every year

Not as much money for this program compared to other programs

Sometimes the same work is asked for students to do, such as things like interviews

The police shootings occurring recently

What I want to pursue in criminal justice

Challenges I face may be the training part of the academy and trying to be aware of everything

Little variety of class choices

Classes aren't hands on

Lack of competitiveness

The lack of people wanting to join

The budget

Not enough public and campus education about LEOs

Tuition. Like really. I'm paying 22k a year for four years that's going to get me a 45k a year job

Need more funding

Time

Classes open

Excitement

Need more funding

More teachers for smaller classes

More classes offered for psychology and criminal justice combined

Biggest program at Ferris, but does not get proper funding

Society's view about those in CJ

Corruption

Not enough time to learn everything

Not enough academy room, really, really competitive

Bishop Hall is terrible

Little funding

Large class sizes

Not enough money

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Early level courses are very easy
Advising staff

Getting into the academy for LE
The actual academy itself
Some people are hard to get a hold of

Being an athlete I think a little more guidance or help would be good for student athletes looking to go into the academy
Where the money goes, CJ is one of the biggest and requires the most

Not enough money is being sent to us
Changing laws through the years

I haven't encountered any yet

Send more info out about academy before hand

Location
Summer courses

Funding

Time management
Scheduling

Not enough funding
Not enough advertisement
Not enough people in program

Our program is the biggest but doesn't get the money it needs
More evening classes

Exercise
Staying out of trouble
Getting into the academy without odd reason (vision)

Doing all the work that comes with it
The classes to take up to that
Which area to go into

Low budgets
Hiring people is tough
People hate officers

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Lack of students in correctional field- eliminating correctional academy

View on criminal justice throughout the media

Hiring those of lawful, just discretion

The cost of the education

Not having a corrections academy

Working towards the academy not enough hands on learning

Making students take classes they don't need

Budgeting

Recruitment

Participation

Get program

Get more attention, like dental school, since we are the top criminal justice school

Lack of funding seems to be apparent

Differences in teaching style such as some professors using blackboard while others don't

Sometimes there seems to be understaffing

As a student minoring in CJ, I feel that the classes are not focused at all on my education

Minoring in the subject you don't get an advisor, which is hard

Not hands on hardly at all with students who are minoring

Rough class transition for students who change from law enforcement track to either generalist or corrections later in their four-year plan. Usually have to take filler classes, useless classes to be full time because the new track only has like 4 or 5 additional classes over 2 semesters meaning fillers. Student advisor changes throughout my four years. Would like to stick with 1 that's specific to my track

The classes are mostly law enforcement based courses and that's not what everyone wants to do. Would like to incorporate more generalist job lectures rather than generally covering them

The way some courses are set up (i.e. grade based on only exams) don't really allow for a lot of room for growth because students so not have activities to help students learn and retain information

Class schedule opportunities for non-law enforcement track

Professors do not have a lot of office hours or they are only one a week

Teachers teach courses drastically different even if it is the same material maybe because their experience is the only thing they know.

The amount of spaces and times available for classes that are needed to be in the academy

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

I've had trouble accessing the Internet for creating meeting times with advisors (might be Internet problems)

The biggest issue is creating diverse groups that can evolve together
Another would be to challenge students perspectives, preconceived thoughts and/or actions

How can Ferris apply these challenges to empower mental understanding and change for CJ students?

The biggest challenge facing CJ is that the field is changing every day. I feel our technology and method of teaching may be behind times
Teaching us more on how to deal with the media

The first challenge has to deal with society against us
Lack of funding

Judgment when getting into a field on a person's past mistakes
Different teaching styles and expectations among professors
Negative stigma from other students being a "criminal justice major"

Class load for law enforcement track
Require a lot of electives
Correctional academy cancelled (hinders students' future)

Figuring out the benefits or pathways for each course track
The first 4 CJ classes were basically the same
Too many electives in the generalist's track

Everything seems to be mostly law enforcement based; it gets redundant constantly learning about policing, especially when you're not in the law enforcement track
The lack of law related classes for those in the generalist track wanting to go to law school and just overall lack of general information relating to law school
CJ is always changing with new laws and statutes. We're always talking about the history, but don't touch too much on how new legislation affects the system and us

Negative stereotypes formed by other programs
Students often learn just from a power point and don't remember much information
Lack of a good location, classrooms is subpar compared to that of other programs

Outside perception, people think the CJ program is "too easy"
Diversity

The first challenge is teaching methods. All the CJ professors having a completely different teaching method, making it hard to adapt at times

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

The funding appears to be lacking compared to other programs at Ferris State
Another problem may be understaffing, making professors take on multiple roles at times

I think one is more of a focus on the law enforcement academy over generalist and correction tracks

I think LAE should have more of a better rush week (I've tried to join since my sophomore year)

Definitely needs to be more diverse. Sometimes people need someone like them to help them achieve

The cheaters among CJ students

A lot of people hate CJ majors

Couldn't think of a 3rd one

Professor's office hours are too limited

Not enough class blocks for students due to lack of flexibility with requirements (have to choose between one class or another and put one off until a different semester)

We don't offer a lot of information on jobs in CJ field besides police and corrections

Mostly just outside stereotypes that people speak of

The stigma of how CJ majors are stupid

The honor society and fraternity involved with the CJ program needs help to assist off campus students

Facing the hardest consequences from the program when you are a CJ student

Sometimes no one in the CJ office answers the phone so it's hard to ask questions or get questions answered

Getting all faculty on the same page, as far as working with students

Nothing, I haven't had any issues

Learning more things along the way that can be scary and in town might deter you from criminal justice

You either have to be all in and super passionate about the criminal justice field or you're probably in the wrong field because these jobs take a lot out of you

Not focusing most attention on law enforcement track. It seems that a lot of professors tend to promote that track more than anything

Different teaching styles can be irritating to many students, like APA requirements are taught differently

Making sure students are taking the correct courses and do not fall behind

I feel that trying to find professors as great as the current ones, once they retire, may pose a challenge

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

As the CJ field grows, it may pose a challenge to create more space/parking to accommodate the students

Teaching the "right" way to do something when it could be a grey area
It's not in a good location in regards to the middle of the university
Teaching racial prejudices without denying it is there

The amount of writing involved in each class
Group projects are always a challenge but most professors are good about overseeing groups
As a minor, sometimes feel as singled out and somewhat disregarded

They really only focus the attention and resources to the law enforcement students
Our classes didn't seem to cover a lot of the material on the assessment exam

Perception from non-CJ students that tend to see CJ as a bad major because of problems with police
Finances-when is that not a problem

Sometimes it is hard to catch professors during office hours
Use of blackboard, I would like to see my grades sometimes

Trying to catch your advisor during office hours
Professors that don't use Blackboard, want to see grades

For the most part, I honestly believe that the program runs smoothly, I believe there is clear communication between staff and students and clear outlines of what is expected of us. The only issue I have at times is communicating with advisors. I feel as if some of them as available for extended periods at times when I need one

Very clique-ish and standoffish, hard to approach for non CJ majors
Every time a non-CJ major tries to sign up for a class, even if they are a CJ minor, they have to call Sue
There's an us versus them mentality

Learning the law side of CJ, a lot of the laws are so closely defined to each other

Learning the material
The amount of credits and classes that are a must to take
Completing all the requirements

Media- negative view of anything Criminal justice related

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Approachability- instructor can seem off-putting to non-criminal justice/no declared major students

Academy students- some students in the academy have personal life that don't reflect their professional life (drinking/violent behavior)

Lack of suitable building space

Small classrooms or too large class size

There are so many different paths you can take in the CJ career, and you have to pick which track you take during your second year.

Making students adaptable to the changing society

Knowing how to handle mentally impaired

None

Material is very repetitive across classes

It is annoying registering for classes as a CJ minor, have to make an extra phone call process

Too much discussion can lead the class out of control

I would say to the biggest challenge are the attitude people having about the police now and all of the officer shootings. I hope the academy has changed to help the students prepare for these situations because they are more prevalent

Don't get to have a lot of face time with advisors

Academic advisors are also professors and struggle to gain good knowledge of student's registration and graduation needs

Facilities are becoming outdated

Obtaining an internship can be difficult for some students and can affect economic needs, paying for internship while also giving up time and not working for money

Some professors are stricter than others

With all of the classes, the workload becomes overwhelming

Dr. Queen looks down on students who aren't in law enforcement

Organization of the advisors, feels like it's their first day when I have been here for years

The amount of money for the police academy

Send emails, reminders, updates on important meetings for police academy, internships, and graduation. Something more than a poster no one looks at on a bulletin board

Research topics are difficult sometimes

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

I don't like that we have to have pre-rec classes

There should be more variety of different classes for the different areas in CJ

It gets annoying after awhile hearing the same things in classes over and over again

Class size is a little high

Not enough hands-on

Registering for classes

Exams

Internship packets

Academy

Some of the classes are very similar and we sometimes get taught the same things

Classes typically do not have pre-requisites, lower level classes, so practically anyone can register for the classes. Maybe an entry assessment should be done

Offer most of a range of courses other than mainly law enforcement and corrections.

Maybe probation/parole

In some classes, professors give a lot of assignments but we need extra time to do

In some classes we need to do more exams than other classes

All the extra events and such are later at night

Hard to find internships when you don't live in the area

Recruiting people into their academy

The perception of CJ students

Outside trouble

Using APA

Not enough homework

Lack of consistency for corrections academy

Lack of facilities made for CJ

Lack of resources to be more hands-on with students

As a generalist, most things are geared toward the academy but generalists won't go to the academy here if they do go

Generalists also might not go to the corrections academy either

Job help, many CJ majors are law enforcement and have departments begging for Ferris grads, but what about us who aren't law enforcement track

Not being as open to more liberal views such as gay marriage

Not knowing how to combat negative media

Decreasing respect for police

Appendix H

Main Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Secretary staff not being knowledgeable enough about classes and student activities

Class sizes, smaller classes is more learning

Professor turnout, the professors that have a good report with students shouldn't be replaced with cheaper alternatives

Students don't know other opportunities besides becoming a police officer

Can't think of any

Some of the classes are very hard/challenging

A lot of information is hard to understand, under certain circumstances

Finding an internship for a specific job you want in the future

Most teachers base your grades off of tests with no assignments between the tests

Group projects kill me, it is hard to get everyone to help so one or two people will do all the work

Writing format in some classes are different

Teaching methods, I have done so many presentations but have only left a classroom once for a mock crime scene

More hands-on approaches might help students who prefer it

Class contents blends together, more diversity would help this

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Have more panels

Get younger students more involved

I think there should be more training in the field

I think in a class students should go on a ride along

We should have a class where students should be put in those real life situations

Less questions on exams

Better example examples to use

Nothing

Have the building be closer to everything else

Advisors should email/communicate with students better

Not be in Bishop

Expose to academy earlier

Have more guest speakers

More situations and scenarios

Present more opportunities for those not going into law enforcement

Professors

Review days

Lectures

More meetings about academy prior to junior year

What classes should be taken when

More opportunities for out of school experience for programs

More hands on training in undergrad classes

More modern technology in classrooms

More interaction with students

The crimes that are not violent assault charges be charged the hardest as well as sexual assault charges

The last thing I would change is the rehabilitation to integrate felony back in society

More speakers in class

Offer more help trying to get internships

Nothing

Allowing internships sophomore summer to count towards senior year

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More presentations by real world on the job police personnel
Information presented after class

I wouldn't change anything

How many credits we need
More than one class freshman year

Having someone explain all the possibilities with each track
Letting students know you don't need a degree to be a corrections officer
Better classrooms

I wouldn't change anything. This program is really great

There is nothing I would like to change

Courses that you need to graduate
Time at academy

Get more speakers to come in from all different areas
More interaction, provided by the school, with criminal justice administration
More programs on campus

Not a thing

I would build a simulation/ fake town
Combine some courses because the entry level ones are really easy
Raise minimum GPA requirements

No simulation town
Bigger classrooms
A shooting range on campus

Better advisors
Having the criminal justice building closer to main campus

That more people can join if they want to

More funding (especially if it's the second program at your university)
Finally, I would offer more with in the program

Make the pre-criminal justice program not required to complete or limit the required classes
Longer classes, so you meet fewer times per week

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More hands on work

You can do your internship any time after junior year

A better training facility

Nicer rooms

The building is so far away from everything on campus

That you have to finish pre-criminal justice first

Class times being Monday/Wednesday/Friday other than Tuesday/Thursday

Either more classes or seats should be opened for criminal justice students or advisors shouldn't require a class with two seats left

A few more major specific classes to take in pre-criminal justice

Advisors be easier to talk to

The only thing I would change is the average grade of a criminal justice student. The average grade should be at least a "B"

More hands on approach

Adding more teachers

More hands on scenarios

Do not say book is required if professor will not use it

Better description of courses

Being able to take a higher level class as a sophomore

Let students pick their advisor

Put more funding in the criminal justice track

We should have more than one advisor

Not many students understand prerequisites

Can't take classes out of order and only offered in certain terms

Expand the classes more

Offer criminology

New building

Smaller classes for more one on one with professors

Show more videos to use for examples

Have more courses available

Classroom time

More training

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Bigger area on campus

There needs to be more information given about the three tracks. For example, giving information about what each track looks like for job prospects

Advisors need to be more attentive (I took two of the same course). I even had my advisor look over my schedule first

More classes offered, they fill up fast

More guest speakers

More hands on

Maybe more minors

The recent uproar of violence against officers

They only have three fields (corrections, generalist, and academy)

Not enough technology or hands on involved

Require another summer internship

More situation simulations

Have more guest panels

Nothing, "don't fix it if it isn't broke"

The price of classes

I would change maybe some of the courses, but I honestly think it is a good system right now

More funding to the criminal justice program

More classes so everyone can take the courses they need

More experience outside of the classroom

Equipment to bring in the classrooms

More funding to allow us to do more in and out of the classroom

Number one thing I would do is build a whole criminal justice building of dorms and classrooms just for them and have another building for the training

Second, start funding the program much more because it is the biggest and best program at Ferris

Lastly, have side training for students to prepare them

Have more hands on things

Make sure everyone gets the same opportunity as others

Make sure everyone is getting the help needed

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More funding for our program
Better facilities
More group gatherings

I would like to see more money set aside for the criminal justice program
To see the criminal justice building be moved closer to the center of campus
To see class sizes for the academy increased

I would change the way to get accepted into the program
Different ways to raise and get more money for this large program

How different the three tracks are degree-wise
More criminal justice classes in the general educations
Help students decide which track to choose freshman year more

More hands on learning
Show how it is in the real world
Make sure students are well prepared for the next level

More academic advisors so you seem more important

Funding levels
Students picked
What credits transfer from other schools?

Cheaper cost of attendance for the academy
More funding
More prep for pre-academy students

Hands on activities
Have a class or two dealing with DNR/conservation officer

One thing would be new equipment for students to use t train
Another thing would be more money to be pumped into our college we are well known;
we need more of a budget
Last thing would be more fitness or pre-class for the academy

More money for better events
Be more known on campus

More funding
More advertisement
More help to the students to prepare them for the program

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Be more helpful to those that started in a different major

Update some things in the building

Don't try to convince people who switched to criminal justice that it's too late to go to the academy

Offer two different smaller academy blocks. Allow more students in the academy and more one on one teaching

Better communication on events and standards

Upgrade Bishop and equipment

Have some of intro classes do more hands on stuff with the different fields in the criminal justice system

Upgrade the Bishop building

Consider requiring more than one internship

We should have our own academy space or our own building with gun ranges, a gym, etc.

The GPA it takes to be in the program I feel is too low

I feel that we need at least two chances before getting dropped from the program

More chances to try to get in the academy

Having an academy built for us

Giving us better equipment

More funding towards our program

(Seriously, our program has the most students and we get no money compared to them.

We deserve a nice, new academy)

Provide physical training prior to the academy

Gatherings of students/more involvement

Screening prior to starting program

Newer classroom materials

We need a new building away from the daycare center because it is very distracting

We need more equipment for learning

Nothing

Maybe more hands on activities earlier on in the college

The cost

Build a better criminal justice building with academy

Add more hands on activities

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More fitness classes to help prepare for academy
Help people with minors

Adjunct
More funding for interactive equipment
Simulations and physical and diet instruction

Education of Bishop
Equipment/building condition
Childcare center education

I would change the challenges I listed. They should figure out how to allow football players like they used to. And I would upgrade the building and stuff

The building sucks
Not enough equipment for students to learn with

The building
The amount of money the program gets
The classroom and the teaching equipment

Different courses should be available to take
More hands on activities
Field trips

Some of the required classes
More things for learning material

More training on how to handle the situations
Police dead with today with the black lives matter movement and violence against police

I feel the criminal justice school is great and I don't think it's anything that needs to be changed
More equipment in the class
Building could be better

More hands on education
Better classrooms
Police agencies offering us ride alongs

I wouldn't change anything. Just because I feel that the CJ program here is one of the best and they work hard for their students

Make classes more hands on or take field trips to explore the field

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Allow a wider variety of elective options

Add specializations with in the tracks, such as, computer fraud or investigations within law enforcement

More time put into the program

More funding

Less dumb classes that we have to take

More professors like Vasicek

Make him change his name

More class times

More funding for more field trips to know what we are getting into, we went to Mecosta county jail last semester and it was awesome to experience

More funding

Being able to go into more depth with certain things

Having more opportunities to experience things

Start more academies, raise or for more people to make it in

Open another academy block

Reduce class sizes

Get a new building

Maybe more regular advisor visits

Help with possible alternate routes from a four year program

Nada

Being a sophomore and not fully in the program I wouldn't know what it change because so far the experience had been good

Fight to get more money from the university

Do more hands on earlier in college

Appearance

Budget

Location

Teach more about academy

Do more hands on learning

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More openings in class availability

Nothing

Amount of classes

Amount of money

The building

More funding

More help to students to get in

More advisement

More money

More students

Less schoolwork

New building

More teachers

More academies

More training for academy officers

More classes to take

Challenge students more

Bigger, newer building

Another CJ picnic for not only freshman students to continue relationships with peers/mentors

More report writing course- more intense- semester long

Adding corrections academy

Give it more hands on learning

Making it required to take a self-defense class

Have all students learn the importance of working together

More funding

More hands on training

More involvement with the students from the dean and other directors

Nothing

Mr. Vasicek is a great professor

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More diversity amongst the instructors

Consistent administration/helpfulness from the office

Move to a better CJ building, as the entire CJ program is the most popular program at Ferris

More criminal props and decorations around the building

Nothing

At this point, I don't know enough about the program to think of any changes to make

Having higher expectations as to what a student GPA should be. I know students who have failed/dropped classes and have retaken them several times. This may be unreasonable but this is criminal justice, in the field you get one chance to get it right. You shouldn't allow so many chances

Both gender restrooms to each floor

Computer lab needs to be open at all times for CJ students

More study halls/rooms in the building would be nice too. I feel as CJ students we should be able to have comfort and availability to certain things with our own building in order to study and complete homework right here

More classes available on Big Rapids campus

Only thing that really comes to mind is more sections of classes so it is more at ease for those that are working

The way they view generalist and correction tracks. They focus so much on law enforcement but the other two get pushed back. As a freshman, I did not even know about the other two tracks and if I did, I would not have started as law enforcement major

I would move it to the "main" campus; it would be nice for students to mingle better

I would market the criminal justice school better; some people don't even know we have an academy

I wouldn't make improvements; I absolutely love this program and the professors involved

More flexible office hours

Some professors don't use blackboard so it's hard to know your grade

This is a well-run program and I am happy to be a part of it, things like this survey shows how much you care

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

I don't think there should be classes until 9pm. Many other students have other obligations within the university and it makes it hard to be involved at times. With that being said, I believe the school of CJ should have more RSO's besides the fraternity

I would somehow make them more involved with Ferris and other students so that they don't come across as standoffish

Have an event or 2 where they partner with ethical organizations and media groups to create a relationship and have a learning experience students can carry with them (especially in today's society with police society tensions increasing)

Implement a larger variety of classes for the CJ minors

I feel certain classes should count toward CJ degree

I have had good experiences from my advisors here however I've seen others in my program not getting enough information about what they need to take

Making a mentor/mentee with CJ students, would be nice if I knew more about that

I would make the program more challenging/harder to get into. I would do this so that only the best/good students enter into the criminal justice field

More support for students who are forced to change tracks

I don't feel that the school of criminal justice is concerned about the students or their career success

I think more education on firearms would be helpful. Even if you're not in law enforcement, you're more than likely to have to be comfortable with firearms

I don't think professors should have to "soften" things for students. CJ is a very dangerous and tough profession and students should know they shouldn't be so sensitive about materials

I would allow the internship to be taken any semester, not just the summer

I would change the internship requirement slightly. For example, if a student has a job related to criminal justice for the summer, that student should have the opportunity to bypass and perhaps earn 4 credits another way.

Focus more on generalist and corrections track

Differences in material in classes

Needs to be more material about cultures- teaching culture sensitivity

During my time here at Ferris, I haven't run into any problems with the school of criminal justice

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

I would add more classes involving probation/parole. I know next semester they are having a probation class to test, but I'm graduating

I would have also liked to learn about Michigan law in the generalist program, not just the basic law and procedure we learn

I don't really think I would change anything

Be a little more involved in students who are minoring in the subject. Sometimes feels like you are in the dark a little bit

Would like more classes that combine psychology and criminal justice

More probation/parole based classes

Also, possibly offer more law classes for those going to law school after Ferris

Have more speakers come in who aren't officers (especially for freshman) to allow students to think about careers outside of a police agency

I would change the office hours/time available by professors

Some classes need homework/activities to help students learn besides notes

More classes available for times for non-law enforcement

More help with the medical requirements and other requirements for the academy prior than we have our meetings as juniors. More meetings about these requirements instead of constant emails for updates

Teach students how to change policies or procedures

Implement an ethical or moral admission testing

In my classes I still see people that are still not great at public speaking. Since we are in the CJ field, I would like to see more work and preparation on public speaking

I would like to see more help and preparation for police and other CJ job interviews from our school

I really enjoyed the internship. I would like to see two internships required for completion of your degree

I wouldn't change anything

Help have a more positive light from other departments

Maybe do more as a program and shine a positive light to the soon to be students as well

Also, when a student is forced to switch tracks in the field more support for them

More hands-on classes

Bring in a class to better prepare us for interviews

Keep correctional academy even with lower numbers

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More hands-on training
Program that helps us find agendas to apply for
Help us with interviews

Adding more classes towards generalist trade, specifically more law related classes
Bringing more awareness and educating students about new legislation that will affect the future of CJ (i.e. rule 41 that was passed last week)

There tends to be favoritism from certain members of staff towards students
More hands-on learning would be helpful
More employers at the job fairs would be helpful for those of us studying criminal justice

I would change some of the curriculum. We do not have enough classes on criminal procedure. It wasn't until my fourth year did I have any classes on what actually happens in a courtroom.
I would have 100 level classes that are more focused on the three different tracks in CJ, to help students find out what track is best for them, before it's too late.

Better classrooms/ technology for generalist and corrections majors
Possible better advisor organization at times. I was told different statements by multiple people related to how many credits I needed to graduate
The internships. Unlike many other programs, the chance of getting paid internships is very difficult in the CJ system. Possible internship placement may help this more

I believe Dr. Lewis needs to influence other professors to actually lecture every now and then. It really does help me learn

A class more in depth about criminal laws for generalist
Bring Schultz back
Make Bomay full time

We need larger classrooms and a larger building (we're one of the largest programs on campus)
I would offer more classes, even as electives, on probation/parole, lawyers, or other jobs in the criminal justice field. Not everyone wants to be a police officer or corrections officer
I would allow students to take a test to skip a few of the 100/200 level classes. A lot of us learned the same things in high school criminal justice classes

Make the classes a little more challenging
Not so much busy work in some classes
I would want to see more diversity within the classrooms

More time with shooting simulator

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Tactical driving class

Better chairs in classrooms

Testing and approval for the entrance into the police academy needs to occur earlier than a few months before summer classes start

Have the director of the police academy more willing to work with conflicts such as military training exercises out of state

Reduce the cost of the internship

Some work for certain classes

More law classes before our internship

Dr. Queen

I would change the police academy application to what is needed not what they ask for and more and more

All classes to be on blackboard, if one does it they all do it. Also with APA professors all need to be on the same page

I would report writing both semesters including summer

I wouldn't really change anything, I was impressed with all the professors I had and would recommend this program to other students

There should be different classes offered with the different areas within the CJ system

I would like there to be more classes dealing with the court system

I would like to have a more variety of different teachers teaching. Like more lawyers or maybe retired judges or forensic scientist

Smaller classes

More hands-on

More classes

Change internship to more than just summer

More diverse classes, not just corrections or law enforcement

Add an entry assessment for incoming students

Offer more classes in summer other than lower classes, or more online

Add the firearms class for generalist majors

More understanding for people whose major isn't CJ

More consideration of commuters

More online classes

More classes in Bishop

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More events focused on our curriculum

More classes available for those who may not be CJ majors, minors instead, but want to go into the field just not as officers/corrections/lawyers

More discussion laws

Not as liberal

More conservative

Change the curriculum to be more hands-on to get students more involved

With the new facility being built in coming years to be more hands-on abilities

Find a way to be able to run a corrections academy

Ability to make advisor appointments online because Bishop is in a weird location on campus

Less learning of the same thing year after year like in every class you learn about the Bill of Rights

More hands-on not just power points

More hands-on

More knowledge about law before senior year

More direction for generalists

More student involvement/activities

Make class sizes a bit smaller, some classes/rooms get filled to the brim and makes learning stressful

Open minds for internships. If a student gets an internship but said internship cannot be done during the summer then there should be more openness to this. It is the students future that matters

Ferris should help focus on federal internships too and not just state/local

Certain advisors do not help advisees

I haven't had any issues; there is nothing I can see that I would think of changing

The class times, late or early, more class choices

Should combine generalist/corrections portions together, in a certain aspect, because they go together one way or the other

The academy looks very hard and should not be the strict on everything. Also they should allow and give time to work a job, we all need money to live

Maybe more assignments to help our grades in classes than just tests

No group projects

More hands-on approaches would help a lot

Appendix H

Main Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More diversity on subjects being discussed, different classes

Fewer presentations. I don't remember one thing about the last topic of presentation I did but I remember in detail the one time we did a mock crime scene that helped in understanding crime scenes during my internship that I was able to use to actually help instead of standing around watching

Appendix I

Law Enforcement Academy Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The faculty and their wealth of knowledge
The other students and other friendships made
All the knowledge that I have gained

The experience of the faculty
Having a personal connection with administration
The ability to make the most out of our education

Personable with students
Active participation with activities outside of class
Level of education, Bachelor's degree

Learning to help people
Learning the law
Close personal bonds

The instructors
The amount of work
The hands on approach
PBL in the L.E. Academy

The instructors are always interested in helping
Bachelor's degree
Instructors include real life experience

I love the hands on experience and how challenging it is
The professors are knowledgeable and entertaining
Lastly, the PBL model in the law enforcement academy is a unique concept

The academy instructors want us to succeed and push us to learn

Learning about everything I plan on using in my career
Being able to make friends who are getting into the same stuff I am

All of the hands on experience
The scenarios
Having instructors with a ton of experience to learn from

The expert staff
The focus on student learning
Meeting new people

The level of education you get in your fourth year
The integrated academy in the law enforcement track

Appendix I

Law Enforcement Academy Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The staff's experience

The value that professors place on educating the next generation of officers

The experience the professors have

The relationships I've formed

How easy it is to approach faculty and get help outside of class

The Law Enforcement Academy

Faculty has experience in the field and can provide real examples to the information they teach

The opportunity to improve

The training that we receive

The knowledge we get when we're done

The academy

The experience

The teachers

Hearing the stories

Learn a lot

Different types of learning

The professors

The knowledge of the faculty

Professors such as professor Greydanus

How serious it is

Professors love their jobs and have a lot of knowledge

How much the instructors care about our education and success

How well respected the program is

Quality of the education

Helpful faculty and secretary staff

Dedication of staff to make sure everyone knows how to get into the program of their choosing and what steps to take

Instructors and their experience

Law enforcement track (BA and certification)

Useful classes (especially internship)

Have the police academy included in a 4-year program

The criminal justice main office always helpful

Appendix I

Law Enforcement Academy Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

A lot of qualified professors that have experience in the field

I cherish the fact that the instructors are there for the students
I appreciate the amount of real world experience the instructors have
I cherish the fact that they make internships mandatory

The instructors show serious interest in the students
Even the general electives can sometimes be geared towards the criminal justice program
The academy goes above and beyond to prepare me for the field

Teachers
Learning environment and extra activities we receive
I love the way the 4-year program for the academy set-up

The instructors' willingness to go above and beyond
Practical applications of homework and classwork
Law Enforcement Academy

Outstanding faculty who are passionate about their students and this field of study
The reputation of graduates from this program
Availability and transparency of the faculty

All the professors have experience in the field
It has a great police academy

The secretary Sue Pennock. She has been there for the students every step of the way
The communication from students to staff is great
The classrooms are small

The challenges
The learning
The bonds/friendships

I love the stories that the officers tell and the photos
They make you have a different mind set
The amount of laws I didn't know about

The experience our professor's law
Our availability to different resources
The availability of an academy

I think the staff is very pleasant and are available for any concerns that the students have
I think the course material is diverse enough to get a good understanding of the criminal justice system as a whole

Appendix I

Law Enforcement Academy Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

I also like how when a student gets to their final year there are different tracks for whatever field of study in criminal justice a student wants to go into

Hands on learning
Knowing that our professors are experienced
The police academy

Good professors
Small classes
Hands on, problem based learning

Experienced, knowledgeable professors
Good reputation
Well-executed curriculum

I cherish the hands on scenarios
Being able to see and hear things you normally wouldn't imagine in a classroom
Being able to get certified in different things such as PBT and firearms

The family type relationship between the students and teachers
The importance the professors put on real life learning
The great reputation it has and that I got to be a part of it

I love that the faculty is so involved with the students and open to going beyond their teaching to help us learn

Appendix I

Law Enforcement Academy Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Declining numbers of interest in the career field
Adopting curriculum to the changing work environment
Getting hands on learning experience for students

Taking classes that didn't pertain to my major
Funding
Keeping around subpar professors (just a few)

Lack of education prior to last year in school
Required classes that are no benefit to education
Diversity is lacking

Public opinion
Old facilities
Short Staffed

The buildings
The not knowing of law enforcement track requirements
Not enough of good equipment

Fewer people want to go into the field because of all of the negative perceptions in the media

Finding people interested in the law enforcement academy

Money/budget is always a challenge
Getting acclimated to new professors is often difficult
Lastly, communication isn't always the best

Scheduling classes
Bad advisors
No help from administration prior to the academy

I think finding kids who are willing to stay in it and by keeping out of trouble
Getting more in depth earlier with the specific tracks
Lastly, keeping a good relation with the public

Getting good applicants that are willing to stay out of trouble
Students that are dedicated to the academy
Keeping good relations with the public

I don't see any challenges

Lack of updated facilities

Appendix I

Law Enforcement Academy Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

The ever growing hosts against law enforcement in general

Cost of education

Ever changing laws

Outdated classrooms and equipment

Information is almost entirely taught by lecture

Not much hands on experience or application

Lack of recourses

Changes in the field

The academy

Signing up for classes

Not having a good building

Hard to retain information after awhile

Classrooms

Building

People not committing themselves to the police academy

People that are not serious students

Coming up with alternates to the police academy

Lack of class availability in lower level classes

Lack of equipment for the school

The building structure and lack of working technology

Kids dropping out (issues with the law)

Kids having to leave (eye/hearing tests are failed)

Shared/not current resources

Don't advertise enough for things students need to go to

Criminal justice related classes are all over the campus should be nearby/close to each other

Not enough of the professors actually care about you learning/knowing the material

The price of the academy in relation to other academies

The program is growing every year and facing limited resources

Lack of difficulty in classes before the academy

Lack of awareness of what the academy consists of prior to starting

Appendix I

Law Enforcement Academy Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

The building is so out of the way

The bathrooms on the floors are every other so women have to go up a floor to use the restroom

With all the negative media about police we need to be more aware and I think it impacts the school

No criminal justice building

No police academy building

Lack of qualified applicants willing to enter into the criminal justice field

Deteriorating facilities

Retention of students

Ensuring students have proper materials (books)

Don't have own building

No air conditioning in police academy classroom

The first 3 years of criminal justice if you are going into the academy are unneeded

The students retaining the information

I think we all need to become more involved on hands on activities

Balance between it being a school and police academy

People thinking teachers can't yell at them

Also, the amount of media slaying cops

People do not want to go to school if you get paid crap

Recruit numbers

Adapting to the change in law enforcement. Being able to relate to the field as much as possible

Budgeting on order to get us the best training

I think one of the main problems is the fact that all the classes are in Bishop, which is so far away from any other academic buildings

Some of the facilities could be a little more updated

Losing students to other universities

Facilities

The perception of law enforcement

Pre-screening to get into the academy is too late

Building set up

Appendix I

Law Enforcement Academy Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

The public perception of police

The classes and not being able to have study guides

The getting up in the morning for PT

Remembering your schedule and knowing what time to go where

The lack of money it has for resources

The media's outlook on criminal justice today

The amount of pressure put on students to up hold the school's reputation

Often other schools within Ferris do not like tolerating criminal justice (sociology department)

It seems that Ferris does not respect criminal justice because rarely do we get any type of help/donations from the school

More in depth learning within classes before the academy

Appendix I

Law Enforcement Academy Students

Q3: What three things would *you* change today about the School of Criminal Justice?

They should have their own building with new facilities
Potential LE Academy students should have vision tested freshman year
More funding to allow more/better equipment for training

More of a challenge
Bigger encouragement to join outside clubs/university functions
Stronger push of students to excel academically

Class topics, feels like I've taken the same class over and over
Better advisor scheduling/advisor switching. I had multiple advisors in 3 years
Mandatory pre-screening freshman year for law enforcement track (physicals, vision)

New facilities
Clearer understanding of 3 paths (LE, corrections, generalist)
More professors

The buildings
The amount of work
Not knowing about the law enforcement requirements until the last minute

Classes would be stricter
Retention of knowledge by students

I would like better advising about what happens next
Start the informational internship meeting sooner in the school year
Lastly, I would like to get more recognition

The advisors for freshman, sophomores, juniors
No one really seemed to care about the students or want to help the students

I would change the fact that kids should be in the tracks he/she wants sooner
Not having to take classes that don't have to do with our track
Possibly taking eye exams earlier for students who want to be in the law enforcement track

New buildings

I would recommend more practical exercise in lower level classes
More preparation for academy bound students
More law classes required

More hands on application

Appendix I

Law Enforcement Academy Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More studying of current issues facing law enforcement
Have all classrooms and faculty in the same building

The resources available
Classroom structure

Have a more convenient and better building
More class options

New building
Advisors just for advising

Classrooms

Have a better alternative to the non-law enforcement students
More report writing
New building

Give us our own building
Stop having the school treated on a lower level than others
Update our equipment

Have tests for academy, such as eye testing, earlier than junior year. Doesn't need to be mandatory
Better building for criminal justice academy
Better equipment as far as technology for academy

Own building
Physical (eyes & ears) test before junior year
Push everyone to know repercussions with problems with the law (kicked out, jobs, etc.)

New building for the academy
Have MCOLES test such as hearing or eye exam all three years available before entering into the academy
Have professors who want you to learn the material well, not just to pass the class

Make criminal justice courses more challenging before the academy to better prepare students
Improve facilities
Improve programs to prepare students for the academy both mentally and physically

Appendix I

Law Enforcement Academy Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Building, it would be nice to have a separate building
More preparation for academy students
New classes (extra classes)

Build a police academy building
More real world application for underclassmen
More active on campus

Better facilities and a training area/town for the law enforcement academy
Provide financial assistance for books and academy entrance testing
Allow some academy testing early (freshman/sophomore year) to allow students who do not qualify to find other options. Mainly see this as an issue with the vision test

A school of criminal justice building

More resources for the job market

I would make PT 5 days a week
Allow more money for practical exercises
Decrease cost of books and all other mandatory items like uniforms

Having a more advanced building
The availability for newer technology
A better way to transition from junior to senior year

I would try to relocate the school to a more centralized area on campus

Faculties

Having bathrooms on every floor
Earlier screening for law enforcement track students
Nicer building

Newer class buildings

Better classroom
More hands on
More time to study for tests since we are always in class 8-5

The location of all the buildings spread out on campus
The amount of pressure put on students

Appendix I

Law Enforcement Academy Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Both gender bathrooms on the same floor

Individual building

More scenarios for under level classes

Appendix J

Off Campus Instructors

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The SO CJ continues to provide that foundational education and career opportunities to our students

Instructors who have criminal justice field experience

Strong relationships with CJ agencies and practitioners

The administration, organization is fantastic

Support

Technology

It's a statewide program

The consort program

The ability to do a dual program

The opportunity to continue to contribute to a field I cherish

The opportunity to mentor, as well as share my experiences with future practitioners

The opportunity to interact with students in the field and hear their positions and beliefs regarding the current issues in the field

Reputation

Instructors with real world experience

Internship opportunities

Assisting students and watching them grow and achieve their goals

Off-site flexibility of course offerings

Credential requirement of faculty

In seat and online offerings

The academic opportunity, this 3 and 1 program gives non-traditional students

The excellent support staff at main campus and off-campus

Relationships developed with off-campus instructors

Community with the other professors, administrations, and staff

The students' openness to learning

The staffs' willingness to assist

Excellent reputation. This makes my job easier when I walk on to a community college campus

The police academy is second to none in the state. I experienced interviewing quality law enforcement candidates in a previous career

Outreach. I am proud to be a part of bringing a Ferris CJ degree to those who wouldn't otherwise have the means

Appendix J

Off Campus Instructors

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Keeping up with current trends/issues in CJ-our catalog entry for CRIM 385 still speaks of AIDS, drunk driving, and drug issues. We need to stay current. Technology and its impact in the manner of instruction is going to evolve and compel change

Budgetary constraints

Enrollment

Teaching more classes

Some students not prepared for junior and senior level work

Opportunity to choose my own textbook

Not enough classes offered in the program

Not enough on line classes offered for the program when you're not able to get them in class rooms

No student center at the satellite campuses

Attracting students to the field-this may be an opportunity for FSU to take a leadership role in terms of working with other state holders on this issues-MACP, MCOLES, MSP, Sheriff's Association to address what is a hiring challenge in the state

Attracting students to FSU's CJ program. We seem to need more marketing especially in regard to the statewide program

Offering more course options in summer

Watch core CJ curriculum to make sure it matches with our industry

Recruiting good students

Meeting industry needs with our graduates

Communication is lacking between main campus and off campus. We are supposed to be all a team, in this for the same reasons. It is difficult to adequately prepare for classes when changes occur and no notification is given. It's very frustrating and leads to unnecessary hard feelings and miscommunication. Not enough time to prepare for class changes.

Keeping current with trends and directions that CJ is going. If we can't or won't change because "this is the way we've always don't it" then we can't grow as an organization.

Repeating the same information in multiple classes can reinforce but also turn off students and instructors. It seems wasteful of valuable time that could be used to explore more current issues and trends.

Keeping in mind we are here for the students and not us. We are inflexible when it comes to doing right by students with issues they need resolved.

Jobs for graduates

Placement in internships

Commitment of students

Lack of proper academic preparation by the community colleges

Appendix J

Off Campus Instructors

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Poor advising by the community colleges

Lack of scholarship opportunities for off campus students

Enrollment

Quality of the students

Keeping tuition affordable

Price for tuition is always rising

Students finding jobs before getting their degrees then not coming back

Demographics. The number of college age students will be falling in the foreseeable future

Cost. Our "price" continues to rise, exceeding the rate of inflation and wages. Community college students are greatly impacted

Anti-police sentiment. Our "leaders" need to put an end to this now! Our candidates are amazingly resilient, and continue to apply

Appendix J

Off Campus Instructors

Q3: What three things would *you* change today about the School of Criminal Justice?

I'd make the program more flexible. One size doesn't fit all, particularly given the combination of declining college enrollment and declining resources

From an off-campus standpoint, more input. We usually hear about changes after they've been made. Decisions seem arbitrary and illogical at times. It's impossible to support arbitrary, capricious, illogical, etc.

Consider offering for more "online" courses. I cringe to even say that as I don't care for that format myself, but it's clearly something we face. Our competitors, albeit some not what I would consider formidable quality wise, are ahead of us in the regard

More class offerings and opportunities

The textbooks needs updating, the book used in CRIM 310 is also used in Jr. College. So, we are repeating the same class over

Perhaps giving students broader latitude in regard to setting up their internship at times other than the summer

Providing more face-to-face classes for the advanced English requirements, especially in the statewide program

Perhaps broaden course work to include more option in the area of probation, parole, human services, and child protective services

Allow interns year round to maintain our relationships with our employers

Better marketing assistance/staff to help maintain our program

CJ electives at the Ferris level

More cooperation and consideration given to off campus concerns, issues, and opinions
Not being so rigid in books used-what I am being told to use is old, outdated, and going backward. We need more on multiculturalism in policing in CJ, more in technology, etc.
My opinion with one book is that we will be using it only to benefit 1 person on staff that wrote it even though there are many errors in it. That to me is ethically wrong. I believe we can accomplish learning objectives and still use a different book than others use

Being more flexible when it comes to the needs of some students to make them successful. While they can be told no, there are times we do need to accommodate them not us, specifically internships and only allowing them in the summer

I think it has always worked well. I have always liked the way the school runs

Communication with off-campus adjuncts is lacking. It is clear that many decisions are made without considering off-campus staff

Leadership. If the director, dean, provost, president has a vision, full-time faculty should be able to veto it

Hiring process- streamline it. How long should a school or college go without a full-time director or dean?

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Teachers
Class times
Environment

Knowledge
Having professors that work in the criminal justice field
Class sizes are small

Professors
Unity and understanding among studies to achieve similar goals
The overall quality education that I have received

Professors' work in the field or use to
The lax atmosphere
Open dialog

Flexibility and understanding of the professors

Teachers are usually working in or have worked in the CJ system. Gives them a unique knowledge for the students
Smaller class sizes, better for one-on-one with students
Very good at preparing students for outside world

Classes are at night
Instructors have walked the walk
It is so close to home

Flexible hours
Instructors that care about their students' success
Open communication in classrooms

I cherish the instructors strive to see each student succeed
The availability to help when needed
The convenient times classes are held

Knowledge
Friendship

Having classes off the main campus location to take that still qualify as credits toward your degree
That the classes are small
That the teachers are very qualified and have been in the CJ profession

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The support and encouragement we have when it comes to our success
The flexibility in our courses and the professors who take time out of their personal lives to help us out
The fact that there are so many opportunities make me feel like I am bound to find where I am meant to be

Small class size
Quality of instruction
Links to career opportunities

Mostly every class you have the same people in them so you develop friendships
Getting a degree within a reasonable price
Same teachers throughout and you get to know their teaching style

Friends I have made in the program
The helpful teachers and staff
Being able to obtain a bachelor's degree locally

The lawful right to help those who need assistance with justice for crimes committed against them
The teachers here are actual workers within neighboring communities, who can bring fourth living testimonies to current issues
The acceptance with bias

The instructors
The learning environment

The professors always willing to listen and help you
The professors' quick reply to emails
The professors always prepared for class

Enjoy the people
Enjoy the instructor
Love what I'm studying

Having professor who actually work in the CJ field
Learning about all the update information and technology in criminal justice
Having great counselors to guide you

Location
Professors
Class size

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The relationships I'm building
The openness of conversations without judgement
The information given to us by those in the profession with actual experience

Professors
Connections
Atmosphere of class

Instructors' knowledge and availability
Class availability, online and in classroom
Students' interaction

I cherish that most professors have come from backgrounds that relate to the field of criminal justice, they have experience
Having an off campus that allows students not to drive back and forth to Big Rapids

The ability to take courses at Grand Rapids campus
Variety of instructors
Amount of offerings course schedule wise

A location that is closer to me than main campus
Partnering with local community colleges
Great classes, teachers, and staff

Personally interests me
Small numbers at Ferris of CJ students

Being able to learn different aspects of the program

I like having the off-campus option so I can still work and live at home
I like the 3 plus 1 program with the community college
I like the accelerated classes

Professors
Classes that are offered 9 weeks or 7 weeks
Hours of classes

They teach us everything we need to know about criminal justice
It's very convenient to get to class
The professors was once officers, probation officers, etc. their selves

Small class sizes

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Instructors that have personal experience in the field
Constructive feedback from my instructors

Learning about different laws and the history of CJ
CJ is available at the downtown Ferris campus not just big rapids
The selection of classes

After being here awhile you become one big family. This is good when it comes to CJ because you need to be able to trust your team
They teach you a lot of hands on things, I am a good visual learner
Good professors who are willing to work with me

I have gained knowledge about the system
It has made me a better person overall
The School of CJ will benefit me in the future

Great professors, they have a lot of experience
Great new information in most classes, it is not repetitive information like at GRCC
Small class sizes

It is really interesting to learn about issues we face as a society
I love the stories told by each professor, it sort of gave you a picture of what to expect in this line of work
Every topic was diverse and had a lot of different things to talk about

The professor's personal stories that help us relate to topics discussed in class
The peer interaction for class discussion/projects help us network
The professors are setting us up for success

The knowledge/experience of the professors
How they apply real life situations to a topic
Ability to discuss/interact with CJ professors

Being able to go to school at my late age
My being able to accomplish passing all the criminal justice classes
Allowing me to take criminal justice classes at age 50+

The convenience of the offering of classes for me
Harper woods seems more resourceful as the statewide Ferris campus
I get more of a home feel, closer relationships with staff, advisors, and students

Learning my rights

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Learning my history
Meeting criminal justice teachers

I love learning how to help people in a different way
It's a unique field
The professors all have plenty of experience and know a lot about the field

The professors are very understanding and the fact that they are in the field or have been in the field
The advisors at the Harper Woods campus are great, and they really work to help you with any information needed

The professors who teach criminal justice courses are professional and already in the field. They have so much knowledge to share. You get a lot of training from it

The ability/education that I am receiving to move forward with helping at risk youth
The class sections and advisors that are made convenient to me as a consortium student
That learning the law as a result is remarkable each day I am learning more of legal

Being able to transfer credits
Being able to obtain Bachelors and Associates at the same time
The experienced instructors, feeling of hands-on

I enjoy getting information from all the instructors. The teachers are very informative
I enjoy learning about different events throughout the year

I love that most of the professors were in the field and have so much insight
With the statewide program, I love how personal all the professors are and how much they care about each student's needs

The ability to take classes at a community college and transfer to Ferris only needing one year is a huge help to students

The various off campus locations that are available
I enjoy the teachers, very experienced in the field

The proximity to my home in southeast Michigan

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Not sure what I like the most about the school of CJ because this is my first semester at FSU

The opportunity to get a degree through FSU without having to attend at main campus

Easy transition into program when transferring from another school

Small classes

Being able to learn

Knowing that once I finish, I will make a difference in the CJ field

The professors bring a wide range of knowledge to the program

There is a real life application for most of the material we discuss in class

There is a lot of class participation

Advisors- the most helpful here at Macomb and Oakland because they take you step by step and tell you what you need in order to finish

Flexibility- classes are offered to any time and day that helps me. If a class is not offered now, then next semester it will

Degree fulfillment outlines-helps me easily know where I am at

I am able to keep my current employment

Cost saving

Night classes

Ease of access to classes in SE Michigan

Top quality instructors

Diversity in classes

Letting it go statewide, I was able to stay home and save money

Allows me to get a degree that I can use in the future

Instructors

Proximity to home

Open discussions

You can take classes at different campuses

The 3 and 1 with OCC

Most classes are 3 credits

Ease of class choices for statewide students

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Relevant classes for the era of policing
Convenience of the program

Instructors who work/worked in the field
Variation of instructors/topics taught
Classes offered at night

The teacher knowing what they are doing
Smaller class sizes

The professors are awesome

I like that the professors are currently working in the field that they are teaching

The opportunity to be here
Small class sizes
The services available to students

The conversations that comes up during classes between the students about the laws, and how they are supposed to work vs the way things really are
Learning new things about the laws
The teachers, they are excellent

Authoritative principals, not only relative in life living tools, they are applicable on learned knowledge
The view of the scales of justice are implied morally, universally it has a pictorial impact
Helps to guide the moral compass our society should try to adhere to

How the class sizes are small and intimate. It gives students the opportunity to have one on one sessions with the professors
How fast the courses are (fast track) so that it's a year program to receive your Bachelor's degree
That my advisor was so personable with me and how I could directly get in contact with him no matter morning, afternoon, and night he got back to me efficiently with effective answers and info that kept me on track to graduate
The ability to have a fair trial of due process, representation, a right to a trial before a just and the right to appeal the ruling and take it to the supreme courts

Flexible class schedule
Challenging course work
Excellent structure that is easy to follow and make sense of

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Convenience of location and class schedule
Experienced instructors
Interesting content and small class size

Convenience of flexibility of classes (online and night classes)
Ability to take classes at closer locations (ex: west shore and Muskegon)
Knowledge from instructors and instructors who spent career in criminal justice to give real life examples

Flexible classes/schedules
Convenience of different locations
Knowledge of new programs/the helpfulness of guidance counselors

I can get my bachelor's degree from the Muskegon campus
I like having some teachers that have worked in the criminal justice system and teach from experience
I like having a police academy available at the school

How well organized the program is
How helpful the teachers are
How friendly the students in the program are

The instructors are always more than willing to spend time with us and are always details and clear about the class and their expectations of us as students
I was sold on choosing Ferris because of the satellite campus opportunities and like that I can suggest it to fellow students

I cherish the ability to study off campus with professional and well educated teachers
I cherish the ability to study at Ferris without having to uproot my life to move to Big Rapids. I am very thankful for this program
I cherish the opportunity to learn from those who have experience in the criminal justice field. FSU's program is superior amongst all others

It has saved me a ton of money
It was convenient and close to where I want to work
With having the internship it's given me a better opportunity

I cherish how I can get my bachelor's in criminal justice in my hometown instead of driving to Big Rapids
I cherish the fact that Ferris State Criminal Justice program gives students hands-on experience, for example my class got to visit a prison

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

I cherish how the CJ program is fast paced and the counselors are always helpful in your career

I cherish my instructors; all of the instructors have a wealth of knowledge and experience

I cherish the fact that I can take FSU classes close to my home

I cherish the fact that I have one semester left and I will finally be graduating

3 and 1 prices

The access to local Ferris teachers and advisors

The quality of the classes themselves

As a student, criminal justice has left a long lasting impression on the way I think about the law, crime, and justice. The school of CJ opened my eyes to various ways of looking at the law, especially when it comes to law enforcement and how important their roles is in investigation and solving crimes

Providing protection and help

Being disciplined

Learning and evolving

Night classes

Instructors

Detailed material

The teachers

The criteria

The degree

The professors are experienced professionals who bring the class to life with real life experiences

The curriculum does it's best to cover all branches and topics of criminal justice

The enthusiasm from guest speakers and class trips

Instructors are currently of recently retired from the field

Real-life experience

Many outlets

Learning about the law's

Being able to relate almost anything

The instructor's and how they make class fun

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The material covered and how it pertains to the criminal justice field both past and present

The ability to be taught by instructors that have had long careers in the criminal justice field

The opportunity to study relevant material

The learning experience of the justice system as a whole

How certain letters of the law came about and why they are implemented

How both of these two above play a role in our society

The top-notch instruction

The connections to the criminal justice system that the criminal justice system provides

I like the ability to learn close to home rather than having to go to main campus.

Essentially, that the program is offered in different locations/at different campuses

The teachers that are here because they generally care about us

The students I'm with because we all are motivated and here for a purpose

FSU because they help me and my peers whenever we need it and it's an amazing school

The instructors, so far I have gained a great deal of information from my instructors

The curriculum is challenging enough to keep me interested

Teachers have a lot of experience and are great at using that experience in their lessons

Planning classes and getting what needed done, done

I feel prepared and ready for the future

Some of the faculty

Good program

Knowledgeable professors

Good material

The classes

Professors

Students

The professors are amazing and extremely knowledgeable in the field

The internship program is a great experience and gives you a good foot in the door for the field

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The cost of the program being a 3 plus 1 program makes the program more "doable" for many students. For me specifically, it allowed me to complete my degree much faster than a different program at a different university

Love that I don't have to drive to main campus to get the degree I want
Working with teachers that actually have done the job is great

I like that we have more time to learn more information instead of doing many little assignments

I am able to take the classes at my community college without having to travel due to my family

Because I take it at Delta we get to know everyone in our program

The "real world" knowledge of most of the professors and their ability to relate learned concepts to actual on the job experience

Most professors treat us like the adults we are

Its esteem with in the CJ community

Dives deeper into the psychological mind of the criminal

Fantastic professors

Discounted degree is much appreciated

It's close to home

Affordable

I love that it is close to home and affordable. I can still keep my well-paying job, live at home and pay Ferris tuition one year instead of four years

I like that is it offered at off-site locations like Delta. Makes it way easier than traveling all the way up to Big Rapids.

The professors in the field are very knowledgeable

Not having to take a math class

Excellent Delta professors

It's an interesting topic

Not having to go to Big Rapids

Excellent professors at satellite campuses

Tim Cassidy's patience and dedication to advising students automatically

Productive

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Positive
Helpful

Convenience
Well-educated professors
Fun atmosphere

The knowledge that I am gaining in criminal law is very resourceful
That the program is goal orientated and set forth realistic goals to help you get into your career
Job leads, information about good career choices

The teachers are some of the best I had in college
Teamwork between students and teachers
The program is cheap and made it possible to get my degree off-campus

Awesome professors
The knowledge I obtain
The relatable stories that make me more eager to get working in the field

The helpfulness of the advisors and instructors
The real life experiences that the instructors bring to each course
The organization of the entire program

Being able to take courses off-campus
Smaller classroom settings
Several off-campus locations you can take classes at

Ability to take classes at LCC for 3 years and then able to have those credits transfer to Ferris
Lansing Ferris campus helps me stay local so I can keep my current jobs
Although it's a university, I like the small classes here in Lansing, more one-on-one time with professors and advisors

The teachers are all well educated in the program, which help give a more understanding of each class
Program gets you involved in a CJ setting/internship

It allows me to stay close to home because of its ability to be offered on multiple campus sites
More affordable because I get to stay close to home and live there
The info taught is up to date and 9/10 times come directly from the source

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

I enjoy the classes we are required to take
I like that my professors are all prior law enforcement so they have background knowledge
I like an internship is required

Both LCC and Ferris's advisors so understand when life happens and will adhere to me as a student
The conversations created in the classroom are interesting
Professors are always updating us when a change is happening in the CJ field

Internship
Amount of networking professors require us to do
The communication between the department and students for when paperwork us due once at Ferris

Great opportunities
Internship required
Great communication when there are student problems

It covers current and up to date information on the CJ system
It covers skills that will be utilized in our careers post-graduation
The ability to do the police academy as part of the curriculum

The program is very convenient
The instructors are great and knowledgeable
The required internship course opportunity given to students is great

Equal opportunity/location
Smaller classes, more hands-on
Better connection with professors and classmates

I like that there are law classes that teach us about the laws we will be enforcing

The amount of knowledge that is obtained
The professionals that are in the field that come in and gives their personal experience
The freedom to be able to not be limited to certain career opportunities with the generalist degree

Location, not having to drive to Big Rapids for class
Class size small enough so that it is not overwhelming to learn

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The experience of the instructors such as retired chiefs of police, prosecutors, etc.
Respected program nationwide

The professors
The teaching style
The education process as a whole

The access to knowledge about a field I am very interested in at a reasonable cost
The availability of campuses allowing me to attend and still balance my life as a nontraditional student
The core courses are very informative

I enjoy that the professors are actual officers, lawyers, etc. that have real life experiences in the criminal justice field
The professors take an actual interest in the learning process of their students
Teaches the actual ends and outs, as well as gives us a chance to experience what it would be like to be employed in the CJ field

Classes break down criminal justice matters for people who know little to nothing about it
Provides opportunities for students to go out and create contacts outside of class

That once I graduate, when I am looking for a job I get to put Ferris State. Our program is known and respected
All of the different courses I was required to take to familiarize myself with all aspects of our field

A lot of credits transfer
Affordable
Teachers with hands-on experience
Being able to take Ferris classes in Lansing, so I can still work and be around those important to me

Offered at different locations
After community college, it puts you right into the CJ 4 year program

It teaches us real life situations; it lets us know what we're getting into
Both pros and cons of the future job
Encourages us to go out and get experience

It is offered
How well it related to the real world and is not statistically based

Appendix K

Off Campus Students

Q1: What are the three things that you cherish most about the School of Criminal Justice?

The program allows us to get a great education at a lower price
Stays in Lansing so there's no moving
Get an associate and bachelor degree with the 3 and 1 program

The real world experience that the teachers have
The relationship between students and teachers, seem like they care
The flexibility of classes

3 plus1 programs
Uses actual professionals who have career experience
Puts a law enforcement perspective on social and legal issues

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Having no experience (as in tactical)

Firm understanding about books but not real life

Fear of failure because no one in school explains that it's okay

Not enough students in the criminal justice field

Challenges for graduate to find employment in the field of their degree

Field trips, tours of the criminal justice system, internships

Doing my best in each of my classes because of the challenges (exams, readings, studying) of professors

Finding classes to fit my schedule at GRCC and work

Repeat of information overlapping in many classes

Overcoming bias

Racism

Bad publicity

Things within the criminal justice system are changing every day

Minority recruitment for officers

Community policing-more effective

Nobody wanting to go into law enforcement

Adult students trying to get scholarships

Classes being offered in multiple semesters instead of only certain ones in the fall or spring

Students maybe don't like late classes

Family

Money

That classes are expensive, they shouldn't cost as much

The challenges I face are things that I bring on myself like last minute signatures

More physical instruction

Class offerings restricted

Having to deal with the society and social media knowing not everything is true

All the different laws

Graduating on time

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Internships
Graduating on time
Student loans

Laws change every day
Each area has different ways of going about enforcing laws
Officials have such a bad reputation that the community no longer trusts them

Getting the right students for the field

Political news
Stigma from other outside programs
Getting people into the program

Financial aid, not having enough money to go to summer classes
Books are just way too expensive
Transportation, Ferris should offer bus tickets for students

Finding internship
Only offer internships during the summer
Scheduling courses

Trying to maintain open conversation while also avoiding offensive statements. Some students feel their opinion is more important than the facts

Getting an internship
Class times
Using the same book over and over

Parking
High cost of books that instructors don't use
GRCC and Ferris CJ course should be the same not different

Repetition of the same material learned in class over and over
Lack of computer labs in the Grand Rapids off campus ATC building to assist students especially those of CJ major

Studying current with issues and presentation of content
Diversity of professors ethnically
Meeting job placement needs

A lot of job openings, not many people applying
Not a lot of diversity
Community/police problems

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Being taught old fashioned information but living and working in the current world
Not getting enough diversity training but expected to know it in the field

Learning old material that doesn't always apply to today's society
Having more of a multi-culture class where we can learn more about different cultures
Having the on off-campus technology help with criminal justice

More diversity education
Human trafficking and victims training and education
Technology

More multicultural classes
Books are too expensive
Current books-updated info about criminal justice

Passing the class
Not forgetting what was taught

Less course flexibility at GRCC location

Remembering everything
Police academy/boot camp
Trouble finding internships
Hard to find a lot of colleges in the area with CJ
The timing of classes, all late or early morning, harder for single moms

Stepping out of my comfort zone when it comes to finding an internship, interviewing law enforcement for projects, and locating "field trips"
Trying to afford it
Keeping all my work in order. It's hard to keep everything where it should be. It's the professional thing to do and jobs look at that

Patience
Responsibility as a professional in the CJ field
Change, as a person has to adapt to different situation

Not many class time choices
Having the internships only in the summer
Paying high tuition rates resulting in endless debt. People in the criminal justice field know we aren't going to make a lot of money; it's going to take a long time to pay off our debt

How we see things in society through media terrorism, bad cops, and a corrupt system.
People are quick to judge criminal justice and not give it a chance

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Tuition is pretty outrageous for students living off campus so we take on loans
More classes offered in Holland location
More events are held at the main campus in which most students will not attend

Cost of tuition and books
Availability of classes available for working students
Programs not offered at all campuses for students convenience

Being able to find a job at my age of 50
Being able to pass all my classes
Being able to afford the classes

The drive. I drive a lot to finish my degree. Garden City is the closest to me, still far because I'm closer to Metro Airport. Garden City needs more variety
One classroom. Why are all CJ classes in the same room? Some people have to wait 3 hours on campus until the next class or even drive back to campus because last class is at 6pm. Instead, could have 2 CJ courses going on in the building to avoid hours waiting
Have more events for off-site campus students, graduates, etc.

Major is one that needs people to enter
People are scared to deal with criminals
Pay rates for officers

I don't think people are very passionate about it, and it is unfortunate the profession doesn't pay much so that could deter people

The hours of the classes need to be more together; the times are spaced apart too far

More classes with more flexible times and professors should be available
Drive is too long
Most professors are amazing but some use politics and should not be used

Recidivism/disregard, not having classes offered each semester
Youth violence/disregard, course convenience

Finding a class during the evening off-site
Finding classes that aren't repeating similar information learned at community college level
Finding classes at convenient times

That we have to take our internship in the summer also that it's expensive
More available classes throughout the year

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

The lack of available classes for statewide program
The locations are a bit far away and only in certain locations

Availability of classes for statewide students
Attempting to acquire a summer internship if your first semester starts in the spring
The timeline of getting an internship is too short

Availability of classes, all year round
Courses seem repetitive, all have the same information
Summer internship is expensive and offered only in the summer

Courses redundant to community college
Liberal instructors pushing their politics

A lot of information being covered at Ferris has already been covered at the community college
When you are already working full time in the CJ field your work should be able to take place of some of the classes

It is difficult fitting the courses into my schedule due to class schedules and work schedule

Lack of choices for English courses offered to students not attending main campus
Lack of help finding and securing an internship

Discrimination
Hate crimes
Favoritism
Less time talking about sports for 20-30 minutes to ensure I get my money's worth

Internship

Not a side variety of classes and most are repetitive
It is difficult to secure a summer internship
Traveling to campus for statewide classes can be expensive

Hard to find internship
Hard to always make it to class due to work

Getting interest in the field
Summer class options
No online classes

Classes only being offered at 6pm

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

The repetition of the courses

The amount of writing, for working students

The schedule of the courses offered (not consistent)

The internship

Lack of classes available to statewide students

Finding internships has become difficult outside of actual police/law enforcement

Lack of online courses

Finding an internship

Lack of elective choices

Inability to test out of classes even though I work in the field which is covered in the class

No online classes

Not finding the right class

Having better textbooks and curriculum

Not knowing what to write

Staying fresh with new technologies and strategies

Shortage of classes

Classes not available all semesters

No student center on campus

Lack of interest in the field by younger generation

Criminals who are advances in technology and continue to advance as technology advances

Law suits due to poor training

The criteria and requirements that have to be met for completion of the program

The physical agility necessary to pass physical endurance test after a certain age, for example after age 35 for employment

Any combination of childhood mischief could hinder success for completion and or entrance into the school of CJ even if you've tried to lead an exemplary youthful life up until the time of consideration for employment

Keeping up and myself abreast with laws, statues, and codes that are constantly changing and being revised

Loopholes of the law

Knowing when to apply those laws with different situations using ethical methods according to my career force and using my own discretion when necessary

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Amount of classes available per term, however I think this is due to enrollment

Amount of participants

Travel distance between classes

Some classes are offered only once a year

Classes have been canceled due to too few students signing up

More options for English 300 classes other than the ones offered currently

The approved English 300 classes

Available internships

Criminal justice is always changing making it difficult to teach about current issues

I would like more forensic classes

I like to learn with hands-on activities and there are not many opportunities for that right now

I don't like the fact that all of the books are forever changing

The cost of education

How timely the homework can be

Making time for all of my classes with work also apart of life

The advising process during the transition from Mott CC to Ferris is always difficult and confusing but that falls on CC as my Ferris advisors are always 100% on top of things

Cost of tuition limits the amount of people who can afford to attend FSU

Off campus students have less choice of classes offered at their reach

Sometimes it's difficult to sort out financial aid issues between phone and email

Being a satellite campus has its difficulty with the advising and the transfer of credits

I currently have not experienced any challenges while at Ferris State school of CJ program

Because I take classes off campus I have less classes to choose from every semester compared to main campus students

Cost of every credit hour

We don't graduate with the academy already finished, and we pay for the academy ourselves

Online courses with main campus professors

Help with finding internships before March

Financial revenue

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Employment after graduation

Resources available to students throughout entire semester

Ethical dilemma situations

Balancing the stress that comes with it

Interacting with different personalities

Judge Kelly

English

Cost

Internship when you have a full time job and family

Drawing in students

Completing internships

Professors that are able to stimulate a class

In class activities to break out from long lectures

Assignments that are reoccurring from class to class

The judges

Bad students

Bad teachers

Predicting social change

Staying relevant with changing technologies

Predicting criminal traits and future crime

From what I have seen, there are small class sizes possibly showing lack of interest in the program

Keeping students interested while reviewing material as some of it is very dry and is also repeated over several classes

Making students feel like they are ready for actual training after education, and feel confident in applying their knowledge

How to adequately prepare students to address the issues facing the criminal justice system

How to adequately assess student's retention of the material, as learning concepts is sometimes difficult to apply a letter grade to

How to attract more interest in the program

We need more diversity in the teachers

More guest speakers to see their point of view

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Need a class where we can explore and do hands-on things. Yes we have internships but we need other classes too

The internship program has been my biggest challenge. Being in such a small community has made it very challenging to find an internship

Students who aren't serious about criminal justice

Keeping up with change in society

Not as many people interested in criminal justice because of negative portrayals of police in media

Police work is not very popular right now

Changing society

Changing beliefs

Nothing

The class schedule is hard on a work schedule because there is only one time slot option per class per semester

Being an off-campus student it's a challenge when main campus doesn't respond to emails in a timely fashion or even at all. For ex: when internship paperwork is sent in it would be nice to have a confirmation email or something of that sort

Getting books is difficult unless they are ordered. It would be nice if Delta bookstore was allowed to carry the books we need for Ferris

Working 2 jobs and going to school is hard

Trying to find time to study and do homework

Class time and less to do

Student ID, been at Ferris for 2 semesters and still no ID

Not a lot of options for classes when they only offer it once

Small choice of instructors

More user friendly website

Respond from main campus on emails

Not enough online classes

Too much note-memorization and not enough "deep learning"

For off-campus students, not enough cooperation between the use of delta's facilities and FSU students especially the library

Limited class times

Internship must be done the summer prior to graduation

Master's program only offered at main campus

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Too much information to obtain at once

Not a lot offered during certain times

There aren't many options for times for classes. You have to wait for another for another semester if the time does not work for you

Try to remember all the information to carry on into my chosen career field

Being off-campus limits your class times/options to take a certain class

Main campus won't email back

Class times suck. Have to wait semesters to get chosen class

Online classes are poor due to lack of communication

Limited class offerings

None

Less people want to be in law enforcement

Lower enrollment

Financial difficulties

Diversity within the classrooms, it's a challenge sometimes being a minority

Classroom discussions sometimes is one sided

Timing/scheduling

Class times

Communication with main campus

Learning all the laws

Keeping up with the homework

Trying to plan classes

Challenging course materials that help students learn

Transition from lower level classes to university higher level classes

Less class time options for the off-campus site

When classes are available such as day and time

You are not offered the extra activities that main campus students have available

Never had confirmation from main campus that paperwork is received

Finding internships only in the summer

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Because of the turmoil and "stigma" (mostly bad) that is attached to the CJ system, it might become less desirable for future generations

Trying to find a place to intern

Not much explanation on the different careers within the CJ field, only generic answers like police, probation, parole, corrections

Learning the laws and how they work

There is only one class time for each class so you have to take it then and hope work will work around it

Limited summer class options

There are a lot of students in the program interested in careers other than police officers and the generalist course list is still specific to wanting to be a police officer
People learn about it in college and in high school they could better prepare to do a 3 plus 1 option

I haven't faced any challenge. Everything has been positive overall

Limited classes available in the summer
Limited times/days available for classes

Too much focus on only law enforcement/cops and very little about other jobs in the field

The way the class is instructed, with busy schedules some classes seem as if they could be offered online

Possibly not passing classes due to not having other assignments to weigh out or make the grades better. Some classes have little to no homework and just exams

Possibly for some the location of classes may be an issue

Recruitment of criminal justice students

Professors teaching subjects for the first time, not taking student feedback on how to make the class lessons easier for students to learn

Lack of students in the future given the bad image police work is given in the media recently

The rising epidemic on the tension between law enforcement and criminals
The reputation it brings currently to a majority of people

Current social climate eroding interest in CJ

Appendix K

Off Campus Students

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Lack of interest I notice from my peers

Finding internships

Getting students hands-on opportunities to learn about police work

Getting physically in shape for law enforcement

Providing opportunities to learn about other CJ jobs outside being a police officer

The way the public is ridiculing criminal justice, this can push people away but also at the same time it can push stronger individuals to work hard and succeed in this job

Limited times for classes

Limited teachers

Not a lot of summer classes on Lansing campus

Internship only offered in the summer

I am having trouble with proof reading my stuff or finding someone out of class to proof read

Scheduling because I live farther away

Making time for all face to face classes

Transferring class when you don't communicate with advisors

Time of classes and trying to work around work schedule

Internship being in the summer

Classes being set at two times only

Decline in police favorability

Lack of online classes

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Talking more about the corrections side of the spectrum not just policing

Scenarios in place

Going out to the job world and talking about their experience

To offer more classes at the Ferris State GR campus in the evening

When certain classes are offered

The classes that are almost reviews of previous courses (make specific criteria to be covered in each course and make it mandatory)

Availability of online classes

History and how CJ evolved

The amount of classes available per semester

Amount of classes available online

Length of classes

15-year experience in the field should allow a way to test out of some classes

More hands-on classes

Classes being offered in multiple semesters

Offer more variety of classes

Maybe make some classes earlier for come convenience

Allow more outside employers to come and talk to students

Availability

More day classes

I love the school of CJ I wouldn't change it

Maybe more availability from our advisor

Better scholarships

The times, getting out so late for those who have to drive a long way

Buying books and not using them

What people actually think

Earlier classes

Fall/winter internships

More pizza

All departments would enforce laws according to a national requirement

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More community relations and interactions to reward good behaviors as well as uploading the laws

More relations training in the academy to role-play social skills in stressful situations

Fewer textbooks as it causes things to be more experience

I have no complaints

No comment

Find a cheaper brand of books

Have more day classes at the GR location

100% reimbursement for all books

Variety when choosing class time/professors

Internship placement/internship fair

Cost per credit hour

Nothing I love it here

Let us do internships in another semester not just summer

The combination of GRCC and Ferris CJ classes are repeat/similar, combine the courses

Reduce parking for evening classes

Eliminate internships for students with 10+ years experience in the CJ field

Teaching students more recent trends

Material needs to be current

Content of classes needs to be more flexible and current

Incorporate "field trips" for exposure to range of careers

More online major specific classes

More time options for classes that can't be offered online

Have more ethnical/multicultural classes and how criminal justice personal needs to interact

Make it more hands-on

More current teaching on what is going on

Offering more class options, day and night

Change how we learn about criminal justice stuff that is happening within the modern day

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More classes that deal with the criminal justice field and technology
Teach more current issues and trends
More options for class availability for those who work and go to school

More class hour options for GR
Include parking in our tuition
Computer lab

More hands on projects

Parking for GRCC location
Online class choices

Times of classes, mostly at night or early AM
More schools in the area that offers CJ

We should focus less on theories and more on things we'll actually need to know.
A lot of classes I take are on correction or are for probation/parole officers. I don't want to do those and I don't think it is completely necessary to take so many classes on that.
Not free, but a little cheaper would be helpful

Offering classes in other cities in the area
More CJ instructors
A variety of more classes offered

Offer more choices of classes each semester
I would have the option of internships each semester, as needed
Lower tuition rates severely, if tuition was lower, Ferris might get more students enrolled at GR campus
We need a career/internship fair at the GR campus

Nothing really, I think it was spot on with the issues at hand and what path we need to go with to make it better

Offer more CJ events in the GR location instead of traveling to Big Rapids
Offer more summer classes. Let students pick when they do their internships instead of it being only in the summer
Offer more outside hands-on learning experience instead of constant lectures in the classroom. I've learned more and retained more when I visited the courts, jails, and prisons

Cost of tuition/books
More classes offered for working students

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

More hands-on/real life scenarios to apply when learning about a subject, don't just stick to lecturing/book

Being able to work with having a felony on your record that's not violent
Everyone could work in criminal justice field
Some of the rules so strict

2 classes of CJ always going on, on between the hours missed
On-campus Ferris event
Scholarships for Ferris on statewide

More outdoors classes
More hands on training
Better Internet courses

More online courses
More classes at more locations
More times of classes

Have more classes that are more together in time

More timing and classes should be offered
More training and practices
Change the way people look at criminal justice

More classes and choices
A broader spectrum of class material
Masters program closer or at a off-site campus

Offer online classes
Wider selection or classes offered instead of the same class offered at different classes
Offer classes throughout summer off-site. The only class available is the internship

The first thing I would change about the school of criminal justice is the opportunity to have better jobs I the CJ department
I would like to have more classes online for everyone to enroll through each semester

Better location with more of a variety of places to go
More in the south of Michigan like downriver area

Offer more classes in general to statewide students and more online classes
Offer the opportunity for students to have an internship at another point in the year
Allowing flexibility for students with other responsibilities

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Make more classes available online
Have more classes offered in the summer

Offer more online classes
Better time placement for physical classes, more afternoon courses
More courses at the same time at satellite locations

Availability of classes In the summer. I don't mind going to school spring, summer, and fall, however a lot of the classes I need are not available in the summer and I have to wait until the fall
Some people work in the afternoon so it would be easier if more classes were offered in the morning

Offer online classes to statewide students
Offer more classes at satellite campuses to allow for the student's different schedule

Should have affiliations with offices offering internships

Diversity with the professors
Repetitive information
If someone is eligible for work-study and transferred from another school such as OCC, they should be able to work on OCC campus

Change of the internship requirements. Not everyone is going into law enforcement and wants to take a security job internship. Although we can do law firms, the requirements are absurd. You can only do so much, which is repetitive, but some people want to go into law
Also some people have work, not everyone can quit or afford to take off for 216 hours. The hours should be lowered

Offer a wider variety of electives and classes
Offer more than one class per day for statewide students
Add online classes

Lack of classes offered, I think there should be more offered
More online classes should be offered

Tuition should be less for statewide students
Internships have no direct connection to the school

More options of classes so we can take classes more specific to what we want to do

The amount of time sitting down, need more time with some type of field activity
Offer more courses to student throughout the year, not just certain semesters

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Offer more specialized degrees to statewide students

I wouldn't have the internship

Assign internships based on student area and a field they choose- law enforcement, security, legal, etc.

More alternative internship choices

More online classes

Ability to test out of classes

More variety of classes offered each semester, as not everyone can take a certain class.

For example a Tuesday in spring, but if you don't take it now you can't take it for a calendar year

More job fairs and employment contact opportunities at satellite programs, not just at Big Rapids

Need online classes

Curriculum

Registration

More online classes

Nothing

More classes available in the summer

Scholarships for local students

Classes offered all semesters

The way they teach us is by the book, but going into the field would be more beneficial. Not just during internship, but during class would be nice

The way they try to wake the police seem like they are in danger, or in harms way when most of the time they are the aggressive ones

All internships for the school of CJ should be complete at any time during the 2 or 4 year semester requirements and not just sequentially

I would implement the course as apart of the college level, combining the rappers established by the professionals who create the criteria's for the course, in addition to preserving an opening with direct entrance as opposed to marketing yourself as a student to be accepted before a time line just for an internship

Implement one of the necessary police academy courses at the school of CJ such as physical endurance, practice course that will help to enable success in the requirement for passing

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

How to punish young teens and children for their crimes committed or their offenses their being scrutinized or charged for

The time span one is given to find and afford a criminal attorney to represent them effectively so that they won't be shuffled into the prison system unfairly

The stand your ground laws

Offer more online classes

More class openings

There is no change that I feel is needed except mentioned above challenges

More options for classes like forensics

Ability to take classes without having to go into law enforcement (academy specific classes)

Forensic classes

Criminal profiling

Range time

More forensic classes and more hands-on activities

I would like to do more work out in the field like visiting local police departments

I wish more professors were full time and not adjuncts

More classes available during the day

The cost of the program

More internship opportunities

There really isn't anything I would change about the school of CJ

Financial aid office, off campus

Internship, employed in the field policy should be waived/less than 16 hours weekly when employed full time in the field

Cost of tuition

There's nothing major I would really change

I would change the semester for our internship. A lot of students do not have money for summer semester because they used the full amount on fall and spring

I would change the internship program, I feel like it would be a little easier if the teachers could help you find one a little more.

I wish the cost were a little less

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

I would allow off campus students to do their final year with the academy on main campus

The internship advisors should be on that student's campus for accessibility

Off campus students spring break the same as the local colleges

More panel discussion with professionals in the field

The student would benefit from more in the fieldwork at different correctional facilities

Look to work on and make changes regarding the public and law enforcement relationship

Continue improving the qualifications for CJ positions

Implement new tactics to crack down on unfairness and corruption

Make getting an internship easier

Cheaper

Length of internship or hours

Rather than guest speakers, split the time with off-campus trips to see the criminal justice system in action

Forced time limit in classes is unnecessary if instructors finish their plan book for the day

Seriously re-evaluate judge Kelly

More hands-on assignments

Few people working in the school of CJ

I am happy with current model and have little insight on how it could be improved

I'd change the internship requirement. It is costly and the student has to fit a lot of hours into summer and do it for free

Textbook material is not always current

A lot of the same material is reviewed in several classes

More emphasis on current issues in criminal justice

More variety in the textbooks

Reduce number of hours for internship, as it is costly and the student is missing hours of work for the internship and therefore money

I would change the diversity of the teachers and staff; I need someone that looks like me to get me motivated, someone who understands

Not always getting things out of textbooks but by experienced people

The repetition of things that we are taught throughout the semester

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

I would not require a capstone course. I find it to be redundant and unnecessary making it a waste of time and money

Some of the work in classes was pretty easy. Maybe more challenging assignments would be better

I create more interesting material in certain classes.
Not as many tests, more hands-on

Judge Kelly

Have someone at Delta to be able to make ID's
Overall I love this program

All together it is a great program and I am glad it has been offered to us

I dislike the fact that we get charged for on campus amenities when we are off campus students

I would have text alerts like Delta has for weather alerts, or other safety precautions instead of just email alerts

It would be nice to have a graduation ceremony for off-campus students at the physical location where they attended school

More online classes

More online collaboration/feedback

More flexibility in scheduling/my degree progression

Less group work "individual results for individual efforts"

Limited class times

Internship must be done in the summer prior to graduation

Master's program only offered on main campus

Nothing

The internship should be available during all semesters

I'd require Email follow up to know if papers have been received for internships, grad clearances, or when applying for graduation. Knowing when tickets or gap/gown is available to know things for graduation

I would offer more classes at the off-site campuses

Maybe do something different about the internship because most of us have jobs and bills that need to be paid but have to take time off work to do an unpaid internship

More off campus classes available

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Better markers for the classes

More online offerings

Better markers used by professors

Nothing

More hands-on activities

More class options

More variety in classes

It's fine the way it is, I have not ran into any issues and this is my 2nd semester

Offer more class times/dates

No other complaints

No mock trials

More classes offered at variety of days/times

More class options for online or off-campus site times

Graduation ceremonies near or at the Delta campus

I have been nothing but impressed with the program, instructors, and advisors thus far

More classes being offered in the summer

More variety of time and days of classes

Expanding choice of summer or fall internship

Sort of "advertise" this program more to late high school students because I didn't know about it until my 2nd year at LCC

I would change the fact you can only intern in the summer

Change the amount of classes you can take during the summer

Heavy workload

Online Ferris options

Having a class for firearms or basic training stuff because it could help people rather there not getting a degree in CJ or not

More classes about corrections or probation rather than all policing

Better communication from the start of the program at LCC between student and Ferris

Getting more information out about Ferris/ 3 and 1 program

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

I would change the internship to be done in all semesters due to financial reasons it would be more beneficial to me

Everything seems to be going well so far

More variety of classes during the summer
More classes/days for that class

Inclusion of classes focused on jobs other than policing

The way the class is instructed, offer some online
Having some more assignments whether they are worth a lot of points or not to help those that may struggle on exams
Making sure that before the semester begins the school bookstore has the up to date book that the class will be using

Nothing

Some of the courses seem repetitive and need to be either combined or dropped
Offer different times for internships besides the summer
Have an online option to aid in the process for those that may not be able to attend regular in-person classes

Internship!! I think that the school should provide a better connection with the departments and companies available for internships
Give more online classes, some of us work 40+ hours

The 3 and 1 at Lansing should have an option for including the academy in the degree path
Offer more classes at more locations during summer

Separating some of the classes for those who are going into different fields
Having more classes

Hold students more accountable for lazy things they do (showing up late to class, texting during lecture)
More opportunities to go out in public and create contacts for future jobs

The English course required I wish was more CJ based instead of business
When looking for an internship I would have liked if agencies worked with the school to get an internship. If specific agencies line up in areas to welcome students, and if those don't grab your attention then you go out and find places on your own
Have more corrections based classes for probation/parole

Appendix K

Off Campus Students

Q3: What three things would *you* change today about the School of Criminal Justice?

Offer same privileges that main campus gets (job fairs, internship fairs)

More times for classes

Master's program in Lansing

Prep for internship further in advance

Parking for just Ferris students

Offer more summer classes

Some online classes because I still live an hour away so taking 3 to 4 classes can be difficult in person

The classes offered are very repetitive and overlap each other

Some classes should be able to be taken online

Change internship for all semesters not only summer

Change internship to encompass all semesters not just summer semester

Classes focus on current day issues

Advertise job openings in CJ

Appendix L

Advisory Board

Q1: What are the three things that you cherish most about the School of Criminal Justice?

Chance to discuss trends and the environment of CJ in the world

Stellar track record and reputation
Produces high quality graduates/employees
Staying "in front" of trends

Top class education
Great state wide reputation
The programs ability to meet current problems

Reputation
Career experience
Quality of instructors

Appendix L
Advisory Board

Q2: What are the three biggest challenges facing the School of Criminal Justice?

Technology
Media relations
Life/work balance

Erosion of benefits/pay will impact numbers
General perception of criminal justice
High cost of tuition in general can be problematic

Cost of 4 year education
Recruitment
Diversity

How millennials learn and communicate
Marketing FSU CJ considering declining enrollment
Maintaining/growing during budget cuts

Appendix L
Advisory Board

Q3: What three things would *you* change today about the School of Criminal Justice?

There needs to be emphasis on electronic crimes. It is the wave of the future

Increased attention on mental illness in law enforcement

Things are going well, avoid getting bogged down in trying to please everyone

Specialist only being on campus

Security being a bigger part of generalist program

Promotion of employment in field other than law enforcement

More preparation for corrections/generalist on job interviewing

Review redundancy from class to class

Ferris State University
School of Criminal Justice
BIS 509 1349 Cramer Circle
Big Rapids, MI 49307-2737
231-591-3652
Fax: 291-591-3792

STUDENT INTERNSHIP EVALUATION

STUDENT NAME: _____

AGENCY NAME: _____

AGENCY ADDRESS: _____

INTERNSHIP PERIOD FROM: _____ **TO** _____

Please evaluate your intern by circling the appropriate number below (with 4 being the highest rating). Also, please write brief comments regarding the student's performance. It is important that you return this evaluation to our department, as many employers use them as an assessment tool).

APPEARANCE	4	3	2	1	UNABLE TO EVALUATE
GENERAL ATTITUDE	4	3	2	1	UNABLE TO EVALUATE
GENERAL INTEREST	4	3	2	1	UNABLE TO EVALUATE
RELATIONSHIPS WITH OTHERS	4	3	2	1	UNABLE TO EVALUATE
ACCEPTING RESPONSIBILITY	4	3	2	1	UNABLE TO EVALUATE
PUNCTUALITY	4	3	2	1	UNABLE TO EVALUATE
REPORT WRITING	4	3	2	1	UNABLE TO EVALUATE
PROFESSIONAL POTENTIAL	4	3	2	1	UNABLE TO EVALUATE
GENERAL CONDUCT	4	3	2	1	UNABLE TO EVALUATE

OVERALL COMMENTS: (Please use the back if you require more room to write)

RATED BY: _____

Signature

DATE: _____

Appendix M

2016 Summer Student Internship Evaluations

Location: Big Rapids

Total: 167 Overall Average: 3.89

Overall Comments:

Dedicated	Hard-working	Best intern
Motivated	Great-communication skills	Strong potential
One of the best interns to date	Enthusiastic	Offered employment at completion of internship
Reliable	Observant	Tremendous passion
Good-team player	Attentive	Great asset
Fine writer	Quick learner	Great problem-solving skills
Engaged	Knowledgeable	Made Ferris proud
Strong social skills	Highly recommend	Responsible
6 th sense for knowing when something is wrong	Represented department well	Efficient
Professional	Thorough	Appropriate
Exceeded expectations	Great attention to detail	
Strong initiative	Dependable	
Took on any challenge	Helpful	
Strong leadership skills	Pleasant	
Strong organizational skills	Proactive attitude	
Punctual	Quality intern	
Energetic	Honest	
Top-tier candidate	Easy to work with	
Pleasure to work with	Requested additional responsibilities throughout	
Finished all tasks in a timely manner	Prompt	
Shows great promise	Eager to learn	
Respectful	Polite	

Appendix M

2016 Summer Student Internship Evaluations

Location: Delta

Total: 59 Overall Average: 3.8

Overall Comments:

Eager to learn

Focused

Handled tasks with ease

Dependable

Pleasure to work with

Respectful

Great communication skills

Does more than expected

Punctual

Assertive

Great work ethic

Took instruction well

Valuable asset

Observant

Great attitude

Responsible

Helpful

Great potential

Represented Ferris Well

Would consider for employment

Great appearance

Model intern

Motivated

Courteous

Keeps ahead of duties in the department

Will be missed

Independent

Appendix M

2016 Summer Student Internship Evaluations

Location: Dowagiac

Total: 1 Overall Average: 4

Overall Comments:

Respectful

Friendly

Eager to participate

Eager to learn

Great future in criminal justice

Pleasure to work with

Appendix M

2016 Summer Student Internship Evaluations

Location: Flint

Total: 9 Overall Average: 3.98

Overall Comments:

An asset

Helpful

Punctual

Ready to Learn

Willing to take lead

Responsible

Driven

Highly motivated

Appendix M

2016 Summer Student Internship Evaluations

Location: Grand Rapids

Total: 20 Overall Average: 3.97

Overall Comments:

An asset

Motivated

Reliable

Professional

Hard-working

Quick learner

Willing to go beyond comfort zone

Willing to jump in

Humble

Patient

Worked well with clients of any background

Eager to learn

Eager to participate

Made an impact

Communicated well

Will be missed

Resourceful

Innovative

Appendix M

2016 Summer Student Internship Evaluations

Location: Harper Woods

Total: 1 Overall Average: 2.1

Overall Comments:

Started strong

Struggled arriving on time

Lacked interest

No-show for a few weeks

Appendix M

2016 Summer Student Internship Evaluations

Location: Lansing

Total: 39 Overall Average: 3.9

Overall Comments:

Great asset

Hard-working

Helpful

Eager to learn

Will be a great criminal justice professional

Professional

A pleasure to have

Represents Ferris well

Motivated

Positive attitude

Punctual

Well organized

Showed great interest

Pleasant

Engaged

Productive

Shown great initiative

Polite

Observant

Communicates well

Responsible

Volunteered for assignments

Appendix M

2016 Summer Student Internship Evaluations

Location: Macomb

Total: 2 Overall Average: 4

Overall Comments:

Professional

Positive attitude

Maintained interest

Appendix M

2016 Summer Student Internship Evaluations

Location: Muskegon

Total: 3 Overall Average: 3.9

Overall Comments:

Showed initiative

Adaptable

Showed interest

Good communication skills

Dependable

Fast learner

Lucky to keep them as an employee

Motivated

Eager to accept assignments

Willing to take on more responsibility

Interacts well with staff, public, and inmates

Highly recommend

Appendix M

2016 Summer Student Internship Evaluations

Location: Oakland

Total: 2 Overall Average: 4

Overall Comments:

Great asset

Dependable

Hard-working

Conscientious

Professional

Competent

Appendix M

2016 Summer Student Internship Evaluations

Location: Port Huron

Total: 57 Overall Average: 3.95

Overall Comments:

Exemplary

Goes above and beyond

Role model example of an officer

First to step up

Solid in paperwork

Professional

Highly motivated

Punctual

Exceptional

Dedicated

High productivity

High drive

Spoke well

Great potential

Very helpful

Knowledgeable

Eager to be a part of the team

Shows strong interest

Quick learner

Good moral and value base

An asset in any organization

Appendix M

2016 Summer Student Internship Evaluations

Location: Schoolcraft

Total: 4 Overall Average: 4

Overall Comments:

Helpful

Respectful

Hard-working

Excellent interpersonal skills

A great addition

Professional

Eager to learn

Curriculum Vitae
Steven J. Amey
Assistant Professor of Criminal Justice
Ferris State University

Professional Address:
Ferris State University
College of Education and Human Services
School of Criminal Justice
534 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-5083; Fax: (231) 591-3792
E-mail: ameys@ferris.edu

Home Address:
Unlisted
If needed contact me

Education

Aug 2011 to present

Doctor of Philosophy Degree in Instructional Design & Technology (ABD)
Wayne State University
Detroit, MI 48202

Completed 98.0 credits to date. I am just starting into my 5th year of teaching at Ferris State University and finished my last 7.5 dissertation credits Summer of 2016. I have also presented my current research findings at Mid-West Criminal Justice Association September 2016

May 2010, Master of Science in Administration Degree, Distinction

Central Michigan University
Mount Pleasant, MI 49307

Thesis: St. Clair County Drug Task Force is a necessary unit

This research study investigates the necessity of a local narcotics unit that deal with local narcotics problems. The research objective was to show the needs of the unit and compared basic criteria associated with the quantities of narcotics seized, assets obtained, search warrants executed, weapons located and arrest rates. The results were compared between a current five year span and yielded a 400% increase in all of the data analyzed.

May 1995, Bachelor of Science Degree, Distinction

Criminal Justice
Ferris State University
Big Rapids, MI 49307

May 1992, Associate of Arts Degree, Cum Laude

Criminal Justice
St. Clair County Community College
Port Huron, MI 48060

Professional Academic Positions

**Ferris State University
School of Criminal Justice
Big Rapids, MI 49307** **August 2011-Present**

**Ferris State University
School of Criminal Justice
(Satellite Instructor)
Port Huron, MI 48060** **August 2009-August 2011**

**St. Clair County Community College
School of Criminal Justice
(Adjunct Instructor to Fulltime Lecturer)
Port Huron, MI 48060** **August 2005-August 2011**

Assistant Professor

Instructed the following academic Criminal Justice Courses: CRIM 301 Criminal Justice Investigation Issues, CRIM 305 Ethical Dilemmas in Criminal Justice, CRIM 356 Firearms (assisting range safety officer), CRIM 411 Crime Control Policy, CRIM 391 Internship Advisor, CRIM 311 Police and Society, CRIM 385 Current Issues in Criminal Justice, CRIM 402 Physical Fitness Conditioning, CRIM 403 Physical and Defensive Tactics Training for Criminal Justice, CRIM 355 Precision Driving, CRIM 454 Traffic Management, CRIM 498 Law Enforcement Assessment Course, CRIM 499 Criminal Justice Assessment Course, Assisting in academic advising for undergraduate students

Adjunct Faculty to Lecturer

Instructed the following courses for the St. Clair County Community College from 2005-2011, CJ 101 Introduction to Criminal Justice, CJ 104 Juvenile Delinquency, CJ 105 Police Patrol Operations, CJ 206 Traffic Law and Accident Investigation, CJ 213 Legal Aspects for Law Enforcement, CJ 215 Basic Criminal Investigation, CJ 220 Specific Offense Criminal Investigation, 208A and 208B Internship Advisor

Research Interests: Computer Forensics and New Technology, Use of Force Issues, Police Emergency Driving and Pursuit Issues, Firearms, Ethics in Criminal Justice, Criminal Investigation Techniques, Patrol Problems, Interview and Interrogation Problem-Based Learning Methods, Body Cameras

NON- ACADEMIC PROFESSIONAL EXPERIENCE

St. Clair County Sheriff's Office

Detective	July 2006 to January 2011
Deputy Sheriff, St. Clair County Sheriff's Office	January 2005- July 2006
Drug Task Force Narcotics Investigator	April 2001- January 2005
Deputy Sheriff, St. Clair County Sheriff's Office	January 2000- April 2001
Drug Task Force Narcotics Investigator	May 1997-January 2000
Deputy Sheriff, St. Clair County Sheriff's Office	December 1995-May 1997
Capac Police Department Patrolman	May 1995-May 1995

COMPUTER FORENSICS CERTIFICATES OF ADDITIONAL TRAINING

Access Data Courses Forensic Tool Kit

Mar-08	AccessData Windows Forensics Vista	Jan-08	AccessData Boot Camp
Feb-08	AccessData Internet Forensics	Jan-08	AccessData Windows Forensics
Feb-08	AccessData Applied Decryption	Dec-07	AccessData Forensic Fundamentals

Eastern Michigan University National Center of Academic Excellence Information Assurance

Sep/Nov 07	School of Computer Forensics
May/Jul-07	School of Cyber Crime Investigation

CERTIFICATES OF ADDITIONAL POLICE TRAINING

Mar-16	Attended ILEETA conference in Chicago
Mar-16	StopStick Instructor certification
May-16	LEOSA recertification
Aug- 16	American Heart Association First Aid/AED/CPR recertification
Aug-16	Certification National Strength and Conditioning Association/MCOLES facilitator
Sept- 16	Attended Midwest Criminal Justice Association conference on criminal justice topics
Dec-15	Recertification PPCT Defensive Tactics Instructor Certification
Sep-15	Skid Car Instructor WestShore Community College- Certificate Obtained
Sep-15	Attended and participated FX Simunition Active Shooter Chicago SWAT
Sep -15	Attended Midwestern Criminal Justice Association Conference (MCJA) Chicago
Apr- 15	Attended ILEETA conference in Chicago
Apr- 15	Simunition Instructor Course
Feb-15	Radar Instructor School certification
Feb-15	Taser Instructor School certification

Appendix N

Jan-15 Recertified as Speed Measurement Operator
May-14 MSP Gracie Subject Control survival tactics training
Mar-14 Attended ILEETA conference in Chicago
Feb-14 Microsoft 365 training
Nov-13 Under 100 training for State of Michigan Police Officers and recruits
Mar-13 Attended ILEETA conference in Chicago
Mar-13 Ground Avoidance Ground Escape Instructor certification
Apr-12 Michigan State Police Precision Driving Instructor Program
Mar-12 Michigan State Police Advanced Precision Driving
Oct-11 PRISIM 16 hour Professional Simulation Instructor Training Course
Jul-11 Firearms Master Instructor Pistol / Rifle National Rifle Association
Jun-11 Range Safety Officer / National Rifle Association
Aug 10 Appointed to DreamCatchers advisory board organization that fight against child abuse
May-10 IACIS (International Association of Computer Investigative Specialist)
Jan-10 911 caller- Is the caller the killer? Homicide school training
Nov-09 Successfully completed 8 weeks of creating online course
Oct-09 Advanced Course of the Reid Technique of Interviewing & Interrogation
Sep-09 Michigan Association of Chiefs of Police (MACP) Environmental Crimes Enforcement Seminar
Sep-09 MACP Environmental Crimes Enforcement Seminar
Sep-09 Cold Case Homicide Investigations
Jul-09 United States Attorney's Office training in Search Warrants in child exploitation case
May-09 Appointed to Ferris State University's Criminal Justice Advisory Board
May-07 Cyber terrorism Defense Analysis Center SENTINEL Cybersecurity: Incident Handling and Response
Apr-07 National Board on Fire Service Professional Qualifications Fire Investigator
Apr-07 55th fire Investigation Unit-Fire Investigation 1 School
Jan-07 Background Investigations for Police Applicants
Jan-07 Forensic Interviewing of Children Seminar
Apr-07 Medicolegal Death Investigator recertification
Nov-06 U.S. Department of Homeland Security National Incident Management System
Jun-06 Forensic Mapping Specialist for Crash and Crime Scene Investigators
Jul-05 Masters Conference for Advanced Death Investigation
Jun-05 Methamphetamine Awareness Clinic
Apr-05 Wayne State University Medicolegal Investigation of Death
Oct-04 Medicolegal Death Investigator school
Sep-04 Weapons of Mass Destruction Awareness for Emergency Responders
Jan-04 Royal Canadian Mounted Police Operation Pipeline / Convoy Criminal Interdiction Techniques
May-03 National Intelligence Academy Mobile Surveillance
Mar-03 Highway Drug Investigative and Interdiction School
Feb-03 Basic L.E.I.N. TAC school
Feb-03 Undercover Survival
Apr-02 Oakland Police Academy training in drug forfeiture
Sep-01 Fingerprint Pattern Interpretation Course
Jun-01 Police Traffic Accident Investigation 2
Jun-01 Master Instructor Narcotic Identification Course
Mar-01 Police Traffic Accident Investigation 1
Apr-01 Emergency Vehicle Operation Recertification
Jan-01 Concealed Weapons Detection
Oct-00 Basic Commercial Vehicle Code
Apr-00 High Risk Felony Vehicle Stops
Apr-99 Basic Reid Technique of Interviewing & Interrogation
Apr-99 Advanced Course of the Reid Technique of Interviewing & Interrogation
Jan-99 Drug Enforcement Administration Clandestine Laboratory Investigation
Jan-99 Narcotest Correct Interpretation of drug field tests

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Oct-98 Crime Scene Evidence Technician School
Apr-98 Evidence & Property management school
Dec-97 Two weeks Basic Narcotic Investigators School
Oct-95 DWI Detection and Standardized Field Sobriety Testing Course
Oct-95 Certified Instruction in proper use of chemical weapons
Aug-95 Radar Operators Certification
Apr-94 Hazardous Material/First Responder Awareness
Mar-91 Black Belt Achievement Program member

Awards and Citations

February 28, 2003 Port Huron Police Department Unit Citation Award (Bravery)
August 20, 2004 Port Huron Police Department Unit Citation Award (Bravery)
March 22, 2010 St. Clair County Sheriff Department Unit Commendation for outstanding police work
June 6, 2012 St. Clair County Sheriff Department Unit Commendation for outstanding police work

Academic Presentations

September 23, 2016 Midwest Criminal Justice Association, Chicago Illinois

A QUALITATIVE ANALYSIS OF POLICE FIELD TRAINING OFFICERS

Steven J. Amey
Ferris State University

Training officers (FTO's) are the next step in the process of training police officers once they leave the police academy. This exploratory study focused on interviewing Field Training Officers (FTO's) after a neophyte police recruit has successfully passed through all their training phases in their department. Perceptions of the Field Training Officer were analyzed by using qualitative interviews with 25 FTO's from small, medium and large departments. This research sought to understand the relationship between new police recruits coming from a dominantly problem based learning environment versus a standard lecture based format police academy.

Member of these Scholarly Organizations

Academy of Criminal Justice Sciences (ACJS)

International Law Enforcement Educators and Trainers Association (ILEETA)

International Association of Directors of Law Enforcement Standards and Training
Association for Educational Communications and Technology (IADLEST)

Midwestern Criminal Justice Association (MCJA)

Timothy M. Eklin, Ph.D.

Curriculum Vitae

PROFESSIONAL OBJECTIVE

To achieve tenure as a criminal justice professor by blending my knowledge as a former corrections practitioner with rigorous academic pursuits while maintaining a vigilant focus on student learning.

EDUCATIONAL SUMMARY

2015 Ph.D., Antioch University – Organizational Leadership and Change
2001 M.A., Saginaw Valley State University – Organizational Leadership & Administration
1986 B.A., Saginaw Valley State University – Criminal Justice Major / Sociology Minor
1984 A.A., C.S. Mott Community College – Criminal Justice Major

UNDERGRATE AND GRADUATE LEVEL COURSES INSTRUCTED

- CRIM 111 - Introduction to Corrections
- CRIM 305 - Ethical Issues in Criminal Justice
- CRIM 310 - Corrections and Society
- CRIM 319 - Conflict Management in Corrections
- CRIM 370 - Correctional Facilities
- CRIM 391 - Criminal Justice Internship
- CRIM 411 - Crime Control Policy
- CRIM 460 - Applied Correctional Strategies I: Corrections Academy
- CRIM 465 - Applied Correctional Strategies II: Corrections Academy
- CRIM 608 - Organizational Leadership
- CRIM 645 - Quantitative Inquiry
- CRIM 655 - Qualitative Inquiry (Spring 2017)
- CRIM 670 - Special Topics: Social Justice and Crime

SCHOLARLY ACTIVITIES AND ENGAGEMENT

2017, March: Academy of Criminal Justice Sciences (ACJS) – Kansas City, MO

Presenter: *Abstract submitted awaiting notification of acceptance*

2016, October: Lilly Conference, Traverse City, MI

Participant: *Professional conference focused on the scholarship of teaching and learning*

2016, April: Academy of Criminal Justice Sciences (ACJS) – Denver, CO

Presenter: *It's a Dark Environment: Correctional Officers' Perspectives on Leadership During a Budget Crisis*

2016, February: Curriculum Design for Graduate Level Research Methodology Courses

Author: *Designed CRIM 645 and CRIM 655 and obtained University approval for delivery*

2016, January: Center for Statistical Consultation and Research – University of Michigan

Participant: *Introduction to SPSS four-day seminar that provided basic hands-on training*

2015, December: Appreciative Inquiry Dissertation Forum – Antioch University

Mentor Scholar: *Consulted with doctoral students preparing for their dissertation research*

Timothy M. Eklin, Ph.D.

Curriculum Vitae

2015, May: Scholarship of Teaching and Learning Academy (SoTL) – Findlay, OH

Participant: Conference held at the University of Findlay, May 18-19, 2015

2015, March: Academy of Criminal Justice Sciences (ACJS) – Orlando, FL

Presenter: *Where Theory Meets Practice: Embedding Corrections Training Into a Four-Year Bachelor's Degree Program*

2015, March: Academy of Criminal Justice Sciences (ACJS) – Orlando, FL

Panelist: *Experiential Scholarship: A Variety of Pedagogies.*

2015, January: Dissertation Research Defense – Seattle, WA

Presenter: *Powerlessness in a Budget Driven Paradigm: A Grounded Theory Leadership Study from the Perspective of Michigan Corrections Officers*

2014, October: Lilly Conference, Traverse City, MI

Moderator: *Using Rubrics to Mitigate Problems Associated with Norm-Referenced Grading*

2012, March: Academy of Criminal Justice Sciences (ACJS) – New York, NY

Presenter: *Nature of Correctional Leadership* (working manuscript)

2011, September: Michigan Corrections Association (MCA) – Mt. Pleasant, MI

Presenter: Various topics regarding leadership issues impacting the future of corrections

2011, September: Midwest Criminal Justice Association (MCJA) – Chicago, IL

Won first place in graduate student academic paper award competition

SERVICE ENGAGEMENT ACTIVITIES

- 2016-17, School of Criminal Justice, Academic Program Review Committee Chair
- 2016-17, School of Criminal Justice, Faculty Search Committee Member
- 2016-17, School of Criminal Justice, Program Director Search Committee Member
- 2015-17, University Faculty Advisor, Women's Lacrosse Team
- 2015-17, University Curriculum Committee, Appointed by the Academic Senate
- 2015-17, College of Education and Human Services, Curriculum Committee Member
- 2013-17, School of Criminal Justice, Graduate Program Committee Member
- 2013-17, School of Criminal Justice, Criminal Justice Advisory Board Committee
- 2014-16, School of Criminal Justice, Corrections Academy Director
- 2013-16, University Committee, Adjunct Teaching Excellence Award Committee Member
- 2013-16, University Committee, Focus on Student Success Grant Committee Member
- 2013-15, University Committee, Academic Service Learning Committee Member
- 2013-14, School of Criminal Justice, Faculty Search Committee Participant
- 2013, Served on "New Faculty Q&A Panel" for newly appointed faculty members
- 2013, University Initiative, New Faculty Transition Program (NFTP) Completed all Training

Timothy M. Eklin, Ph.D.

Curriculum Vitae

PROFESSIONAL WORK EXPERIENCE

- 2012 – Present **Ferris State University** – Big Rapids, MI
ASSISTANT PROFESSOR – CRIMINAL JUSTICE
- Teaching responsibilities for undergraduate and graduate students
 - Curriculum development and course design
 - Advise students regarding program requirements, career planning, and academics
 - Provide service to the university and the community
- 2007 – 2012 **Baker College** – Flint, MI
ASSOCIATE DEAN – EDUCATION AND HUMAN SERVICES DIVISION
- Administrative oversight of the human service and criminal justice programs
 - Coordinator for the criminal justice program for nine Baker campuses
 - Instruct courses in the MCOTC corrections officer certificate program
 - Develop and revise curriculum for the criminal justice program
 - Personnel responsibilities including hiring and evaluating faculty members
 - Conduct orientation and academic advising sessions with students
 - Facilitate professional development sessions for faculty and staff
 - Provide leadership for work groups as needed to meet institutional objectives
 - Carried a teaching load continuously since fall 2005
- 2001 – 2003 **Lapeer City Police Department** – Lapeer, MI
RESERVE POLICE OFFICER (Part-time)
- Served a patrol function and provided security at special events
 - Participated in regular training sessions involving police tactics
 - Provided assistance as needed to departmental personnel
- 1987 – 2007 **Michigan Department of Corrections (MDOC)** – Lansing, MI
DEPARTMENTAL MANAGER 3 – Level 14 – Michigan Civil Service Classification
- Worked as a corrections officer and various supervisory/managerial positions
 - Managed and led department-wide program initiatives impacting 17,000 employees
 - Authored a federal USDOJ grant resulting in a \$1 million award
 - Developed spending plan for a \$3.6 million annual appropriation
 - Authored and delivered training curriculum for both new and in-service personnel
- 1986 – 1987 **Lapeer County Sheriff's Department** – Lapeer, MI
DEPUTY SHERIFF – MARINE DIVISION
- Performed duties as a deputy sheriff in the marine division
 - Actively involved with the search and rescue dive team

COMMUNITY BASED INVOLVEMENT

- **Michigan Correctional Officers' Training Council (MCOTC)** served 2008-2016
 - Reappointed by The Honorable Rick Snyder, Governor of Michigan
 - Appointed by The Honorable Jennifer M. Granholm, Governor of Michigan
 - Establish academic and training standards for Michigan correctional officers
 - Oversee certification for 7,200 state correctional officers in Michigan
 - Elected as vice-chairman during my first term
 - Elected as committee chairman until the expiration of my term in March, 2016

Timothy M. Eklin, Ph.D.

Curriculum Vitae

- **Leadership Genesee, Leadership Development Program Participant, Class 2008-2009**
 - Received training to enhance individual leadership skills
 - Participated in professional networking among participants, community leaders, alumni, and others in Genesee County, Michigan
 - Gained awareness for community issues, resources, needs, and civic engagement responsibilities

- **Habitat for Humanity – Genesee County, MI**
 - Served on the Board of Directors – August, 2008 to December, 2010
 - Former member of the family selection sub-committee

PROFESSIONAL MEMBERSHIPS

- American Corrections Association (ACA) – Professional II Member
- Midwest Criminal Justice Association (MCJA)
- Michigan Corrections Association (MCA)
- Academy of Criminal Justice Sciences – (ACJS)

SCOTT FISCHER

6197 Green Lake Court ♦ Kimball, MI 48074 ♦ Cell (810) 300-7804
scottfischer@ferris.edu or sfishrock@yahoo.com

Education

M.P.A. Central Michigan University Mount Pleasant, MI 48859

B. S. Criminal Justice-Ferris State University Big Rapids, MI 49307-2020

A.A.S. Law Enforcement-Macomb County Community College Macomb, MI 48038

College Teaching 101: The Basics; St. Clair County Community College-Port Huron, MI 48060

University of Rome II Tor Vergata; Rome, Italy. Contradictions in Public Management: Managing in Volatile Times; 6th Annual Meeting of the International Research Society of Public Management and European North American Research on Governance Network

Glendon College at York University; Toronto, Ontario. Making Multi-Level Public Management Work: Cases from the Eastern Europe and North American

Teaching Experience

Ferris State University College of Education and Human Services 08/2012- Present
School of Criminal Justice, 1201 State Street Big Rapids, MI 49307

- Schoolcraft Community College, Garden City, MI 48135;
- Macomb County Community College East Campus, Clinton Township, MI 48038;
- Oakland County Community College, Auburn Hills, MI 48236;
- Wayne County Community College, Harper Woods, MI 48225;
- St Clair County Community College, Port Huron, MI 48060;
- Mott Community College, Flint, MI 48503

Course Instruction

CRIM 305 Ethics in Criminal Justice (5), CRIM 310 Corrections and Society (5), CRIM 322 Report Writing for Corrections (10), CRIM 385 Current Issues in Criminal Justice (3), CRIM 391 Criminal Justice Internships (16), CRIM 411 Police and Society (1), CRIM 499 Criminal Justice Assessment (1).

Professional Experience

State of Michigan, Macomb Correctional Facility New Haven, MI 48048 08/1997-08/2014
Assistant Resident Unit Supervisor/Acting Resident Unit Manager (40 Hrs/Week)

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- Select and assign staff ensuring equal employment opportunity in hiring and promotion, staff evaluation and coordination.
- Coordinate scheduling and work assignments of subordinate employees.
- Identify staff development and training needs.
- Ensure proper labor relations and conditions of employment are maintained.
- Prepare reports and maintain records for prisoner case files.
- Housing Unit and Facility Safety and Security Policy Compliance.
- Compliance with sanitation and housekeeping standards.
- Supply requisitioning and budget allocation.
- Prisoner security classification screening.
- Work assignments-classification-scheduling.
- Parole eligibility reports, prisoner risk assessment, program evaluations.
- Educational programs, substance abuse programming.
- Michigan Prisoner Re-entry Initiative screening.
- Gate pass assignment classification screening and placement.

State of Michigan, Department of State Police MSP-24 New Baltimore, MI 48048 1989-1997

State Police Motor Carrier Officer, State Police Firearms Instructor,
Senior Training Officer (40 Hrs/Week)

- Road Patrol Officer, Inspect Commercial Vehicles for proper tax licenses & permits.
- Commercial Vehicle Drug Intervention Enforcement Officer
- Registrations, authorities, safety equipment compliance with Federal Motor Carrier Laws.
- Driver qualifications, examine freight bills of lading, manifests and documents to determine illegal moves of commodities of regulated carriers.
- Enforce state and federal regulations regarding federal motor carrier safety regulations.
- Enforce state and federal laws and regulations, make lawful arrests, prepare written reports and provide courtroom testimony.
- OUIL investigations and enforcement.
- Prepare and maintain records of all State Police personnel required to carry and/or use firearms.
- Secure training site agreements.

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- Maintain supply requisitioning and budget expense allocation for training programs.

State of Michigan, DOC, HV Men's Correctional Facility Ypsilanti, MI 48197 1986 -1989

Corrections Officer, Corrections Medical Aide, Resident Unit Officer (40 Hrs/Week)

- Observe and respond to prisoner behavior and critical incidents.
- Provide emergency aid as a first responder
- Conduct searches of prisoner, visitors, and employees, packages, housing units in search of contraband, critical tools, weapons, and drugs.
- Maintain compliance with sanitation standards.
- Supervise prisoners on work assignments.
- Maintain prisoner payroll and scheduling
- Field training officer for probationary recruits.
- Transportation of prisoners outside the secure perimeter for medical treatment.

Formal Academy Training Experience

*Michigan Department of Corrections Training Academy Lansing, MI *Michigan State Police Training Academy Lansing, MI * Michigan State Police Firearms Instructor School Lansing, MI *Noncommissioned Officers Leadership School San Diego, CA *USMC Marine Corps Recruit Depot San Diego, CA

Accomplishments and Volunteer Work

USMC Good Conduct Medal	Certified NRA Firearms Instructor
Michigan State Police Firearms Instructor	PPCT Certification
MSP Advanced Precision Driving Academy	Concealed Pistol License
Notary Public St Clair County	Warden's Forum Liaison
MRF Hobby Craft Elimination Project	AFL-CIO State Leadership Conference
DARE Program MSP-24	MCO Chapter President
Golden Key International Honor Society	MCO State Executive Board
Law Enforcement Torch Run for S.O.	American Legion

Appendix N

SC4 and MCCC President's Honor List

Knights of Columbus

Ferris State University Dean's List

Marysville School Band Boosters

FSU Academic Excellence Award

Phi Theta Kappa Member



David S. Greydanus, J.D.

Curriculum Vitae

Assistant Professor
School of Criminal Justice
Ferris State University

Professional Address:

Ferris State University
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Education

December 1992, Juris Doctorate

University of Toledo School of Law
Toledo, OH

June 1986, Bachelor of Arts Degree

Criminal Justice, Graduated with Honors
Michigan State University
E. Lansing, MI

Areas of Expertise

Search and Seizure, Admissions and Confessions, Civil Liability, Crimes Against Persons and Property, Operating under the Influence Law, Juvenile Law, Laws of Arrest, Laws on Suspect Identification, Constitutional Law as it Relates to Police Officers, Laws of Evidence, Weapons and Contraband Crimes, Public Order Crimes, Laws on Domestic Violence, Laws on Use of Force, Church Security, Legal Updates and Legal Research, Crime Control Policies, and other criminal justice related fields.

Training Positions

Recruit School Training

January 1994 – Present: Legal instructor in trooper, motor carrier, capitol security, and conservation officer recruit schools. Instructed all courses required to be taught by an attorney under Michigan Commission on Law Enforcement Standards as well as many other academy courses. Also developed and provided legal training to cadet, youth academy and park ranger schools. Coordinated legal resources and instructors to ensure material was accurate and applicable to recruits. Coordinated with other disciplines to ensure curriculum was integrated and consistent throughout recruit

schools. Legal instructor at various academies including Mid-Michigan Police Academy and Kalamazoo Valley Police Academy.

Legal Training

January 1994 – present: Provide legal training for police officers and other related fields. Review applicable United States Supreme Court cases as well as cases from the Michigan courts. Provide updates and review of legislative changes. Courses included topics such as legal updates, search and seizure seminars, dispatcher liability, use of force, laws on admissions and confessions, civil liability, leadership and other related courses.

Instructor for the following:

- MSP In-Service Schools
- Basic Detective Schools
- Crime Scene Technician Schools
- Firearms Instructor Schools
- Field Training Officer Schools
- Legal Updates at Training Academy
- Dispatcher Schools
- Hostage Negotiator Schools
- Supervisor and Leadership Schools
- West Michigan Training Consortium
- Flint Area Training Consortium
- Van Buren County Sheriff
- Allegan City Police
- South Haven Police
- Benton Harbor Police
- Niles Police
- Mt. Pleasant Tribal Police
- Bloomfield Hills Police
- Oak Park Public Safety
- Mt. Pleasant Police
- East Grand Rapids Public Safety
- Garden City Police Department
- Livonia Police
- East Lansing Police
- Meridian Township Police
- Lapeer County Prosecutor's Office
- Allegan County Prosecutor's Office
- Office of Highway Safety Planning
- Department of Agriculture
- Clinton County Sheriff
- Metro Parks Police
- Lansing Police
- Michigan Magistrate's Conference
- PAAM Domestic Violence Training.
- Church Security courses
- School Resource Officers
- Central West Michigan Law Enforcement Training Consortium
- Wayland High School
- Citizen Police Academies
- Staff and Command Schools

Instructor for the following colleges and universities:

- Ferris State University
- Northwestern University
- Central Michigan University
- Lansing Community College
- Kirtland Community College
- Kalamazoo Valley Community College
- Muskegon Community College
- Kellogg Community College
- Delta Community College
- Mid-Michigan Community College
- Calvin College

Selected Professional Meetings - Presentations:

State and Provincial Police Academy Directors Conferences

2011 conference – Jackson Hole, Wyoming.

Presentation: Review of the Michigan State Police academy.

2012 conference – Little Rock, Arkansas.

Presentation: Integration of curriculum through scenario based training.

2013 conference – Prince Edward Island.

Presentation: Consistent recruit training through module development.

2015 conference – Grand Haven, Michigan.

Facilitate roundtable discussion: Guardian vs Warrior training in police academies.

Other Select Professional Meetings

Michigan Magistrate's 2015 conference – Crystal Mountain.

Presentation: Basics of Search Warrants.

Royal Canadian Mounted Police Academy – Regina, Saskatchewan.

Review of police training and discussions on best practices

Ontario Provincial Police Academy – Orillia, Ontario

Review of police training and discussion of best practices

Pennsylvania State Police Academy – Hershey, Pennsylvania

Review of scenario based training for recruits

Indiana State Police Academy – Muscatatuck Urban Training Center

The “Crucible” and application to police recruit training.

Washington State Patrol Academy – Shelton, Washington
Night pursuit training for academy recruits and review of driving schedule.

Employment History with Ferris State University

Assistant Professor **August 2016 – Present**

Professor of law for Law Enforcement Academy at Ferris State University. Also teaching courses offered in the Master’s program at various locations throughout the state.

Adjunct Professor **January 1996 – May 2016**

Instructed criminal justice courses for Ferris State University as adjunct professor. Consistently taught every fall and spring semester at either the Lansing or Grand Rapids campuses. Courses included Crim 411, Crim 425, and Crim 430. Adjunct for Law Enforcement academy during the 42nd academy.

Employment History with Michigan State Police

Michigan State Police **February 1987-December 2015**

May 2015 – December 2016 ***Senior Executive Assistant Deputy Director***

Responsible for day to day operations of the State Services Bureau. Oversaw Training, Bio Metrics, Forensic Services Divisions and Michigan Commission on Law Enforcement Standards, Recruiting and Selection and Office of Highway Safety Planning. Ensure metric levels were being met and that departmental strategic goals are being accomplished. Discussed Bureau issues with other Bureaus, Office of the Director, Human Resources and Budget and made recommendations. Responsible for Bureau approval of purchases, promotions, discipline, transfers, keeping Deputy Director updated on issues and other responsibilities. Coordinated the implementation of Fair and Impartial Policing for department personnel. Took over coordination of major conference for State Police and Provincial Academy Directors when coordinator resigned before event.

November 2009 - May 2015 ***Assistant Training Division Commander***

Developed new and innovative ways to increase the amount of classes offered at the academy and the number of students who attend. Oversight of recruit and in-service training courses. Maintained administrative oversight over the academy and staff including personnel issues, budget and inspections. Staff included over 50 employees both enlisted and civilian in the Trooper Development Section, Career Development

Section, Traffic Services Section, Precision Driving Unit, Forfeited Weapons, Administrative Support Section, Food Services and Quartermaster.

Developed numerous public safety partnerships that promoted the academy and consistency in training. Worked diligently to bring the “field” to the academy through curriculum development. Developed mechanisms to move the academy curriculum from lecture based training to more in-depth scenarios and problem based learning. Took the leadership role in requiring the integration of courses through scenarios that increased efficiency and consistency between all disciplines. Continually evaluated with the field training methods and delivery to ensure training needs of the students and field were being met.

Responsible for hiring over 700 state troopers and motor carrier officers. Worked diligently with Human Resources and Michigan Commission on Law Enforcement Standards to ensure hiring and training was accurate and professional. Responsible for coordinating academies for Departments of Corrections and Natural Resources. Given the leadership role to implement numerous strategic plans for the department including hiring troopers and motor carrier officers, a training city, an outdoor range and leadership courses.

March, 2005 – November, 2009 ***Post Commander for Wayland and Ionia Posts***

Responsible for the effective delivery of state police services and for all phases of the work site's operation and maintenance including discipline, ordering supplies, budget and entering into agreements for services. Represented the state police to the general community and ensured the department was a leader and partner in providing quality public safety and law enforcement services. Researched and utilized data to ensure efficient delivery of services to address current public safety concerns.

Provided leadership at numerous critical incidents including officer involved shootings. One incident involved a trooper who was shot during a homicide investigation. Also where officers shot and killed a home owner while they arrested his son. Also included incidents where officers were involved in traffic crashes where either they were injured or civilians were injured. The district union representative was at my post and I handled a variety of grievances and other union issues.

I was in charge during severe economic times within the state where I was responsible for gathering equipment from three troopers who were being laid off, miles restrictions, post closures and other extremely difficult circumstances. Through these times, I developed strong partnerships with other agencies to ensure some coverage for the county. Continually had to work with District Command to ensure post personnel had equipment and other resources to work safely. I was in charge when our post was moved from one District to another. This caused a lot of frustration and concerned within the post personnel and strong leadership was needed to keep them focused on their jobs. During this time, I opened three work locations at

township halls and other state buildings where troopers could work from that minimize costs and provided more efficient police coverage

Worked on numerous public safety initiatives such as the following:

- Development of a mental health court
- Teen driving program
- Church security program
- Under aged drinking awareness program
- Rip-tide awareness program
- Traffic safety
- Community outreach
- Interagency active shooter training
- Palisades Nuclear Plant training
- Coordinated multi-agency training
- Development of multi-agency cold case team
- Numerous Central dispatch issues
- Wrecker Issues
- Fire chief issues
- Coordination of services
- Officer involved domestic violence incidents

September, 1999 – March, 2005 ***Commanding Officer for Legal Training***

Responsible for the coordination and instruction of legal instruction for recruit schools and in-service programs. Trained thousands of officers throughout the state and served in a leadership role on the management team of the Training Division. Coordinated the development and implementation of the Criminal Law and Police Procedure manual that has been utilized by police agencies and academies throughout the state. Brought in legal instructors from around the state for their input and encouraged the sharing of information to strive for consistent legal training for all officers. The manual took a significant amount of my time to publish and sold an average of 5,000 copies per year. Developed and implemented scenario based training into the legal curriculum and worked with other disciplines to ensure consistency with the training.

January, 1997 – September, 1999 ***Sergeant at the South Haven Post***

Responsible for front line supervision and proper performance of over troopers assigned to two work locations. Performed administrative duties including, but not limited to, time accounting, vehicle maintenance, property room management, LEIN entry, case supervision, and interaction with the media and community. Acting post commander on numerous occasions, including response to a seriously injured trooper who was struck by a vehicle. Also the officer in charge during a triple homicide incident where suspect was at large. Coordinated search efforts and provided leadership throughout incident.

June, 1994 – January, 1997

Sergeant at Training Academy

Responsible for the legal instruction for recruit schools and in-service programs. Developed new classes and provided research and legal advice. Developed annual legal updates for the field. Developed and implemented scenario based training into the legal curriculum and worked with other disciplines to ensure consistency with the training.

February, 1987 – June, 1994

Trooper - Paw Paw, Detroit, Manistee posts

Experience in three distinct post areas throughout the state. These experiences have provided a broad perspective on both rural and urban policing and the ability to relate to a wide variety of officers with the classroom. I worked with many different supervisors and command officers. Through these experiences I was able to identify both positive and negative leadership qualities that helped me to develop my own leadership skills.

As a trooper I handled a wide variety of complaints and investigations. I investigated fatal crashes, criminal sexual conduct complaints, weapons violations, property crimes, assaults, and experienced firsthand the tragedy of losing a partner and classmate during a traffic stop in Detroit.

Awards

Professional excellence awards for the following:

Efforts in attempting to rescue young girl who drowned in Lake Erie.

Development and coordination of the Michigan Criminal Law and Procedure manual.

Development of the Teen Driving program.

Coordination of the 95th Anniversary celebration for the department.

Actions taken during the Right to Work demonstrations at the Capitol.

Award from Colonel R.T. Davis for volunteer work

Professional Activities and Associations:

Member in good standing with the State Bar of Michigan

Criminal Law Bar Section of the State Bar of Michigan

Admitted to Sixth Circuit Court of Appeals

International Association of Chiefs of Police

Michigan Association of Chiefs of Police

Publications:

Legal Updates for Michigan Police Officers

Michigan Criminal Law and Procedure – A Manual for Michigan Police Officers.
First and Second editions.

Professional Trainings Attended:

Problem Based Learning (PBL) Training

Instructor certification course on facilitating PBL. Class was for two weeks and held in Pierre, South Dakota.

New Employee Orientation

Attended week long program on new employee orientation at Ferris State University.

Leadership for Police Organizations

Intense course on police leadership offered through International Association of Police Chiefs. I then coordinated efforts to implement course as a leadership requirement at MSP supervisors.

Fair and Impartial Policing

Course reviewed and discussed officer bias and decision-making.
Coordinated efforts to provide course to every member of the department.

Leadership Development

Intense leadership course discussing the role of a leader and the theories on leadership.

Supervisor Development

Front line supervisor course developed to provide instruction to new sergeants. Course reviewed leadership skills as well as human resource issues.

Appendix N

Maximizing Human Resources

Review of available resources and processes within Human Resources.

Blue Courage

Class on the importance of leadership at every level in law enforcement and the need to focus on making the ethical decision.

Below 100

Focus on reducing officer deaths through safer driving, wearing seatbelts, and wearing bullet proof vests.

Police Executive Development Series through Michigan State University

Attended leadership series on a variety of current law enforcement topics.

International Association of Police Chiefs Leadership Conferences

Attended IACP annual conference and attended leadership series courses. Courses focused on current leadership issues that were occurring throughout the country.

Constitutional Law Liability Conference – Kent Law School

Attended annual conference on 1983 lawsuits involving governmental agencies.

Development of leadership courses

I was responsible for the development and implementation of numerous leadership classes at MSP. Besides the ones identified above, I developed a course for the changing roles of our sergeants when they were reassigned from the desk to working the road as a supervisor. I coordinated the development of a new leadership course for all mid level supervisors within the agency and developed and implemented a leadership course for troopers who were being transferred from rural posts to urban patrol within the cities of Flint, Pontiac, and Detroit.

Nancy Lynne Hogan, Ph.D.
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Educational Background

Doctor of Philosophy (1996), Justice Studies, *Arizona State University*, Tempe, AZ 85287

Dissertation: May The Force Be With You: Men and Women Detention Officers Using Force.

Honors: Graduate Teaching Assistant, 1992-1995
Adjunct Teaching Associate, 1996
ASU Teaching Assistant Excellence Award, April 1993; May, 1994
Justice Studies Outstanding Teaching Associate, April, 1995

Master of Science (1991), Administration of Justice, *Mercyhurst University*, Erie, PA 16546

Thesis: Testing AIDS Educational Methods for Inmates

Honors: James V. Kinnane Outstanding Graduate Award
National Dean's List
Graduate Fellowship

Bachelor of Arts (1979), Criminal Justice, *Gannon University*, University Square, Erie, PA 16541

Honors: Magna Cum Laude
Who's Who among American Colleges
Pi Gamma Mu Honor Social Science Fraternity
Dean's List

Academic Administrative Experience

August 2016-
August, 1997-
December, 2011

Graduate Program Coordinator/School of Criminal Justice

Responsibilities include: develop all policies and procedures for graduate program, work with faculty to schedule classes, create marketing materials, (i.e. posters, pamphlets, etc.), revising program content when necessary, advising all graduate students, supervising all thesis committees, developing and updating the Graduate Program Handbook, recruitment, conduct University Program Review, creating and supervising off-campus expansion, chair department graduate committee and

participating in all campus-wide graduate committees that affect program. The program began in fall 1997 with two locations and today has an average enrollment of 70 students at three locations.

January, 2012-
August, 2013

Graduate Education Coordinator/Office of Graduate Studies

Temporary position appointed by Provost to centralize graduate level functions. Tasks include: establishing the Office of Graduate Studies, developing a more functional admissions process, policy updates, creation of Graduate office, supervision of office staff, marketing strategies, create presence in national organizations (Council of Graduate Schools, Midwestern Association of Graduate Schools), develop website, and create internal structure for future program development.

Academic Teaching Experience

1997-
present

**Professor (2005)-School of Criminal Justice
Ferris State University, Big Rapids, Michigan**

Assistant Professor (1997), Associate Professor (2000), tenured (2002), Post tenure review (2007), Merit Promotion (2010), Post-tenure review (2011) Merit Promotion (2015), Post-tenure review (2016)

Graduate Courses include: Nature of Crime, Seminar in Corrections, Research Methods, Graduate Topics-Crisis Intervention, Graduate Topics-Qualitative Research, Graduate Topics-Crime and the Media, Graduate Topics-Women and Criminal Justice, Graduate thesis committee chair, Graduate thesis committee member, Comprehensive Critique/Exam, Graduate Topics-Teaching Seminar, and Comparative Criminal Justice Systems—Study Away Program in Ireland

Undergraduate Courses include: Introduction to Criminal Justice, Introduction to Criminal Justice (online) Correctional Institutions*, Correctional Clients*, Introduction to Corrections*, Introduction to Corrections (online), Crime Control Policy, Conflict Management in Corrections*, Assessment Course, Assessment Course (online), Report Writing for Criminal Justice, Internship Advisor, and Comparative Criminal Justice Systems—Study Away Program in Ireland.

*Certification Courses required by the Michigan Correctional Officer Training Council.

May, 1996-
July, 1997

**Assistant Professor- Sociology, Social Work, & Criminology
Morehead State University, Morehead, Kentucky**

Courses included: Contemporary Social Problems, Criminology, Seminar in Criminal Behavior, History of Corrections, and Sex & Gender.

- 1995-1996 **Adjunct Teaching Associate –School of Justice Studies**
Arizona State University- Tempe, Arizona
Course: Criminal Justice Administration,
Arizona State University West, Phoenix, Arizona
Courses included: The Correctional Function; Basic Statistical Analysis.
- 1992-1995 **Graduate Teaching/Research Assistant- School of Justice Studies**
Arizona State University, Tempe, Arizona
Courses included: Discretionary Justice, Women, Law & Social Control, The Correctional Function, and Basic Statistical Analysis.

Research and Teaching Interests

My interests are primarily in the field of Corrections, especially health & safety issues for officers and inmates; use-of-force in conflict situations; programming for inmates; correctional & criminal justice policy; ethics; criminological theory and predictors of juvenile deviancy, job satisfaction, and criminal behavior.

Scholarly Productivity

Peer-Reviewed journals

- Forthcoming Lambert, E., Hogan, N. Wells, J., Minor K. & Gordon, J. “Exploring the correlates of perceived job dangerousness among correctional staff at a Maximum Security Prison.” *Criminal Justice Policy Review*. Accepted November 30, 2015.
- Forthcoming Lambert, E. & Hogan, N. “The importance of job satisfaction and organizational commitment in shaping turnover intent among staff at a private prison.” *Criminal Justice Review*.
- Forthcoming- Lambert, E., Kim, B., Hogan, N., Kelley, T., & Garland. B. “Why I am here matters: The effects of continuance and affective commitment on organizational citizenship among private prison staff.” *Security Journal*. Accepted on May 16, 2014.
- Forthcoming- Lambert, E., Baker, D., Elechi, O., Jiang, S., Khondaker, M., Pasupuleti, S., & Hogan, N. “Gender and cultural differences on death penalty support and views among Indian and U.S. college students.” *Journal of Ethnicity in Criminal Justice*. Accepted on June 21, 2013.

- Forthcoming Lambert, E., Barton-Bellessa, S., & Hogan, N. (2014). "The Consequences of Emotional Burnout among Correctional Staff." Submitted to Sage. May 2015
- 2016 Lambert, E., Hogan, N. & Paoline, E. "Differences in the predictors of job stress and job satisfaction for black and white jail staff. *Corrections: Policy, Practice, and Research*, 1(1), 1-19.
- 2015 Paoline, E., Lambert, E. & Hogan, N. "Job stress and job satisfaction among jail staff: Exploring a gendered model." *Women and Criminal Justice*, 25, 339-359.
- 2015 Lambert, E., Hogan, N., Griffin, M., & Kelley, T. "The correctional staff burnout literature: A review of published studies". *Criminal Justice and Behavior*, 28(4), 397-443.
- 2015 Lambert, E., Qureshi, H., Hogan, N., Klahm, C., Smith, B., & Frank, J. "The association of job variables with job involvement, job satisfaction, and organizational commitment among Indian police officers. *International Criminal Justice Review*, 25(2), 194-213.
- 2015 Lambert, E., Griffin, M, & Hogan, N., & Kelley, T. "The ties that bind: Organizational commitment and its effect on correctional orientation, absenteeism, and turnover intent. *The Prison Journal*, 95(1), 135-156.
- 2015 Hogan, N., Barton-Bellessa, S., & Lambert, E. "Forced to CHANGE: Staff and inmate perceptions of the effects of involuntary treatment." *Journal of Applied Psychology*, 11(1), 19-39.
- 2015 Lambert, E., Minor, K., Wells, J., & Hogan, N. "Leave your job at work: The possible antecedents of work-family conflict among correctional staff. *Prison Journal*, 95 (1), 114-134.
- 2015 Lambert, E., Hogan, N., & Keena, L. "The impact of job attitudes on private correctional Staff's continuance and affective organizational commitment. *Journal of Applied Security Research*, 10(1), 1-22, DOI: 10.1080/19361610.2015.972260
- 2014 Garland, B., Hogan, N., Wodahl, E., Hass, A., Lambert, E., & Stohr, M. "The issue of decarceration and its possible effects on inmates, staff, and communities." *Punishment and Society*, 16(4), 448-473.
- 2014 Lambert, E., Barton-Bellessa, S., & Hogan, N. "The association between correctional orientation and organizational citizenship behaviors among correctional staff", *International Journal of Offender Therapy and Comparative Criminology*, 58(8), 953-974. DOI-10.1177/0306624X13489510

- 2014 Lambert, E.G., Hogan, N.L., Kelley, T., Kim, B., & Garland, B. "When domains spill over: The relationships of affective and continuance commitment with work-family conflict among correctional staff." *Criminal Justice Policy Review*, 25 (4), 476-502.
- 2014 Garland, B., Lambert, E., Hogan, N., Kim, B., & Kelley, T. "A further examination of the relationship between affective and continuance organizational commitment with correctional staff occupational burnout: A partial replication and expansion study." (Note: Brett Garland, Eric Lambert, Nancy Hogan, and Bitna Kim all contributed to the paper equally and are listed in random order). *Criminal Justice and Behavior*, 41(10), 1161- 1177.
- 2014 Griffin, M., Hogan, N., & Lambert, E. "Career stage theory and turnover intent among correctional officers". *Criminal Justice and Behavior*, 41 (1), 4-19.
- 2013 Lambert, E., Kelley, T., & Hogan, N. "Work-family conflict and organizational citizenship behaviors: A preliminary examination." *Journal of Crime and Justice*, 36(3), 398-427.
- 2013 Lambert, E. & Hogan, N. "The association of distributive and procedural justice with organizational citizenship behavior. *The Prison Journal*, 93(3), 313-334. DOI: 10.1177/0032885513490491
- 2013 Garland, B., and Hogan, N., & Lambert, E. "Antecedents of role stress among correctional staff: A replication and expansion." *Criminal Justice Policy Review*, 24(5), 527-550. DOI: 10.1177/0887403412451445
- 2013 Lambert, E., Hogan, N. & Dial, K. "The link between organizational justice and job involvement: A test at two different correctional institutions. *Corrections Compendium*, 37(2), 9-16.
- 2013 Misis, M., Kim, B., Cheeseman, K., Hogan, N. & Lambert, E. "The impact of correctional officer perceptions of inmates on job stress. *Sage Open*, April-June, 1-13. DOI: 10.1177/215823301348695
- 2013 Lambert, E., Kim, B., Kelley, T. & Hogan, N. "The association of affective and continuance commitment with correctional staff life satisfaction. *The Social Science Journal* 50, 195- 203.
- 2013 Lambert, E., Hogan, N. & Cheeseman, K. "Research note: Strain-based work-family conflict and its relationship with perceptions of distributive and procedural justice among correctional staff. *Journal of Police and Criminal Psychology*, 28(1), 35-47.

- 2013 Lambert, E., Hogan, N., Dial, K., & Barton-Bellessa, S. "The relationship between job stressors and job involvement among correctional staff: A test of the job demands model". *Howard Journal of Criminal Justice*, 52(1), 19-38.
- 2013 Garland, B., Hogan, N. Kelley, T., Bitna, K., & Lambert, E. "To be or not to be committed: The effects of continuance and affective commitment on absenteeism and turnover intent among private prison personnel". *Journal of Applied Security Research*, 8, 1-23. DOI: 10.1080/19361610.2013.738402
- 2013 Lambert, E., Kelley, T. & Hogan, N. "Hanging on too long: The relationship between different forms of organizational commitment and emotional burnout among correctional staff. *American Journal of Criminal Justice*, 38 (1), 51-66, DOI: 10.1007/s12103-012-9159-1.
- 2013 Hogan, N. Lambert, E. & Griffin, M. "Loyalty, love, and investments: The impact of job outcomes on the organizational commitment of correctional staff. *Criminal Justice and Behavior*, 40(4), 355-375.
- 2013 Lambert, E., Kelley, T., & Hogan, N. "The association of occupational stressors with different forms of organizational commitment among correctional staff. *American Journal of Criminal Justice*, 38 (3), 480-501.
- 2012 Pollock, J., Hogan, N., Lambert, E., Ross, J. & Sundt, J. "A Utopian Prison: Contradiction in Terms?" *Journal of Contemporary Criminal Justice*, 28 (1), 60-76.
- 2012 Hogan, N., Lambert, E. Barton-Bellessa, S. "Evaluation of CHANGE, an involuntary cognitive program for high risk inmates. *Journal of Offender Rehabilitation*, 51,(6), 370-388.
- 2012 Griffin, M., Hogan, N., & Lambert, E. "Doing 'people work' in the Prison Setting: A examination of the job characteristics model and correctional staff burnout". *Criminal Justice & Behavior*, 39 (9), 1131-1147.
- 2012 Lambert, E., Hogan, N., Dial, K., Altheimer, I., Barton-Bellessa, S. "Examining the effects of stressors on organizational citizenship behaviors among private correctional staff: A preliminary study. *Security Journal*, 25 (2), 152-172.
- 2012 Lambert E., Hogan, N., Barton-Bellessa, S., & Jiang, S. "Examining the relationship between supervisor trust and management trust and job burnout among correctional staff." *Criminal Justice and Behavior*, 39(7), 938-957.

Appendix N

- 2012 Lambert, E., Hogan, N., Cheeseman-Dial, K., Jiang, S., & Khondaker, M. "Is the job burning me out? An exploratory test of the job characteristics model on the emotional burnout of prison staff." *The Prison Journal*, 92(1), 3-23.
- 2011 Lambert, E., Hogan, N., & Dial, K. "The effects of job involvement on private correctional staff: A preliminary study." *Journal of Applied Security Research*, 6(2), 158-183.
- 2011 Cheeseman, K., Bitna K., Lambert, E., & Hogan, N. "Correctional officer perceptions of inmates and overall job satisfaction." *Journal of Crime & Justice*, 34(2), 81-102.
- 2011 Eric Lambert, Nancy Hogan, and Shannon Barton-Bellessa. "The association between perceptions of distributive justice and procedural justice with support of treatment and support of punishment among correctional staff." *Journal of Offender Rehabilitation*, 50(4), 202-220.
- 2011 Lambert, E., Altheimer, I., Hogan, N. & Barton-Bellessa, S. "Correlates of correctional orientation in a treatment-oriented prison: A partial test of person-environment fit theory." *Criminal Justice and Behavior*, 38, 453-470.
- 2011 Lambert, E. & Hogan, N. "Association between distributive and procedural justice and life satisfaction among correctional staff: Research note." *Professional Issues in Criminal Justice*, 6(3/4), 31-41.
- 2010 Griffin, M. Hogan, N., Lambert, E., Tucker, K., & Baker, D. "The issue of job involvement, job stress, job satisfaction, and organizational commitment in the burnout of correctional staff: A preliminary examination." *Criminal Justice and Behavior*, 37 (2), pp. 239-255. (equally shared)
- 2010 Lambert, E., Altheimer, I., & Hogan, N. "Exploring the relationship between social support and job burnout among correctional staff." *Criminal Justice and Behavior*, 4, 1217-1236.
- 2010 Lambert, E., Hogan, N., Altheimer, I., & Wareham, J. "The effects of different aspects of supervision among female and male correctional staff: A preliminary study." *Criminal Justice Review*, 35(4), 492-513.
- 2010 Lambert, E. Altheimer, I., & Hogan, N. "An exploratory examination of a gendered model of the effect of role stressors." *Women and Criminal Justice*, 20, 192-217.

- 2010 Lambert, E. & Hogan, N. "Work-family conflict and job burnout among correctional staff". *Psychological Reports*, 106, 19-26.
- 2010 Lambert, E. & Hogan, N. "Wanting change: The relationship of perceptions of organizational innovation with correctional staff job Stress, job satisfaction, and organizational commitment". *Criminal Justice Policy Review*, 21 (2) 160-184.
- 2010 Lambert, E., Hogan, N. & Jiang, S. "A preliminary examination of the relationship between organizational structure and emotional burnout among correctional staff". *The Howard Journal*, 49(2), 125-146. DOI:10.1111/j.1468-2311.2010.00606.x
- 2010 Lambert, E., Hogan, N., & Altheimer, I. "The association between work-family conflict and job burnout among correctional staff: A preliminary study." *American Journal of Criminal Justice*, 35 (1), 37-55. DOI: 10.1007/s12103=009-9067-I.
- 2010 Lambert, E., Hogan, N., & Altheimer, I. "An exploratory examination of the Consequences of burnout in terms of life satisfaction, turnover intent, and absenteeism among private correctional staff." *The Prison Journal*, 90(1), 94-114. DOI: 10.1177/0032885509357586
- 2010 Lambert, E., Hogan, N., Jiang, S, Elechi, O., Benjamin, B., Morris, A., Laux, J., & Dupuy, P. "The relationship among distributive and procedural justice and correctional life satisfaction, burnout, and turnover intent: An exploratory study." *Journal of Criminal Justice*, 38, 7-16. DOI:10.1016/j.jcrimjus.2009.11.002
- 2010 Lambert, E., Hogan, N. Altheimer, I., Jiang, S., & Stevenson, M. "The relationship between burnout and support for punishment and treatment: A preliminary examination." *International Journal of Offender Therapy and Comparative Criminology*, 54(6), 1004-1022.
- 2009 Lambert, E., & Hogan, N. "The importance of job satisfaction and organizational commitment in shaping turnover intent: A test of a causal model." *Criminal Justice Review*, 34 (1), 96-118.
- 2009 Lambert, E. Hogan, N. Elechi, O., Jiang, S. Laux, J., Dupuy, P., Morris, A. "A further examination of antecedents of correctional staff life satisfaction. *Social Science Journal*, 44(4), 689-706.
- 2009 Lambert, E., Hogan, N., & Tucker, K. "Problems at work: Exploring the correlates of role stress among correctional staff." *The Prison Journal*, 1-22. DOI: 10.1177/0032885509351006
- 2009 Griffin, M., Hogan, N., Lambert, E., Tucker-Gail, K., & Baker, D. "Job involvement, job stress, job satisfaction, and organizational commitment and the burnout of

- correctional staff." *Criminal Justice and Behavior*, 1-17. DOI: 10.1177/0093854809351682.
- 2009 Lambert, E., Clarke, A., Tucker, K., & Hogan, N. "Multivariate analysis of reasons for death penalty support between male and female college students: Empirical support for Gilligan's 'ethic of care'." *A Critical Journal of Crime, Law, and Society*, 22(3), 239-260.
- 2009 Lambert, E., & Hogan, N. "Creating a positive work experience: The issues of support from supervisors and management in shaping the job stress, job satisfaction, and organizational commitment of private correctional staff." *Journal of Applied Security Research*, 4, 462-482.
- 2009 Lambert, E., Hogan, N., Jiang, S., & Jenkins, M. "I am fried: The issues of stressors and burnout among correctional staff." *Corrections Compendium*, 34 (2), 16-23.
- 2009 Lambert, E., Hogan, N., Barton, S., & Elechi, O. "The impact of job stress, job involvement, job satisfaction and organizational commitment on correctional staff support for rehabilitation and punishment." *A Critical Journal of Crime, Law, and Society*, 22(2), 109-122.
- 2009 Lambert, E., Hogan, N., Moore, B., Tucker, K., Jenkins, M., Stevenson, M. & Jiang, S. "The impact of the work environment on prison staff: The issue of consideration, structure, job variety & training." *American Journal of Criminal Justice*, 166-180. DOI: 10:1007/s12103-009-9062-6
- 2009 Hogan, N., Lambert, E., Jenkins, M. & Hall, D. "The impact of job characteristics on private prison staff: Why management should care?" *The American Journal of Criminal Justice*, DOI: 10.1007/212103-009-9060-8
- 2009 Lambert E. & Hogan, N. "Exploring the predictors of treatment views of correctional staff: A test of an integrated work model." *Journal of Offender Rehabilitation*, 48: 504-528.
- 2009 Lambert, E. & Hogan, N. "A test of the importation and work environment models: The effects of work ethic, importance of money, and management views on the job satisfaction and organizational commitment of correctional staff." *Journal of Crime and Justice*, 32(1), 61-92.
- 2008 Lambert, E., Hogan, N., Paoline, E. & Stevenson, M. "I want to know and I want to be part of it: The impact of instrumental communication and integration on private prison staff." *Journal of Applied Security Research*, 3 (2), 205-229.

- 2008 Lambert, E., Hogan, N. & Jiang, S. "Exploring antecedents of five types of organizational commitment." *Criminal Justice Policy Review*, 19(4), 466-490.
- 2008 Lambert, E. Jiang, S. & Hogan, N. "The issue of trust in shaping the job stress, job satisfaction, and organizational commitment of correctional staff." *Policy Issues in Criminal Justice*, 3(4), 37-64.
- 2008 Lambert, E., Hogan, N., Moore, B., Jenkins, M., Jiang, S. & Clarke, A. "The death penalty attitudes of criminal justice students: Are they different from other students?" *Criminal Justice Studies*, 21(2), 193-212.
- 2008 Lambert, E., Hogan, N., Barton, S., Jiang, S., Baker, D. "The impact of punishment and rehabilitation views on organizational commitment among correctional staff: A preliminary study." *American Journal of Criminal Justice*, 33(1), 85-98.
- 2008 Lambert, E., Hogan, N. & Griffin, M. "Being the good soldier: Organizational citizenship behavior and commitment among correctional staff." *Criminal Justice and Behavior*, 35, 56-68.
- 2007 Lambert, E. Hogan, N. Barton, S., Jiang, S. Ventura, L., & Nerbonne, T. "Rural law enforcement officers' perceptions of the likelihood of arrest in various situational domestic violence cases: The impact of personal characteristics of the officer and type of agency." *Journal of Police and Criminal Psychology*, 2(2), 91-101.
- 2007 Lambert, E., Hogan, N., Nerbonne, T., Lambert, J., Barton, S., Watson, P, & Buss, J. "Differences in forensic science views and needs of law enforcement: A survey of Michigan law enforcement agencies." *Police Practice and Research, an International Journal*, 8 (5), 415-430.
- 2007 Lambert, E. Hogan, N., & Griffin, M. "The Impact of distributive and procedural justice on correctional staff job stress, job satisfaction, and organizational commitment." *Journal of Criminal Justice*, 35(6), 644-656.
- 2007 Lambert, E., Hogan, N., Cluse-Tolar, T. "This job is killing me: The impact of job characteristics on correctional staff job stress." *Applied Psychology in Criminal Justice*, 3(2), 117-142.
- 2007 Lambert, E. & Hogan, N. "Absent correctional staff: An exploratory study of the correlates of correctional staff absenteeism views and absenteeism." *Corrections Compendium*, 32 (4), 7-27.
- 2007 Lambert, E., Hogan, N., Barton, S. & Stevenson, M. "An evaluation of CHANGE, a pilot prison cognitive treatment program." *Journal of Articles in Support of the Null Hypothesis*, 5(1), www.jasnh.com

- 2007 Lambert, E., Paoline, E. Hogan, N., & Baker, D. "Gender similarities and differences in correctional staff work attitudes and perceptions of the work environment." *Western Criminology Review* 8,(1), 16-31.
- 2006 Lambert, E., Hogan, N., Camp, S. & Ventura, L. "The impact of work-family conflict on correctional staff: A preliminary study." *Criminology & Criminal Justice*, 6(4) 371-386.
- 2006 Hogan, N., Lambert, E., Jenkins, M. & Wambold, S. "The impact of occupational stressors on correctional staff organizational commitment: A preliminary study." *Journal of Contemporary Criminal Justice*, 22,(1), 44-62.
- 2006 Lambert, E. & Hogan, N. "Possible antecedent of correctional staff work on family conflict". *Professional Issues in Criminal Justice*, 1(2), 17-34.
- 2006 Lambert, E., Hogan, N., & Allen, R. "Correlates of correctional officer job stress: The impact of organizational structure". *American Journal of Criminal Justice*, 30 (2) 227-246.
- 2006 Paoline, E. III, Lambert, E. & Hogan, N. "A calm and happy keeper of the keys: The impact of ACA views, relations with co-workers, and policy views on the job stress and job satisfaction of correctional staff". *The Prison Journal*, 86 (2), 182-205.
- 2006 Lambert, E., Hogan, N. & Paoline, E. III. "The impact of centralization and formalization on correctional staff job satisfaction and organizational commitment." *Criminal Justice Studies: A Critical Journal of Crime, Law, and Society* 19 (1) 23-44.
- 2005 Lambert, E., Hogan, N., Paoline, E. III, & Baker, D. "The good life: The impact of job satisfaction and occupational stressors on correctional staff life satisfaction - an exploratory study". *The Journal of Crime and Justice*, 18(2), 1-26
- 2005 Lambert, E., Hogan, N. & Paoline, E. III, & Clarke, A. "The impact of role stressors on job stress, job satisfaction, and organizational commitment among private prison staff". *Security Journal*, 18(4), 33-50.
- 2004 Hogan, N., Lambert, E., Hepburn, J, Cullen, F., & Burton, V. "Is there a difference? Exploring male and female correctional officers' definition and response to conflict situations". *Women & Criminal Justice* 15(3/4), 143-165.
- 2004 Lambert, E. & Hogan N. "Academic dishonesty Among criminal justice majors: A research note" *American Journal of Criminal Justice*, 29(1), 1-20.

- 2004 Lambert, E., Hogan, N. & Barton, S. "The nature of work-family conflict among correctional staff". *Criminal Justice Review*, 29(1), pp. 145-172.
- 2003 Lambert, E., Hogan, N., & Barton, S. "Collegiate academic dishonesty revisited: What have they done, how often have they done it, who does it, and why did they do it?" *Electronic Journal of Sociology*, 7(4) pp. 1-29.
- 2003 Lambert, E., Nerbonne, T., Watson, P., Buss, J., Clarke, A., Hogan, N. Barton, S., & Lambert, J. "The need for forensic courses in undergraduate education". *Journal of Criminal Justice Education*, 14 (1) pp. 67-81.
- 2002 Lambert, E., Hogan, N., Barton, S. & Clarke, A. "The impact of instrumental communication and integration on correctional staff". *The Justice Professional* 15 (2), pp. 181-193.
- 2002 Lambert, E., Hogan, N., & Barton, S. "The impact of work-family conflict on correctional staff job satisfaction". *The American Journal of Criminal Justice*. 27(1), 35-51.
- 2002 Lambert, E., Hogan, N., & Barton, S. "Satisfied correctional staff: A review of the literature on antecedents and consequences of correctional staff job satisfaction." *Criminal Justice and Behavior*, 29(2), 115-143.
- 2002 Lambert, E., Hogan, N., & Barton, S. "Building commitment among correctional staff". *Corrections Compendium*, 27(30), 1-28.
- 2001 Lambert, E., Hogan, N. & Barton, S. "The impact of job satisfaction on turnover intent: A test of a structural measurement model using a national sample of workers." *Social Science Journal*, 38, 233-250.
- 1999 Lambert, E., Barton, S., & Hogan, N. "The missing link between job satisfaction and correctional staff behavior: The issue of organizational commitment". *American Journal of Criminal Justice*, 24 (1), 95-116.
- 1997 Hogan, N. "Social construction of target populations and the transformation of prison-based AIDS policy: A descriptive case study". *The Journal of Homosexuality*,
- 1994 Hogan, N. "HIV education for inmates: Uncovering strategies for program selection". *The Prison Journal*, 220-243.

Non-Peer Reviewed Articles

- 2013 Barton, S., Hogan, N. & Lambert, E. "Does involuntary treatment work? A view from the staff and inmates. *Corrections Today* Accepted September 26, 2012.

Books:

2016 Hogan, Nancy L. and Elo, Frank. *Report writing workbook for criminal justice, 5th edition*. Manistee, MI: Correctional Consultants.

Book Chapters

2011 Hogan, Nancy Lynne. "Elliott Currie: The market society and crime". In F. Cullen & P. Wilcox *Encyclopedia of Criminological Theory*, (pp. 253-256). Thousand Oaks, CA: Sage.

2008 Lambert, E., Hogan, N., Cluse-Tolar, T. "This job is killing me: The impact of job characteristics on correctional staff job stress." In A. Basu (Ed.) *Understanding burnout*, (pp. 53-76). Hyderabad, India: Icfai University Press.

1997 Hogan, N. "Social construction of target populations and the transformation of prison-based AIDS policy: A descriptive case study "(pp.79-115). In M. Hallett (Ed.) *Activism and marginalization in the AIDS crisis*. (pp. 79-115). San Francisco, CA: Haworth Press.

Recent Book Reviews:

2014 Ross, J. (Ed.) *The globalization of supermax prisons*
For *Theoretical Criminology*

2014 Hanser, Robert. *Introduction to Corrections*
For Sage-

2014 Cromwell, P. & Birzer, M. *In Their Own Words*
For Oxford Press.

2011 Wright, Tibbets, & Daigle. *Criminals in the Making*.
For Anderson Press.

2009 Hanser, Robert. *Correctional Counseling*
For Anderson Publishing

Technical Papers/Agency Evaluation Reports

2016- In Progress— Master of Science in Criminal Justice Administration Program Review Report. School of Criminal Justice, Ferris State University.

Appendix N

- 2011 Graduate Task Force Recommendations.
- 2010 Critique of Doctorate in Community College Leadership
University Graduate & Professional Council, Ferris State University.
- 2007 Master of Science in Criminal Justice Administration Program Review Report.
School of Criminal Justice, Ferris State University.
- 2005 Final Report for “Interactive Technology for Corrections Track Students”.
Submitted to Ferris State University Faculty Development Committee.
- 2003 “Final Evaluation of the Mecosta County Sheriff Department’s School Resource Officer
Program.” Submitted to the Mecosta County Sheriff’s Department (Co-author: Eric
Lambert).
- 2003 Correctional Staff Job Satisfaction at a Privately Run Maximum Security Prison.
Final Report for Faculty Research Grant—submitted April 21st, 12 pages.
- 2002 Evaluation of the CHANGE Program. Submitted to NIJ, 160 pages.
(Cognitive Restructuring Program for High Risk Inmates)
- 2002 Evaluation of the Mecosta County Sheriff Department’s School Resource Officer
Program. Submitted to the Mecosta County Sheriff’s Department (Co-author: Eric
Lambert).
- 2001 School of Criminal Justice Graduate Program Review. Submitted to Ferris State
University, September, 2001.
- 2001 Semi-Annual Progress Report of the Evaluation of the CHANGE Program. Submitted
to the Office of Justice Programs, U.S. Department of Justice in Jan. 2001. (Co-author:
Eric Lambert).
- 2000 Evaluation Report of the 2000 Valuing Diversity Workshop at the Kent County
Juvenile Detention Facility. Submitted to the Kent County Juvenile Detention
Facility, Grand Rapids, Michigan. (Co-authors: Eric Lambert and Shannon
Barton).
- 2000 Evaluation of the Mecosta County Sheriff Department’s School Resource Officer
Program. Submitted to the Mecosta County Sheriff’s Department (Co-authors: Eric
Lambert & Shannon Barton).
- 2000 Semi-Annual Progress Report of the Evaluation of the CHANGE Program. Submitted
to the Office of Justice Programs, U.S. Department of Justice in June 2000. (Co-author:
Eric Lambert).

- 2000 Ethical Dilemmas Faced by Undergraduate Students: The Nature, Extent, and Possible Responses to the Problem. The Final Report. Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant. (Co-authors: Shannon Barton and Eric Lambert), 9 pages.
- 2000 A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions. The Final Report. Submitted to Ferris State University, Faculty Research Grant Committee for completion of a grant. (Co-authors: Shannon Barton and Eric Lambert).
- 2000 Criterion Three. North Central Association report submitted by Ferris State University.
- 1996 Defensive Driving Program Outline, unpublished policy document for Community Services Associates, Inc. Chandler, AZ, a contracted division of the Arizona Supreme Court. 14 pages.
- 1993 Confronting Violent Crime in Arizona. Unpublished report prepared for Arizona Town Hall by Arizona State University (Co-authored with Barbara Lynn Bloss; M.A. Bortner; Gray Cavender; Kathleen Ferraro; Nancy Jurik; Aogan Mulcahy; & Anne L. Schneider) 132 pages.
- 1993 Mesa Project Evaluation: Summary, Analysis & Interpretation. Unpublished Report prepared for the Arizona Prevention Resource Center (Co-authored with David Altheide), 21 pages.
- 1987-1992 Infectious Disease Policy. Unpublished annual policy & procedure document For the Department of Corrections-Erie County, PA 40 pages.

Thesis and Dissertation Committee Work

- Present Dawson, James. Committee Member. Dissertation, Public Administration program, Western Michigan University.
- Present DiCicco-Wiles, Julianne. Dissertation chair, Community College Leadership, Ferris State University.
- Present Gardella, Mia. Thesis chair, MS Criminal Justice Administration, Ferris State University.

Appendix N

- 2015 Eklin, Timothy Michael. "Powerlessness within a budget-driven paradigm: A grounded theory leadership study from the perspective of Michigan corrections officers. Dissertation for Antioch University-internal reviewer
- 2009 Backus, Robert Daniel. "Appropriate measures and evaluation in traditional and community policing systems"
Thesis for Ferris State University-chair
- 2009 Johnson, Larry D. "The revisionment of a school crisis response plan".
Thesis for Ferris State University-chair
- 2007 Adams, Randy Ray. "Considering the effects of resident officer programs on disorder, fear of crime, and calls for police services."
Thesis for Ferris State University-chair
- 2005 Snyder, Kip Christian. "Considering motorist demeanor and vehicle condition and its effect on police officers' discretionary decision making on traffic stops".
Thesis for Ferris State University-chair
- 2002 Raymond, Sarah Margaret. "The impact of the 21st century learning center after school program on identified risk factors and juvenile delinquency."
Thesis for Ferris State University-chair
- 2001 Nerbonne, Andrea Marie. "A comparative study of perceptions and attitudes of police officers toward arrest for domestic violence among officers from departments with mandatory and non-mandatory arrest policies."
Thesis for Ferris State University-chair
- 2001 Call, Matthew William. "A test of the Marshall hypothesis"
Thesis for Ferris State University-member
- 2001 Sutherland, Rosalyn Sue. "An evaluation of valuing diversity".
Thesis for Ferris State University-member
- 2001 Gonzalez, Amber Leah. "An evaluation of the CHANGE pilot program at the Michigan Reformatory. "Thesis for Ferris State University-member
- 2000 Vander Kooi, Gregory P. "Diversion impact on recidivism: A local perspective, Newaygo County, Michigan." Thesis for Ferris State University-member
- 1998 Stawoarski, Craig A. "Comparing sexual offender registration laws".
Thesis for Ferris State University-chair

Work under Review

Hogan, Nancy L. Correctional officer stress. *The Sage Encyclopedia of Criminal Psychology*.

Lambert, E. Qureshi, H., Keena, L., Hogan, N., Frank, J., Klahm, C. & Smith, B. "The relationship of work-family conflict with job stress among Indian Police officers: A research note.

Lambert, E., Qureshi, H., Keena, L., Frank, J. & Hogan, N. "Exploring the link between work-family conflict and job burnout among Indian police officers.

Lambert, E., Baker, D., Elechi, O., Jiang, S. Khondaker, M., Pasupuleti, S., & Hogan, N. "Gender and cultural differences on death penalty support and views among Indian and U.S. college students." *Journal of Ethnicity in Criminal Justice*. Submitted December 5, 2012.

Lambert, E., Hogan, N., & Paoline, G. "Differences in predictors of job stress and job satisfaction for Black and White jail staff. *Corrections: Policy, Practice, and Research*. Submitted 4/27/15.

Lambert, E., Hogan, N., & Griffin, M. "Research note: A career stage analysis of correctional staff outcomes." *The Prison Journal* Submitted 5-1-15.

Work in Progress

Griffin, M., Lambert, E., Hogan, N., & Todak, N. Women's place in the field: Using gender model and career stage theory to explore turnover intent among correctional officers.

Lambert, E., Hogan, N., Wells, J., & Minor, K. "Organizational trust and fear of injury and the correlates of organizational trust among private correctional staff"

Grants and Research

2004 Principal Investigator. "Interactive Technology for Corrections Track Students"
Ferris State University, Faculty Development Grant. Award Amount = \$2,940.

2002 Principal Investigator. "Correctional Staff Job Satisfaction in a Privately-Run Facility".
Ferris State University, Faculty Research Grant. Award Amount = \$1,972.

2000 "Impact of the CHANGE program on Youthful Offenders and Staff at the Michigan Youth Correctional Facility". **OJJDP.** Co-Authors: Shannon Barton & Eric Lambert. Not funded.

1999-2002 Principal Investigator. "Evaluation of the CHANGE Program and Its Impact on Inmates and Staff at the Michigan Reformatory". Shannon Barton and Eric Lambert (co-authors). **National Institute of Justice** Award Amount = \$49,013

Appendix N

- 1999 Principal Investigator. "Undergraduate Academic Dishonesty: An Examination of Behaviors and Perceptions at Ferris State University". Eric Lambert & Shannon M. Barton (co-authors). **Ferris State University, Faculty Research Grant** Award Amount = \$1,743.
- 1999 Principal Investigator. Creation of "Crisis Intervention and Negotiation" Seminar. **Ferris State University, Faculty Development Grant** Award Amount: \$700
- 1999 "A Systemic Approach to Addressing Domestic Violence in Rural Areas: Domestic Violence Task Forces and Community Interventions". Co-Author Eric Lambert & Shannon M. Barton (Principal Investigator). **Ferris State University, Faculty Research Grant** Award Amount = \$5,312.
- 1998 "Evaluation of the Pilot CHANGE Program". Co-evaluators-Shannon M. Barton and Eric Lambert. **Ferris State University, College of Education** Award Amount = \$ 700.
- 1998 "Systemic Approach Addressing Domestic Violence in Rural Areas" **National Institute of Justice**. Co-Author: Shannon Barton. Not Funded.

Ferris State University Timme Travel Grant

1997, 1998	Award Amount=\$400
1999, 2000, 2001	Award Amount = \$600.
2002, 2003, 2004	Award Amount = \$700
2005, 2006, 2007	Award Amount = \$500
2008, 2010, 2012, 2013	
2014, 2016	Award Amount = \$850
2009 Sabbatical Grant=	\$1200
<i>(group grant)</i> 2000	Award Amount = \$10,000.
<i>(group grant)</i> 2003	Award Amount = \$6,000.
<i>(group grant)</i> 2004	Award Amount = \$5400.

Consulting:

- 2016 Sommerville, SC Juvenile Agencies
- 2014-2015 Consultant, Educational Testing Service
- 2002-present National Institute of Justice Consultant -- Corrections

2002- 2007 Member- NIJ sponsored Correctional Health Research Program (CHRP),
University of Connecticut/Connecticut Department of Corrections Advisory
Board

Presentations

2016 *Midwestern Criminal Justice Association, Chicago, IL*

Paper presentation: "Trust and Fear of Victimization among Prison Staff"
Co Presenters: Eric Lambert, Shannon Barton, James Wells, and Kevin Minor

2016 *Academy of Criminal Justice Sciences, Denver, CO*

Paper Presentation: "The Effects of the Workplace on Jail Officers"
Co Presenters: Eric Lambert, Eugene Paoline, Marie Griffin, Linda Keena, James Wells,
& Kevin Minor.

Paper Presentation: "Examining Fear Enhancers and Fear Inhibitors among
Correctional Staff". Co-Presenters: Eric Lambert, Jill Gordon, James Wells, & Kevin
Minor.

Paper Presentation: "The Association between Work-Family Conflict and Burnout
among Indian Police Officers." Co-presenters: Hanif Qureshi, Eric Lambert, James
Frank & Linda Keena

2015 *Midwestern Criminal Justice Association, Chicago IL*

Paper Presentation: "The Association between Work Family Conflict & Job Burnout".
Co-Presenters: Eric Lambert, Linda Keena, Hanif Quershi, James Frank, Charles
Klahm, & Brad Smith

2015 *Academy of Criminal Justice Sciences, Orlando, FL*

Paper Presentation: "Spilling Over: Correlates of Strain Based Work-Family Conflict".
Co-presenters: Eric Lambert, Hanif Qureshi, Charles Klahm, Brad Smith, & James
Frank

Paper Presentation: "Correlates of Perceived Dangerousness of the Job among Jail
Staff". Co-presenters: Eric Lambert, Eugene Paoline, Kevin Minor, James Wells, &
Shannon Barton-Bellessa

Paper Presentation: "A Career and Life Stage Analysis of Jail Staff Outcomes". Co-
presenters: Eugene Paoline, Eric Lambert, Marie Griffin, & Bitna Kim

- 2014 *American Society of Criminology, San Francisco, CA*
- Paper Presentation: “Correlates of Perceived Dangerousness of the Job among Correctional Staff.” Co presenters: Eric Lambert, Shannon Barton-Bellessa, Kevin Minor, James Well, Brett Garland, and Bitna Kim.
- Paper Presentation: “Am I Fried? The Issue of Burnout among Indian Police Officers.” Co-presenters: Hanif Qureshi, Charles Klahm, Eric Lambert, Brad Smith, and James Frank.
- 2014 *Academy of Criminal Justice Sciences, Philadelphia, PA*
- Paper Presentation: “Differences in the Correlates of Job Stress and Job Satisfaction by Race/ethnicity of Jail Staff.” Co-authors-Eric Lambert, Eugene Paoline, James Wells, Kevin Minor, Marie Griffin, Bitna Kim, Kelly Cheeseman, and Brett Garland.
- Paper presentation: “Effects of Organizational Structure on Indian Police Officers.” Co-presenters— Charles Klahm, Hanif Qureshi, Eric Lambert, & James Frank.
- Paper presentation: “Work Family Conflict among Indian Police Officers.” Co-presenters: Hanif Qureshi, Charles Klahm, Brad Smith, James Frank, & Eric Lambert.
- 2013 *American Society of Criminology, Atlanta, GA*
- Paper presentation: “Gender and Cultural Differences on Death Penalty Support and Views among Japanese and U.S. College Students.” Co-presenters: Shanhe Jiang, Toyoji Saito, Eric Lambert, Mahfuzul Khondaker, O. Oko Elechi, David Baker, and Yuning Wu.
- Paper presentation: “I Want Justice: The Relationship between Perceptions of Distributive and Procedural Justice with Organizational Commitment.” Co-presenters: Hanif Qureshi, Charles Klahm, Brad Smith, James Frank, and Eric Lambert.
- Paper presentation: “What is the Job Doing for Me? A Test of the Job Characteristics Model among Indian Police Officers.” Co-presenters: Charles Klahm, Hanif Qureshi, Brad Smith, James Frank, and Eric Lambert
- Paper presentation: “How I Bond Matters: The Issue of Affective and Continuance Commitment among Correctional Staff.” Co-presenters: Eric Lambert, Kevin Minor, James Wells, Thomas Kelley, and Kelly Cheeseman.
- Paper presentation: “A Review of the Correctional Staff Burnout Literature: Where we are

and where we need to be.” Co-presenters: Eric Lambert, Shannon Barton-Bellessa, Marie Griffin, Bitna Kim, and Brett Garland.

2013 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: “A Gendered Career Stage Test of Turnover Intent among Correctional Officers.” Co-presenters: Marie Griffin, Eric Lambert, and Natalie Todak.

2013 *Academy of Criminal Justice Sciences, Dallas, TX*

Paper Presentation: “A Further Exploration of the Effects of Affective and Continuance Commitment with Job Burnout among Correctional Staff. Co-presenters: Eric Lambert, Brett Garland, Marie Griffin, Bitna Kim, & Thomas Kelley.

2012 *American Society of Criminology, Chicago, IL*

Paper Presentation: “A Gendered Model of Job Stress and Job Satisfaction among Jail Staff: A Preliminary Study”. Co-presenters-Eric Lambert & Eugene Paoline, III.

Paper Presentation: “A Career and Life Stage Analysis of Correctional Staff Outcomes.” Co-presenters: Eric Lambert, Brett Garland, Marie Griffin, and Kelly Cheeseman.

2012 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation-“Being the Good Soldier Who Supports Helping Others: The Association between Correctional Orientation and Organizational Citizenship Behaviors among Correctional Staff.” co-presenters--Eric Lambert, Shannon Barton-Bellessa, and Eugene Paoline.

Paper Presentation-“The Association of Occupational Stressors with Different Forms of Organizational Commitment among Correctional Staff.” Co-presenters- Eric Lambert & Thomas Kelley.

2012 *Academy of Criminal Justice Sciences, New York, NY*

Paper Presentation—“Work-Family Conflict and Organizational Citizenship Behaviors: A Preliminary Examination”. Co-presenters-Eric Lambert, Irshad Altheimer, and Thomas Kelley.

Paper Presentation: “Mass Decarceration?” Co-Presenters: Mary Stohr, Brett Garland, Eric Lambert, and Aida Hass.

Paper Presentation: “Investing in the Right Commitment: The Effects of Continuance Commitment versus Affective Commitment Among Correctional Officers.” Co-Presenter-Eric Lambert.

2011 *American Society of Criminology—Washington, DC*

Paper presentation: “Exploring Possible Antecedents of Role Stress among Correctional Staff.” Co-presenters: Eric Lambert, Brett Garland, Shannon Barton-Bellessa, and Marie Griffin.

2011 *Midwestern Criminal Justice Association, Chicago, IL*

Roundtable Discussion—“Mass Decarceration?” With Mary Stohr, Brett Garland, Eric Lambert & Eric Wodahl.

Paper Presentations: “The Link between Organizational Justice and Job Involvement—A Test at Two Different Correctional Institutions”. Co-presenters: Eric Lambert, & Kelly Cheeseman

Paper Presentation -“Hanging on Too Long: The Relationship between Different Forms of Organizational Commitment and the Emotional Burnout among Correctional Staff”. Co-presenters: Eric Lambert & Thomas Kelley.

Paper Presentaiton—“Fairness Matters: The Association between Perceptions of Distributive and procedural Justice and Organizational Citizenship Behavior”. Co-Presenter: Eric Lambert

2011 *Academy of Criminal Justice Sciences, Toronto, ON: Canada*

Paper Presentation: “A Utopian Prison: Contradiction in Terms? Co presenters: Eric Lambert, & Jeff Ross

Paper Presentation: “The Effects of Different Forms of Social Support on Correctional Staff Job Involvement, Job Stress, Job Satisfaction, and Organizational Commitment”. Co-Presenters: Eric Lambert, Kevin Minor & James Wells

Paper Presentation: “Examining the Effects of Job Variables on Different Types of Organizational Commitment among Correctional Staff”. Co Presenters: Eric Lambert, Marie Griffin & Shannon Barton-Bellessa

2010 *American Society of Criminology-San Francisco, CA*

Paper Presentation: “The Effects of Job Characteristics on Burnout among Correctional Staff. Co-presenters: Eric Lambert, and Marie Griffin.

Paper Presentation: "The Effects of Continuance Commitment, Moral Commitment, and Affective Commitment on Prison Staff. Co Presenters: Eric Lambert and Marie Griffin.

2010 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "The Relationship between Job Stressors and Job Involvement among Correctional Staff: A Test of the Job Demands Model." Co-authors: Eric Lambert, Kelly Cheeseman Dial, and Shannon Barton-Bellessa.

Paper Presentation: "Examining the Relationship between Supervisor Trust and Management Trust and Job Burnout among Correctional Staff. Co-authors: Eric Lambert, Shannon Barton-Bellessa, and Shanhe Jiang.

Paper Presentation: "Examining the Effects of Stressors on Organizational Citizenship Behaviors among Private Correctional Staff: A Preliminary Study." Co-authors: Shannon Barton, Irshad Altheimer, Eric Lambert, and Kelly Cheeseman Dial. (2010

Paper Presentation: "Association between Distributive Justice and Procedural Justice with Life Satisfaction among Correctional Staff." Co-presenter: Eric Lambert

Paper Presentation: "The Association between Perceptions of Distributive Justice and Procedural Justice with Support of Treatment and Support of Punishment among Correctional Staff." Co-presenters: Eric Lambert & Shannon Barton.

2010 *Academy of Criminal Justice Sciences: San Diego, CA*

Roundtable Presentation: "What the Research Tells Us about the Impact of the Work Environment on Correctional Staff and What Still Needs to be Researched." Co-presenters: Kelly Cheeseman Dial & Eric Lambert.

Paper Presentation: "The Correlates of Correctional Orientation in a Treatment Focused Prison: A Test of Person-Environment Fit Theory." Co-presenters: Eric Lambert, Irshad Altheimer, and Shannon Barton.

Paper Presentation: "Exploring the Relationship between Social Support and Job Burnout among Correctional Staff: An Exploratory Study." Co-presenters: Eric Lambert & Irshad Altheimer.

Paper Presentation: Changing Institutional Behavior of High Risk Inmates with Cognitive Programming. Co-presenters: Eric Lambert & Shannon Barton.

- 2009 *American Society of Criminology: Philadelphia, PA*
- Paper Presentation: The association between work-family conflict and job burnout among correctional staff: A preliminary study. Co-presenter: Eric Lambert
- 2009 *Midwestern Criminal Justice Association: Chicago, IL*
- Paper Presentation: Wanting Change: The relationship of perceptions of Innovation with correctional staff job stress, job satisfaction, and organizational commitment. Co presenter: Eric Lambert
- Paper Presentation: The association between work-family conflict and job burnout among correctional staff: A preliminary study. Co-presenters: Eric Lambert & Irshad Altheimer.
- Paper Presentation: An exploratory examination of a gendered model of the effects of role stressors. Co Presenters: Eric Lambert & Irshad Altheimer.
- 2009 *Michigan Academy of Science, Arts, and Letters in Detroit, Michigan*
- Paper Presentation: A Preliminary Examination of the Relationship between Organizational Structure and Emotional Burnout among Correctional Staff. Co-presenter: Eric Lambert
- 2009 *Academy of Criminal Justice Sciences: Boston, MA*
- Paper Presentation: The Issue of Trust in Shaping the Job Stress, Job Satisfaction, and Organizational Commitment of Correctional Staff. Co-presenters: Eric Lambert & Shahne Jiang
- Paper Presentation: An Exploratory Examination of the Consequences of Burnout in Terms of Life Satisfaction, Turnover Intent, and Absenteeism. Co-presenters: Eric Lambert & Irshad Altheimer.
- 2008 *American Society of Criminology-St. Louis, MO*
- Paper Presentation: A test of a gendered model of burnout among correctional staff. Co-presenters: Marie Griffin & Eric Lambert.
- Paper Presentation: Test of a Gendered Model of Antecedents of Organizational Commitment. Co-presenters: Marie Griffin & Eric Lambert.

- 2008 *Midwestern Criminal Justice Association-Chicago, IL*
- Paper Presentation: “The Relationship between Burnout and Support for Punishment and Treatment: A Preliminary Examination”. Co-presenters: Eric Lambert, Shanhe Jiang, Michael Stevenson.
- Paper Presentation: “I am Fried: The Issues of Stressors and Burnout among Correctional Staff.” Co-presenters: Eric Lambert, Kasey Tucker, Morris Jenkins, David Baker.
- Paper Presentation: “The Impact of Job Stress, Job Involvement, Job Satisfaction and Organizational Commitment on Correctional Staff Support for Rehabilitation and Punishment”. Co-presenters: Eric Lambert, Shannon Barton, Oko Elechi.
- 2008 *Academy of Criminal Justice Sciences-Cincinnati, OH*
- Paper Presentation: “The Issues of Burnout among Staff at Private Prisons.” Co-presenter—Eric Lambert.
- 2007 *American Society of Criminology-Atlanta, GA*
- Paper Presentation: “Death Penalty Support among Men and Women: A Multi-Variate Preliminary Examination.” Co-presenters: Eric Lambert, Alan Clarke, Kasey Tucker, and Scott Camp.
- Paper Presentation: “A Study of the Impact of Work on the Life Satisfaction of Staff at a Private Midwestern Prison.” Co-presenter: Eric Lambert
- 2007 *Midwestern Criminal Justice Association—Chicago, IL*
- Paper presentation: “The Antecedents of Commitment among Correctional Staff: It Matters What You Are Measuring.” Co-presenters Eric Lambert and Shanhe Jiang.
- Paper Presentation: “Being the Good Soldier: Organizational Citizenship Behavior and Commitment among Correctional Staff.” Co-presenters: Eric Lambert and Marie Griffin.
- Paper Presentation: “The Impact of the Work Environment on Prison Staff: The Issue of Consideration, Structure, Job Variety, and Training.” Co-presenters: Shanhe Jiang, Eric Lambert, Bradene Moore, Kasey Tucker, Morris Jenkins and Michael Stevenson.

Paper Presentation: "The Impact of Punishment and Rehabilitation Views on Organizational Commitment among Correctional Staff: A Preliminary Study." Co – Presenters: Eric Lambert, Shannon Barton, Shanhe Jiang, and David Baker.

2007 *Ohio Criminal Justice Research Conference, Columbus, OH*

Paper Presentation: "I Want to Know and I Want to Be Part of It: The Impact of Instrumental Communication and Integration on Private Prison Staff." Co-presenters-Eric Lambert, Lois Ventura, and Michael Stevenson.

2007 *Academy of Criminal Justices Sciences, Seattle, WA*

Paper Presentation: "Rural Law Enforcement Officers Perceptions of Likelihood of Arrest in Domestic Violence Situations." Co-presenters: Eric Lambert, Shannon Barton, Lois Ventura, & Terry Nerbonne.

Paper Presentation: "The Impact of Organizational Citizenship Behavior on Correctional Staff". Co-presenters: Eric Lambert & Marie Griffin.

2006 *American Society of Criminology, Los Angeles, CA*

Paper Presentation: "The Importance of Job Satisfaction and Organizational Commitment in Shaping Turnover Intent among Staff at a Private Prison." Co-presenter: Eric Lambert.

2006 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "The Job is Killing Me: The Impact of Job Characteristics on Correctional Staff Job Stress". Co-presenters-Eric Lambert & Terry Cluse-Tolar

Paper Presentation: "The Impact of Distributive and Procedural Justice on the Correctional Staff Job Stress, Job Satisfaction and Organizational Commitment: A Multi-Variate Analysis". Co presenters: Eric Lambert & Marie L. Griffin

Paper Presentation: "The Influence of Demographic Characteristics, Job Characteristics, and Organizational Structure on Correctional Staff Job Stress, Job Satisfaction, and Organizational Commitment". Co presenters: Eric G. Lambert & Eugene A. Paoline III

2005 *American Society of Criminology, Toronto, CAN*

- 2005 Paper Presentation: "The Impact of Stressors on the Work-Family Conflict of Staff at a Private Prison." Co-presenter: Eric Lambert
Ohio Criminal Justice Research Conference
- Paper Presentation: "Gender Differences in Correctional Staff Work Attitudes and Perceptions of the Work Environment: An Expanded View". Co-presenters: Eric Lambert, & David Baker.
- Paper Presentation: "The Impact of Job Characteristics on Correctional Staff: Why Management Should Care". Co-presenters-Eric Lambert & Morris Jenkins.
- 2005 *Midwestern Criminal Justice Association, Chicago, IL*
- Paper Presentation: "Correlates of correctional Officer Job Stress: The Impact of Organizational Structure". Co-presenters: Eric Lambert & Reva Allen.
- 2005 *Academy of Criminal Justice Sciences, Chicago, IL*
- Paper Presentation: "Differences in Forensic Science views and Needs of Law Enforcement: A survey of Michigan Law Enforcement Agencies". Co-presenters: Eric Lambert, Shannon Barton, Terry Nerbonne, & Janet Lambert.
- 2004 *American Society of Criminology, Nashville, TN*
- Paper presentations: "The Views of Staff at a Private Prison toward Supervisors and Management". Co-presenters: Eric Lambert, Lois Ventura, & Janet Lambert
- Paper Presentation: "The Rehabilitation and Punishment Views of Staff at a Private Prison and Their Impact on the Job Stress, Job Satisfaction, and Organizational Commitment". Co-presenters: Eric Lambert, James Hogan, & Shannon Barton.
- 2004 *Midwestern Criminal Justice Association, Chicago, IL*
- Paper presentation: "The Good Life: The Issue of Life Satisfaction for Correctional Staff and the Impact of Job Satisfaction and Occupational Stressors—An Exploratory Study". Co-presenters: Eric Lambert, Eugene Paoline, Michael Bryant.
- Paper Presentation: "The Impact of Occupational Stressors on Correctional Staff Organizational Commitment: A Preliminary Study". Co-presenters: Eric Lambert & Morris Jenkins.

- 2004 *Ohio Criminal Justice Research Conference, Columbus, OH*
- Paper presentation: "The Impact of the Work Environment on Prison Staff"
Co-presenters: Eric Lambert, Lois Ventura, David Baker, & Michael Bryant.
- Paper Presentation: "Academic Dishonesty Among Criminal Justice Majors: Are They Different from Non-Criminal Justice Majors?" Co-presenter: Eric Lambert.
- 2004 *Academy of Criminal Justice Sciences, Las Vegas, NV*
- Paper presentation: "The Views of Rural Law Enforcement Officers on Domestic Violence: Part II" co-presenter: Eric Lambert
- Paper Presentation: "New Directions in Criminal Justice: The Interdisciplinary Approach". Co-presenters: Cecil Queen, Gregory Vanderkooi, Ron McKean, and Rick Mislán.
- Paper Presentation: "The Impact of Instrumental Communication and Integration on Private Prison Staff". Co-presenters: Eric Lambert, Janet Lambert, & James Hogan
- 2003 *American Society of Criminology, Denver, CO*
- Paper presentations: "Impact of Work-Family Conflict on Private Prison Staff". Co-presenter: Eric Lambert
- Paper Presentation: "The Issue of Role Stressors at a Private Prison". Co-presenter: Eric Lambert
- Paper Presentation: "The Views of Work and Money on Job Satisfaction" co-presenter: Eric Lambert.
- 2003 *Midwestern Criminal Justice Association, Chicago, IL*
- Paper Presentation: "The Impact of Job Characteristics on Staff at a Private Prison". Co-presenters: Eric Lambert & Shannon Barton.
- Paper Presentation: "The Impact of Punishment and Rehabilitation Views of Staff Under a Treatment-oriented Warden". Co presenters: Eric Lambert & Shannon Barton.
- 2003 *Academy of Criminal Justice Sciences, Boston, MA*

Paper Presentation: "Views of Rural Law Enforcement Officers on Domestic Violence" Co-presenter: Eric Lambert

Paper Presentation: "Correlates and Antecedents of Correctional Staff Absenteeism" Co-presenters: Eric Lambert & Shannon Barton.

2002 Roundtable Discussion: "Forensic Science as a Criminal Justice Option".
American Society of Criminology, Chicago, IL

Paper Presentation: "Multiple Methods and Practical Research: The Value of Using Both Quantitative and Qualitative Data to Assess a Cognitive-Based Program." Co presenters: Shannon Barton & Eric Lambert.

2002 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "Understanding Program Failure: Discussion of Staff Interviews from a Cognitive Program for High Risk Prisoners." Co Presenters: Shannon Barton & Eric Lambert

Paper Presentation: "Differences between Male and Female Prison Staff in their Work Attitudes and Perceptions of the Work Environment." Co Presenters: Eric Lambert & Shannon Barton.

2002 *Academy of Criminal Justice Sciences, Anaheim, CA*

Paper Presentation: "The Issue of Work-Family Conflict Among Correctional Staff." Co Presenter: Eric Lambert.

Paper Presentation: "I Want to Know and I want to Be Part of It: The Impact of Instrumental Communication and Integration on Correctional Staff." Co-Presenter: Eric Lambert

2001 *American Society of Criminology, 2001 Atlanta, GA*

Paper Presentation: "Domestic Violence in Rural Areas: An Exploration of Mandatory v. Preferred Arrest Policies". Co-presenters: Shannon Barton, Eric Lambert, & Alan Clarke

Paper Presentation: "An Evaluation of a School Resource Officer Program in a Rural Midwestern County". Co-presenters: Shannon Barton, Eric Lambert, & Alan Clarke

2001 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "An Evaluation of a Diversity Workshop for Juvenile Detainees".
Co-presenters: Eric Lambert, Shannon Barton, and Alan Clarke.

2000 *American Society of Criminology, San Francisco, CA.*

Paper Presentation: "Impact of a Cognitive Program on Institutional Misconduct of Inmates in a Midwestern Prison." Co-presenters: Shannon Barton and Eric Lambert.

2000 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "A Comparison of Faculty and Student Perceptions of Undergraduate Student Academic Dishonesty at a Midwestern University."
Co-presenters: Shannon Barton and Eric Lambert

2000 *Academy of Criminal Justice Sciences, New Orleans, LA*

Paper Presentation: "Real Versus Perceived Needs in Forensic Science"
Co-presenters: Shannon Barton, Phillip Watson, Eric Lambert.

Paper Presentation: "Undergraduate Academic Dishonesty: Faculty Perceptions".
Co-presenters: Shannon Barton, Terry Nerbonne, and Eric Lambert.

1999 *American Society of Criminology, Toronto, Canada*

Paper Presentation: "Undergraduate Academic Dishonesty: Comparing Criminal Justice Majors to Non Criminal Justice Majors". Co-presenters Shannon Barton and Eric Lambert.

1999 *Midwestern Criminal Justice Association, Chicago, IL*

Paper Presentation: "Undergraduate Student Ethical Dilemmas: The Nature, Extent, and Response to the Problem". Co-presenter: Shannon Barton.

1998 *American Society of Criminology, Washington, DC*

Paper Presentation: "Am I Happy? The Salient Determinants of Job Satisfaction and Organizational Commitment among Correctional Staff".

Paper Presentation: "To Withdraw or Not To Withdraw? The Consequences of Job Satisfaction and Organizational Commitment among Correctional Staff".
Co-presenters, Shannon Barton and Eric Lambert.

1998 *Midwestern Criminal Justice Association, Milwaukee, WI*

Paper Presentation: "Reexamining Correctional Staff Turnover: A Discussion of the Measurement and Testing of a Causal Model. Co-presenters, Shannon Barton and Eric Lambert.

1998 *Academy of Criminal Justice Sciences, Albuquerque, NM*

Paper Presentation: "Detention Officers and the Use of Non-lethal Weapons"

1997 *American Society of Criminology, San Diego, CA*

Paper presentation: "Men and Women Detention Officers Using Force: The Influence of Inmate Physical Stature and Inmate Gender on Decision-Making in Conflict Situations".

1997 *North Central Sociological Association, Indianapolis, IN.*

Panel presentation: Coming Together in Cyberspace: Using the Internet to Promote & Facilitate Student Organizations. Co-presenter: Paul Becker

1997 *Academy of Criminal Justice Sciences, Louisville, KY*

Paper presentation: "Gender Differences in Responding to Conflict Situations".

1996 *American Society of Criminology, Chicago, IL*

Paper presentation: "A Through the Eyes of Gender: The Assessment of Severity and Risk in Conflict Situations by Men & Women Detention Officers."

1996 *Academy of Criminal Justice Sciences, Las Vegas, NV*

Paper Presentation: "Gender Differences and the Use of Force".

Seminars/Field Training/Practitioner advising

Appendix N

- 2007- Ferris State Public Safety-staff evaluation consultant
- 2007 Youth Attention Center—consultant for director
- 2006 Cooley Law School-Grand Rapids, MI
Lecturer-
- 2000 S.T.O.R.M. (Sobriety Trained Officers Representing Michigan) Lansing, MI
Lecturer: Train the Trainer "Adult Learners" & "Teacher Preparation"
- 2000 Ferris State University Summer Institute, Big Rapids, MI
Guest Lecturer: "Work Place Violence, What you Should Know".
- 2000 S.T.O.R.M. (Sobriety Trained Officers Representing Michigan) Mt. Pleasant, MI
Lecturer: Train the Trainer "Adult Learners" & "Teacher Preparation"
- 1999 Michigan Legislative Leadership Conference, July 30, 1999, Big Rapids, MI
Guest Speaker: "Violence in Society". Co-presenter: Shannon M Barton
- 1998 Criminal Justice Women of Michigan, Spring Conference, Roscommon, MI
Guest Speaker "Women and the World of Criminal Justice: We Can Use Force!"

Certifications

- Michigan Sheriff Coordinating and Training Council-2013. Certified to teach jail officer training.
- Maryland Online—Certificate for Online Adjunct Teaching (COAT) December 15, 2012
- Michigan Correctional Officers Training Council--certified to teach required Corrections courses.
Michigan Department of Corrections, 1997-present.
- Michigan Coalition on Law Enforcement Standards (MCOLES) Precision Driving Instructor School
Kalamazoo Valley Community College, December 11, 12, 1998.

Professional Development/Service

National Affiliations

- Member--American Society of Criminology, 1994-present
Mentoring Program, 1996-2006
ASC Constitution and Bylaws committee 2003-2004

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Member--Academy of Criminal Justice Sciences, 1996-present
Membership Committee, 2000-2001
Teller Committee -2010 Election
Assessment Committee (Director)- 2012-2014
Corrections Committee 1998-present

Member-- Midwestern Criminal Justice Association, 1998-
Elected Secretary-term 2010-2012
Election Committee 2011

Member-Midwestern Association of Graduate Schools-2011-2013

Member-Council of Graduate Schools 2011-2013

Ferris State University-Service

Current committees:

Member-Academic Affairs-Graduate office Committee-2016
Member-School of Criminal Justice Scholarship Committee-2015-
Member: College of Education and Human Services Promotion & Merit Committee2016
Member-University Graduate and Professional Council-2016
Member: School of Criminal Justice Graduate Committee-1998-present
Member-College of Education and Human Services Graduate Committee- 2016
Member: School of Criminal Justice Tenure Committee, 2003-present
Reviewer: American Journal of Criminal Justice
Reviewer: Criminal Justice Review
Reviewer: International Journal of Offender Therapy and Comparative Criminology
Reviewer: Professional Issues in Criminal Justice
Reviewer: Journal of Criminal Justice Education
Reviewer: Police Quarterly
Reviewer: Canadian Journal of Behavioural Science
Reviewer: Criminal Justice and Behavior
Reviewer: Justice Quarterly

Community Service:

Vice President—Big Rapids High School Hockey Boosters-2016- present, 2010-2011
Chair- BRHS Hockey Boosters Annual Jim Swears Memorial Golf Tournament -2016
Member-Mecosta-Osceola Intermediate School District-Advisory Board for Public Safety
Member-Big Rapids High School Hockey Boosters 2009-present
Fundraising Director—Big Rapids Area Junior Hockey Association 2002-2014
President—Big Rapids High School Hockey Boosters-2011-2012

Past Committee Work:

Member-University Sabbatical Committee 2013-2016
Chair-College of Education and Human Services Sabbatical Committee-2013-2016
Chair-University Graduate and Professional Council 2002-2009, 2010-2013
Chair-College of Education and Human Services Graduate Committee-1998-2013
Member: Faculty Center for Teaching and Learning Advisory Board-2006-2013
Member: University Institutional Review Board 2003-2013
Chair-Academic Affairs Chair--School of Criminal Justice Graduate Committee 1997-2011
Chair: Task Force on Graduate Education (2010-2011)
Member: FLITE (library) Higher Learning Commission Committee, 2008
Member: Ferris State University Strategic Planning Committee (SPARC) 2007-2009
Member: Ferris State University Threat Assessment Team 2008-2009
Member: College of Education and Human Services Promotion and Merit Committee-2006-2008
Member—University Discipline Committee--2005
Member-Ad-Hoc Senate Committee on Faculty Research & Development-2005
Reviewer-Pearson-Prentice Hall- *Incarcerated Lives*--2005
Chair-College of Education and Human Services Tenure Committee-2004-
Member-College of Education and Human Services Technology Committee
Member- Senate Ad Hoc Committee on Graduate Education, 2002
Member-Vice President's Task Force on Graduate Education, 2001
Chair--Graduate Program Review Committee, 2001
Member--Undergraduate Program Review Committee, 2001
Member-Law Enforcement faculty search committee-2000
Member--Vice President's Task Force on Curriculum, 1999
Member—ACJS membership committee 1999-2000
Member-ASC Graduate Mentor Program 2000-2003
Member—ASC Constitution and Bylaws committee 2003-2004
Chair--Criminal Justice Faculty Search Committee, 1999, 2000, 2002
Member--Ferris State University's Committee for North Central Accreditation-1999-2000
Member--Senate Budget Advisory Committee, 1999
Member--Criminal Justice Director Search Committee, 1998-1999
Member--Ferris State University's Ad Hoc Graduate Committee 1998-2000
Member--Secretary Search Committee, 1998
Member--School of Criminal Justice Development Committee, 1999
Member--School of Criminal Justice Tenure Committee, 1998
Consultant--The Institute for Correctional Research and Training Morehead State University, 1996-1999

Morehead State University

Co-Developer--Morehead State Criminology Web Page, 1996-1997
Co-Advisor--Morehead State Student Criminological Association, 1996-1997
Chair-- Criminology Curriculum Committee, 1996-1997
Reviewer-- The Journal of Contemporary Criminal Justice, 1996

Consultant--Community Services Associates, Inc. Chandler, AZ--a contracted division of the Arizona Supreme Court, 1992-1996

Honors/Awards

- 2016 Ferris State University Academic Scholar Award
- 2010 Sabbatical—Publishing on Cognitive Restructuring
- 2005 Dean's Recognition Award
- 2002 Who's Who Among America's Teachers
- 2002 Outstanding Scholars of the 21st Century
- 2002 Selected by Women's Softball Team for Faculty Appreciation

Past Criminal Justice Employment History

- 1992-1996- **Arizona Supreme Court Defensive Driving Division - Traffic Safety Instructor.**
Contracted through Community Services Associates, Inc. (Chandler, AZ)
Instructor of the Year Award: 1993, 1996.

- 1992 **Valle Del Sol Family Services - Project Thrive Supervisor.**
Supervised program that was contracted by Child Protective Services to provide intense in-home services to drug exposed newborns and their mothers. Monitored child's health, nutrition, and medical needs; provided drug & alcohol counseling, parenting classes, networking to community resources, and financial help to mothers. Oversaw disbursement of funds and acted as a liaison to other provider agencies.

- 1984-1992 **Department of Corrections, Erie County - Corrections Counselor/AIDS Specialist.**
Duties included classification of inmates, crisis prevention and intervention, mental health and suicide assessments, recommendations to court, initiation of trustee, work release, and parole for inmates, writing, implementing, and training staff and inmates on HIV/AIDS, public relations to community and other agencies, and HIV trainer for police and probation department.

- 1979-1984 **Department of Corrections, Erie County - Correctional Officer.**
Performed security-minded operations inclusive of booking, searches, block supervision & control, response to altercations, and statistical reporting to the state of Pennsylvania.

- 1979 **Adult Probation Department of Erie County- Intern Probation Officer.**
Job duties included pre-sentence investigations, firearms training, arrest techniques, court proceedings, and case management of clients.
- 1978 **Millcreek Township, Erie, PA Diversion Program - Mentor.**
Program designed for first-time juvenile offenders.

References

Dr. Shannon Barton-Bellessa

Professor
Department of Criminology
240 Homstedt Hall
Indiana State University
Terre Haute, IN 47809
812-237-8332
Shannon.barton.bellessa@indstate.edu

Dr. Velmer S. Burton, Jr.

Professor/Dean
University of Mississippi
George Street University House
P.O. Box 1848
University, MS 38677-1848
(662) 915-1081
vsburton@olemiss.edu

Dr. Frank E. Hagan

Professor, Thesis Chair
Department of Criminal Justice
Mercyhurst University
501 E. 38th Street
Erie, PA 16546
814-824-2265

Dr. John R. Hepburn

Chair, Dissertation Committee
Professor
Criminology & Criminal Justice
Arizona State University West
4701 W. Thunderbird Rd.
Glendale, AZ 85306
602-543-6600

Dr. Eric G. Lambert

Chair/Professor
Legal Studies
Odom Hall
University, MS 38677
(662) 915-2672
eglambert@olemiss.edu

Curriculum Vitae

Steven F. Hundersmarck Ph.D.

Current Position

Interim Director/Assistant Professor
Ferris State University
School of Criminal Justice
1349 Cramer Circle, BIS 520
Big Rapids, MI 49307-2737
Phone: (231) 591-5085 / Fax: (231) 591-3792
E-mail: SteveHundersmarck@ferris.edu

Education

2004 – Ph.D. Educational Psychology, Emphasis in Learning and Development.
Michigan State University

1996 – M.A. General Business Administration, *Central Michigan University*

1991 – B.S. Criminal Justice, *Madonna University*

Current Teaching Interests

Juvenile Delinquency	Ethics in Criminal Justice
Criminal Behavior	Criminal Profiling
Forensic Psychology	Sex Crimes Investigation
Crime Scene Processing	Psychology
Community Policing	Interviewing/Interrogation
Criminal Investigation	Police Operations
Restorative Justice	Victimology
Research Methods – Ph.D.	Police Administration – Master’s

Current Research Interests

Police Learning and Development	Organizational Learning
Internet Predators	Binge Drinking
Qualitative Research Methodology	Sex Offenders
Adolescent Peer Relations	Community Policing
Criminal Profiling	Problem-Oriented Policing
Problem Based Learning	Police Use-of-Force
Fear of Crime	

Experience

Interim Director – School of Criminal Justice Ferris State University. Fall 2016.

Appendix N

Assistant Professor of Criminal Justice, Ferris State University 2013 – Present
Grant and Training Coordinator Central West Michigan Law Enforcement Training Consortium. 2014-2016
Consultant American Intercontinental University. Curriculum formation and course development. 2014
Director, Center of Criminal Science, Indiana Institute of Technology 2008-2013
Associate Professor of Criminal Justice with Tenure, Indiana Institute of Technology 2011 – 2013
Assistant Professor of Criminal Justice, Indiana Institute of Technology 2008 -2011
Coordinator of Criminal Justice Studies, Ohio Northern University, 2007
Assistant Professor of Criminal Justice & Psychology, Ohio Northern University, 2004 - 2008
Adjunct Professor of Psychology, Macomb Community College, 2002 – 2004
Research Assistant, Center for Teaching, Michigan State University 2001 – 2003
Assistant Coordinator/Instructor, Wayne Regional Police Academy 1997 – 2004
Police Chief, Sergeant, Detective, Police Officer City of Plymouth, Michigan Police Department 1987 – 2000
Hostage Negotiator, Team Leader, Instructor, Western Wayne County Crisis Negotiation Team, 1988 – 2000
Police Officer, City of Houston Police Department, 1981 – 1987

Grants and Funded Research Projects

Perkins Grant. Applied for grant monies to fund \$10,000 in equipment earmarked for student skill development and retention. (September 2016)

Timme Travel Grant. Grant rewarded by the Faculty Center for Teaching and Learning to attend ILEETA Conference Rosemont, Illinois March 16-18, 2016 (\$1,050.00)

Violent Gang and Gun Reduction Program – Project Safe Neighborhoods. Applied for grant as Fiscal Agent for the City of Kalamazoo through the United States Department of Justice (2015). (\$300,000)

FCTL Travel Grant. Grant rewarded by the Faculty Center for Teaching and Learning to present at Lilly Conference in Traverse City on October 15-17, 2015

Crime Scene Supplies. Applied for funds to purchase crime scene supplies for classroom purposes through Dean of Education and Human Services office. Collaborative effort with Mike Vasicek. (2014) (\$2,000)

Michigan Justice Training Competitive Grant Program. Received training grant to fund police training for the Central West Michigan Law Enforcement Training Consortium (2014) (\$19,000).

Violent Gang and Gun Reduction Program – Project Safe Neighborhoods. Applied for grant as Fiscal Agent for the County of Muskegon through the United States Department of Justice (2014). (\$300,000)

Technology Grant. Magee-O'Connor Foundation. Advanced IV/UR cameras and light source 2011-2012. (\$15,000).

Applied for Crime Scene House and Equipment. Grant through Senator Lugar's office for combined police and university training facility with state of the art facility and equipment 2010 (\$735,000).

Emergency Response grant in conjunction with the Public Safety Academy of Northeast Indiana 2009 -2010 (\$35,000)

Action Grant, Indiana Institute of Technology 2008 (\$500)

Teaching with technology grant, Ohio Northern University 2008 (\$5,000)

Teaching with technology grant, Ohio Northern University 2006 (\$3,990.00)

Summer Faculty Development Grant Ohio Northern University 2007 (\$1,500)

Journal Articles and Book Chapters

Hundersmarck, S.F., Vanderkooi, G. & Vasicek, M. (2016) Police Use of Force: Transitioning Policy into Practice. Submitted to the *Police Forum* for publication August 19th. 2016.

Hundersmarck, S.F. & Vasicek, M. (2015) Engaging and Retaining Students by Developing a True Career-Based Criminal Justice Curriculum. *Applied Psychology in Criminal Justice*. 11 (1)

Hundersmarck, S. (2015) Learning to Play and Binge Drinking on a College Campus. *Applied Psychology in Criminal Justice*. 11 (1)

Delong, R. Durkin, K., & Hundersmarck, S., (2010) An exploratory analysis of the cognitive distortions of a sample of men arrested in internet sex stings. *Journal of Sexual Aggression*. 16(1.)

- Hundersmarck, S. (2009) Police Recruit Training. *FBI Law Enforcement Bulletin*. 78 (8)
- Hundersmarck, S., Albright, C. Knipp, A. & Hammel, G. (2008) Everyone is the same, some people are different. Peer Association in a Rural Ohio High School. *Journal of Psychology and the Behavioral Sciences*. 20
- Hundersmarck, S., Durkin, K., & Delong, R. (2007) Adopting a Classification System for Profiling and Identifying Cognitive Distortions in Internet Predators. Edited book chapter by Haworth Press Binghamton, NY.
- Hundersmarck, S., Durkin, K., & Delong, R. (2007) Doing Cognitive Distortions Adopting a Classification System for Profiling and Identifying Cognitive Distortions in Internet Predators. *Journal of Offender Rehabilitation*. 47 (1)
- Durkin, Keith F. and Steven Hundersmarck. (2006) Pedophiles and Child Molesters In *Extreme Deviance* Edited by Erich Goode. Newbury Park, CA: Sage.
- Hundersmarck, Steven (2005) Between the Classroom and the Streets: The Transition from Police Academy Recruit to Police Officer *Professional Studies Review* 2005 1 (2)
- Hundersmarck, Steven, Durkin, Keith and Wolfe, Scott (2005) MSSA Membership Survey: Additional Results *MSSA Forum* 7 (1) 7-8
- Becker, B., Kennedy, M., Hundersmarck, S. What makes a Teacher Qualified, Hypothesis About Quality a Decade of Debates? Posted in NSF and Math Science Partnership website

Paper Presentations

- Hundersmarck, Steven and Vasicek, M. (2016). Poster presentation entitled, "Implementing Problem-Based learning into the University Classroom. Traverse City, Michigan
- Hundersmarck, Steven, Vanderkooi, G., and Vasicek, M. (2016). Paper presentation entitled; "Are We Training Officers How to Use Force?" Presented at Academy of Criminal Justice Sciences 53rd Annual Meeting. Denver Colorado
- Hundersmarck, Steven and Vasicek, M. (2015). Poster presentation entitled, "Learning About Students: Developing a Career-Based Criminal Justice Curriculum" at the Lilly Conference on Evidence-Based Teaching and Learning. Traverse City, Michigan

- Hundersmarck, Steven (2010) Keynote speaker. Police Society for Problem Based Learning. September 2010 Virginia Beach, Virginia
- Hundersmarck, Steven (2010) Addressing police academy learning in the field training program – Bridging the gap. Police Society for Problem Based Learning September 2010 Virginia Beach, Virginia
- Hundersmarck, Steven (2007) Effective interview and interrogation techniques for online predators. Enforcement Expo – Conference for Law Enforcement, Cleveland, Ohio
- Hundersmarck, Steven (2006) Investigating the internet predator. Symposium on Internet Predators. Ohio Northern University, Ada, Ohio.
- Hundersmarck, Steven. (2004) Strategies for synthesizing qualitative research. American Educational Research Association. American Educational Research Association San Diego, Ca.
- Hundersmarck, Steven & King Beach, (2004) Generalization of learning involving non-recognition of prior knowledge. American Educational Research Association. San Diego, Ca.
- Beach, King, Steven Hundersmarck and Steven Vassallo (2003) Consequential transitions: A sociocultural approach to the generalization of knowledge and identity American Educational Research Association. Chicago, Il.
- Hundersmarck, Steven (2002) Backseats, basements and classrooms: Diverse perspectives on identity and the resistance to learning – The generalization of learning from the police academy to the police department Penn Ethnography Forum. Philadelphia, Pa.
- Hundersmarck, Steven (2001) Generalization of identity and knowledge between the classroom and the workplace International Conference on Cultural Psychology. Aarhus, Denmark
- Hundersmarck, Steven (2001) Symposium on Transitions Between Schools and Other Institutions. Issues of transitions, knowledge and identity for police officers moving from the academy to police field training American Educational Research Association. Seattle, Washington
- Hundersmarck, Steven (2000) Transitions and transfer: Views on the generalization of knowledge and identity across multiple learning contexts . American Educational Research Association. New Orleans, La.

Accomplishments

Appointed as Interim Director School of Criminal Justice Ferris State University (Fall 2016)

Developed and oversaw strategic approach to Criminal Justice Program assessment (2015-2016)

Grant and Training Coordinator Central West Michigan Law Enforcement Training Consortium. 2014-2016

Hired as a Consultant to review and develop new curriculum and courses for the Criminal Justice program at American Intercontinental University (2014)

Helped develop and plan new minor in Forensic Psychology with psychology faculty at Ferris. May 2014

Dissertation Chair - Effective Global Leadership - Comparative study of Domestic with Global in the Same Context. Douglas Hiatt Indiana Tech 2013

Lecturer/Presenter for Project-Based Learning two day workshop for Fort Wayne area Teachers. June 2011

Received award for outstanding contribution and commitment to the College of General Studies at Indiana Tech for the 2010 – 2011 school year.

Developed and submitted Pre-Law Program. Curriculum developed and approved. Projected start date. Fall 2011

Co-Developed and submitted Paralegal Program. Curriculum developed and approved. Projected start date. Fall 2011

Developed Master's in Police Administration major. Developed classes and submitted approved coursework to Faculty Senate and Higher Learning Commission. Online classes began January 2011.

Developed Summer Forensic Science Camp. Three day camp for high school students. Included crime scene processing and forensic analysis. Summer 2010.

Developed Rehabilitative Services specialty for Bachelor's Degree in Criminal Justice. Developed curriculum and additional coursework to complete degree. Courses available in Day School, college of Professional Studies and Online 2010.

Restructured curriculum for Criminal Justice specialties in Criminal Justice Administration, Crime Analysis and Associates Degree. Designed new course as part of curriculum. Changes made to curriculum Fall 2009.

Appendix N

Conducted a full assessment of the Criminal Justice Program at Indiana Tech in 2008. Based on assessment restructured curriculum for Criminal Justice Administration and Crime Analysis Specialties. New specialty developed in Rehabilitative Services.

Conferences Attended

Academy of Criminal Justice Sciences 53rd Annual Meeting. Denver Colorado (2016)

International Law Enforcement Educators and Trainers Association Conference
Rosemont Illinois (2016)

Academy of Criminal Justice Sciences 52nd Annual Meeting. Orlando, Florida (2015)

Lilly Conference in Traverse City, Michigan (2015)

International Association of Chiefs of Police Conference. Chicago, Illinois (2011)

Police Society for Problem Based Learning. Virginia Beach, Virginia (2010)

Indianapolis Association of Chiefs of Police. Indianapolis, In. (2009 and 2010)

Enforcement Expo – Law Enforcement Conference Cleveland, Ohio (2007)

Symposium on Internet Predators. Ada, Ohio (2006)

20th Annual Ohio Undergraduate Psychology Research Conference. Berea, Ohio (2006)

American Educational Research Association. San Diego, Ca (2004)

Service to the Discipline

Editor – Special edition of *Applied Psychology in Criminal Justice*. (2015)

Reviewer - *International Journal of Offender Therapy and Comparative Criminology*
(2008 - current)

Textbook Reviewer – Jones and Bartlett Learning. Text on Police Management (2013)

Editorial Board - *Journal of Law Enforcement Ethics and Leadership*. (2012)

Guest Editor (2008). Rural Crime, *Southern Rural Sociology Journal*. (2008)

Reviewer - Jones & Bartlett Publishers Textbook Reviewer (2007)

Reviewer – *Journal of Offender Rehabilitation* – Reviewer for double issue on
rehabilitation and corrections (2007)

Reviewer – Haworth Press – Edited Book Chapters on Rehabilitation and
Corrections (2007)

Reviewer – Sage Publications (2006/2007) Textbook reviewer.

Ad-Hoc Reviewer – Professional Studies Review (2005)

Service to the University

Ferris State Law Enforcement Academy – Guest Lecturer (2013 – present)
College of Education and Human Services Assessment Committee Chair (2013 – present)
Academic Senate Professional Development Committee (2013 – present)
Criminal Justice Graduate School Committee (2014 – present)
School of Criminal Justice Scholarship Award Committee (2015 – present)
Search Committee – School of Criminal Justice (2014 – Present)
Internship Committee (2013)
Wellness Committee (2012)
Crisis Team (2010)
Lilly Grant Committee (2011)
Law School Feasibility Study Committee (2011)
Curriculum Committee (2011)
Planning Committee for New Academic Building (2011)
Graduate Council (2008)
Crisis Management Team (2010)
Conversion to Electronic Book Committee (2010 – 2011)
Search Committee – Law School Dean (2011)
Search Committee – Dean of General Studies (2011)
Search Committee Chair - Criminal Justice Professor (2009 and 2010)
Search Committee - Psychology Professor (2009 and 2010)
Summer Camp at Indiana Tech in Forensic Science – High school students (2010)
Formed first Criminal Justice Association on campus – Lambda Alpha Epsilon (2009)
Scholarship Judge – Franklin Electric Charitable and Educational Foundation (2010)
Keynote Speaker – Student Guys Night Out – Binge Drinking (2010)

Service to the Community

Completed Fear of Crime Survey for the Royal Oak Police Department (2016)
President Board of Directors of the Big Rapids High School Hockey Boosters (2016)
President Board of Directors of the Big Rapids High School Hockey Boosters (2016)

Vice President Board of Directors of the Big Rapids High School Hockey Boosters (2015)
Completed Fear of Crime Survey for the Big Rapids Department of Public Safety (2015)
Chair
ALS Challenge Ferris State Law Enforcement Academy (2014)
Coach for Big Rapids Hockey (2013-2014)
Assist with homicide cold cases. Fort Wayne Police (2011 – 2013).
Coach for Fort Wayne Youth Hockey (2008 – 2012)
Training for Crisis Negotiators. Fort Wayne Hostage Negotiation Team (2010).
Youth Coaching (2003 -2012)
Participation in Mock Barricaded Gunman Exercises (2009 – 2010)
Participation in Police Internet Sting – Lima, Ohio (2006)

Sponsored Student Research

Fear of Crime mail surveys in Royal Oak, Michigan. Survey developed, entered into SPSS and results reported in CRIM 625 courses Spring 2016.

Convenience store surveys compiled, entered into SPSS and results reported in graduate Classes in Mecosta County and Grand Rapids, Michigan. (Fall 2015)

Door-to-door surveys completed in Big Rapids Michigan on “Citizen Fear of Crime” (2015). Two classes of CRIM 311 surveyed a sample of Big Rapids residents using an open-ended Community Policing survey

Students conducted on-site convenience store survey and observations utilizing the Problem-Oriented Policing Guide to Convenience Store Robberies. Student wrote results and presented their findings.

Jessica Virzi, Kara Fox, Allison Digianantonio and Matthew Metzner (2008). Binge Drinking: Socialization variables

Kathryn Mominee, Scott Parsons, Ashley Tanner, Brian Chadwick and Christina Walters (2006 – 2007) Peer Group Membership in a Parochial High School

Jacob Schuck, Chad Horstman, Kara Fox and Jessica Virzi. (2006 – 2007) Binge Drinking – A qualitative cross comparison of freshman to senior college students.

Rod Closson (2006) Video Games and Violence, A quantitative study of adolescents in two communities.

Dana Moorhead (2006) Effects of Pre-school on Children in Kindergarten .

Greg Hammel, Chas Albright, Ashley Knipp & Amanda Eklund (2006) Everyone is the same, some people are different Peer Groups in High School.

Catherine Doner & Weslee Polen (2005) Changing Body Image for Males.

Ben Wenger (2005) Working With an Autistic Child Using Behavior Management.

Scott Wolfe (2005) Binge Drinking A Developmental Perspective.

Student Presentations at Conferences

Jacob Schuck, Chad Horstman, Kara Fox and Jessica Virzi (2007) Tuesdays, Fridays and Saturdays: Binge Drinking on a College Campus . 21st Annual Undergraduate Psychology Research Conference Hiram College and Ohio Northern University Colloquium

Dana Moorehead (2006) Effects of Pre-school on Children in Kindergarten . 20th Annual Ohio Undergraduate Psychology Research Conference. Berea, Ohio and Ohio Northern University Colloquium

Chas Albright, Greg Hammel, and Ashley Knipp (2006) Everyone is the same, some people are different Peer Groups in High School. 20th Annual Ohio Undergraduate Psychology Research Conference. Berea, Ohio and Ohio Northern University Colloquium

Ben Wenger (2005) Working With an Autistic Child Using Behavioral Management Techniques. Ohio Northern University Colloquium

News/Television Interviews

WFFT TV (Fort Wayne March 2013) *Role of Revenge in Homicides. Dual homicides in Fort Wayne appear to be related.*

WANE TV (Fort Wayne July 2012) *Politics in Decision Not to Arrest? Police Actions During Traffic Stop.*

WANE TV (Fort Wayne May 2012) *Rise in Homicides Versus Motor Vehicle Fatalities*

WANE TV (Fort Wayne February 2012) *New Law Making it Illegal for Police Officers to Enter Residence Illegally*

Cosmopolitan Magazine (March 2012) *Laws regarding use of covert cameras.*

WANE TV (Fort Wayne 2011) *Use of Electronic Media in Police Investigations*

Cosmopolitan Magazine (March 2011) *Disorderly conduct laws.*

Cosmopolitan Magazine (August 2009) Stalking Danger. *Advice on what to do about stalker.*

Cosmopolitan Magazine (May 2009) Read This Before You Live Alone. *Advice on protecting your house against break-ins.*

WLIO TV Lima, Ohio (January 2008) *Interview regarding police shooting during drug raid.*

Charleston Post & Courier (7-8-07) Neighbors keep wary eye on predator. *Article on sexual predator released from jail and neighborhood reaction.*

Delphos Herald (4-24-07) Experts explain value of children saving money. *Reasons why setting up savings account is good for children.*

Detroit News (4-16-07). Web Experts Talk About Online Safety. *Applicability of children using the internet and online behavior*

Jackson (Mississippi) Clarion Ledger (3-19-07) Crime Victims Carry Heavy Burden. *Article on PTSD for victims of crime.*

Delphos Herald - 03-01-07 – Time Change May Lighten Winter Blues. *Article on the psychological effect of daylight savings time change.*

MSN (December 2006) – “Real-Life Criminal Minds” Website *article on the popularity of forensic profiling.* Appeared on NBC affiliated news networks across the country

Lima News – 07-29-06 Whodunit School – Crime Scene Camp with high school students – Picture and caption explaining simulated murder scene

Lima News - 05-17-05 - Breaking Bad Habits *Psychological perspective on why individuals go back to unhealthy lifestyles after a significant health event*

Fox 25 TV Lima August 2005 – ADHD/ADD Children and Adults *Television interview on ADHD/ADD diagnosis and symptoms with adults and children three day special*

Fox 25 TV Lima , Ohio September 2005 Anxiety/Procrastination *Television interview on anxiety and procrastination causes and effects.*

Classroom-Based Achievements

- Developed and taught Research Methods classes in graduate program at Ferris 2015-2016.
- Developed two new classes for proposed minor at Ferris State. Criminal Behavior and Profiling.
- Developed and taught online classes since 2008.
- Instruction in Day School, College of Professional Development and Online.
- New Course – Criminological Theory - Master’s level (2011)
- New Course – Research Methods - Doctoral level (2010-2011)
- New Courses - Criminal Justice Ethics and Cultural Diversity, Restorative Justice (2010)
- New Courses Criminal Investigation, Community Policing, Crime Scene Processing, (2007/2008)
- Developed Seminar Classes – Criminal Profiling, and Hostage Negotiation at the Metzger Nature Center (2006)
- Support majors in Psychology, Criminal Justice, Education and Forensic Biology.
- Instruction in Criminal Justice, Psychology, Biology and Education Departments
- Consistently high student evaluations from students in multiple programs
- Summer Honors Institute – Lecturer/Assistant – Summer 2005/2006/2007

Russell E. Lewis

Professor, School of Criminal Justice
Ferris State University, Big Rapids, MI 49307
(231) 591-3581 or lewisr@ferris.edu

QUALIFICATIONS

I am a proven leader in law, education and private industry with management skills and experience as demonstrated by positions held as a college president, corporate president, academic dean, public defender, and owner of my own law practice for thirty-one years. My leadership style is one of delegating authority and responsibility to others and working in a collegial relationship for problem solving. Others maintain that I am a pleasant and effective leader, capable of making tough decisions when called upon, yet always treating colleagues with dignity and respect. Budgetary experience includes the administration of multimillion dollar budgets in both the private and public sectors.

WORK HISTORY

2001-present

Professor, School of Criminal Justice, Ferris State University

Associate Professor in August of 2001 and promoted to Full Professor in February 2004, effective August 4, 2004. I received tenure in 2003. I teach law at both the graduate and undergraduate levels. I also served as the Coordinator of the Generalist Track in Criminal Justice from 2004-2009. In addition, I farm and write about antiques. I am also published in archaeology, anthropology and law. Legal Issues in Michigan Corrections, 5th Edition is my most recent law book and is currently being revised. I also conducted *Legal Updates* seminars in Michigan Law and Michigan Corrections (2008-09). Recent scholarly work includes the legal issues of Rural Jails. I have also conducted three Evaluation Reports for two U.S. Department of Justice Grants received by Lake County (Michigan). These reports measured the effectiveness of programs initiated in attempts to curb juvenile delinquency and improve academic performance of students. Reports were completed in both 2011 and 2012 and submitted to the appropriate granting agencies and the grant recipients. I also maintain my bar membership and have a small practice specializing in corporate, estate, real estate, criminal law, litigation and international law.

1999-2010

Law Office of Russell E. Lewis, Owner

I assumed the practice of F. Hubert Mather in L'Anse, Michigan after leaving an academic post at a small liberal arts college. I had a general practice and during 2000 also held the Baraga County position of Public Defender. I also taught as adjunct faculty for Gogebic Community College in 2000-2001 in the fields of sociology and criminal justice. Since coming to Ferris State University I have maintained a small practice and continue to also do *Pro Bono* work in the community.

1997-1999

Department Chair of Criminal Justice, Mount Senario College

I was in charge of the largest department on campus in terms of student enrollment and full and part-time faculty. My duties included a position on the Faculty Senate, various committee assignments, management of the personnel within the department, advising, and various related duties normally associated with an academic post. I held the rank of Associate Professor upon appointment and the rank of Professor the second year.

1991-1997

Law Office of Russell E. Lewis, Owner

I was sole owner of a general practice in the greater Grand Rapids, Michigan area that I began in 1985. I practiced primarily in Kent, Montcalm and Newaygo counties, with an emphasis on real estate, criminal, corporate and family law. I also held the rank of Professor of Business and Law for Jordan College from 1991-1995 and taught continually at the Newaygo County, Grand Rapids and Energy Institute Campuses until the college closed in May of 1995.

1989-1991

President, Art Institute of Southern California

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I was the chief academic officer of a small college of art and design in Laguna Beach, California for two years and Chief Operating Officer beginning in January 1990 and President beginning in June 1990. During this tenure, I was responsible for all budgetary and human resource issues for the college. I also served in the capacity of fundraiser and liaison to accreditation boards and agencies of the state on behalf of the college. I reported only to a Board of Trustees with all other college employees reporting either directly or indirectly to me.

1971-1989

I served as Vice-President of Academic Affairs at Jordan College from 1978-1980 and Academic Dean of Kendall College of Art and Design from 1988-89.

I served as President and General Counsel of Organopharm, AG, a Swiss/German based pharmaceutical company for two years from 1985-1987 until the company was sold to a competitor.

Since May of 1985 I have owned my own law firm and practiced law primarily in Michigan. I have won cases through the Supreme Court of Michigan level and the 6th Circuit Court of Appeals level. I also served as a Federal District Court Student Law Clerk for Judge Benjamin F. Gibson, Southern Division, Western District of Michigan, and wrote two published opinions on trademark law and all Memoranda on Civil and Criminal Law Motions for a nine-month period. I also did much of the historical and anthropological research for Judge Richard Enslin, Southern Division, Western District of Michigan, as background for his famed decision on Indian Hunting & Fishing Rights decided in 1985. In addition, I have successfully litigated complex international litigation in the jurisdictions of Florida, Massachusetts and New York. I have also served as American liaison for a German law firm since 1985.

Finally, I have served in a variety of academic posts as a professor and an administrator in the academic fields of sociology and anthropology since 1971, including a tenured faculty position at the University of Evansville.

EDUCATION

1965

Certificate with Honors, Defense Language Institute, Monterey, California

1966

Certificate with Highest Honors, Advanced Chinese Training, DLI, San Angelo, Texas

1967-1970

AB, Social Sciences, Calvin College, Grand Rapids, Michigan

1970-1972

MA, Anthropology, Michigan State University, East Lansing, Michigan

1972-1974

Ph.D., Community Resource Development, Michigan State University, East Lansing, MI

1982-1985

JD, Valparaiso University, Valparaiso, Indiana (numerous course honors, top 5%)

TRAINING/CERTIFICATES

Private Pilot

Scuba Diving

Certified in aural comprehension in Chinese-Mandarin translation by the NSA

Highest Security Clearance when assigned to the NSA

Language training in Chinese-Mandarin, German, Latin and Spanish

Certified by the Federal Bureau of Land Management and various states in Archaeology

Certified to instruct law in police training for the States of Michigan and Wisconsin

Licensed Attorney since May of 1985 in Indiana, since November 1985 in Michigan

Admitted to both the Sixth Circuit and Seventh Circuit Federal Courts of Appeals

Admitted by motion to practice law in Ohio, Wisconsin, Florida and California

Practitioner of trademark law in Federal Office of Patents and Trademarks

REFERENCES AND PUBLICATIONS

A complete publications list of my anthropological, sociological and legal writings; and, professional references are available upon request.

Curriculum Vitae

Michael Patrick Mendenhall

School of Criminal Justice
Ferris State University
1349 Cramer Circle
Big Rapids, MI 49307
Office (231) 591-5080
Fax (231) 591-3792

5266 Fieldstone Meadow Dr. NE
Cedar Springs, MI 49319
mendenm@ferris.edu
Office (231) 591-5017
Cell (231) 250-1143

Education

2008 M.S. Criminal Justice Administration, Ferris State University
2007 B.A. Sociology, Central Michigan University

Academic Positions

2015- Present Assistant Professor
Ferris State University, Department of Criminal Justice
Big Rapids, MI
2013-2015 Instructor
Wexford-Missaukee Career Technical Center, Public Safety Program
Cadillac, MI
2011-2012 Instructor
ITT Technical Institute
Madison, WI

Courses Taught

Introduction to Criminal Justice (Ferris State University & Bake College)
Juvenile Delinquency (Ferris State University)

Introduction to Criminal Justice (Baker College)

Introduction to Corrections (Baker College)

Principles of Policing (Baker College)

Interviewing, Investigations, and Report Writing (Baker College)

Criminal Justice Organization and Administration (ITT Technical Institute)

Substance Abuse and Crime in America (ITT Technical Institute)

Criminalistics of Computer Forensics (ITT Technical Institute)

Spatial Aspects of Crime (ITT Technical Institute)

Work Experience

2008-2013 Police Officer
 Madison Police Department, Madison, WI

Awards

2010 Life Saving Award- Madison Police Department

Certifications

2014 *Certified Law Enforcement Officer in State of Michigan*
 MCOLES (Michigan Commission on Law Enforcement Standards)

2008 *Certified Law Enforcement Officer in State of Wisconsin*
 Wisconsin Law Enforcement Standards Board

2008 *Academy Certificate of Completion*
 Madison Police Academy

Trainings

2015 *Course Design Institute*
 Ferris State University Faculty Center for Teaching and Learning

2012 *Initial Law Enforcement Response to Suicide Bombing Attacks*

	FEMA & Department of Homeland Security
2012	<i>Prevention of and Response to Suicide Bombing Incidents</i>
	FEMA & Department of Homeland Security
2010	<i>Cognitive Graphic Interviewing</i>
	Safe Harbor Child Advocacy Center
2009	<i>Special Events Team (Crowd Control & Dignitary Protection)</i>
	Madison Police Department

Research Interests

Law Enforcement's Use of Force

Use of Military Weapons by Police

Curriculum Vitae
Kristin Poleski

Associate Professor of Criminal Justice
Ferris State University

Professional Address:
Ferris State University
College of Education and Human Services
School of Criminal Justice
536 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-2452; Fax: (231) 591-3792
E-mail: kristinpoleski@ferris.edu

Home Address:
5744 Sugarberry Dr SE
Kentwood, MI 49512
Phone: (616) 717-2341

EDUCATION

June 2016, Doctor of Philosophy Degree

Public Administration
Western Michigan University
Kalamazoo, MI

Dissertation Title: To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decision to Pursue Promotion. Despite an increase in the number of female police officers in U.S. police agencies, female representation in supervisory, command and executive positions in most agencies is limited. This study explored the promotional aspirations of female police officers and how they choose to participate (or not participate) in the promotional process.

August 2001, Master of Science Degree

Criminal Justice Administration
Ferris State University
Big Rapids, MI
Graduated with honors

November 1983, Bachelor of Science Degree

Criminal Justice
Ferris State University
Big Rapids, MI

TEACHING AND ADVISING

**Ferris State University
School of Criminal Justice
Big Rapids, MI**

2009 – Present Associate Professor

- Instruct the following academic Criminal Justice Courses: CRIM110 – Introduction to Criminal Justice, CRIM113 – Introduction to Policing, CRIM260 – Delinquency Prevention and Control, CRIM305 - Ethics in Criminal Justice, CRIM321 – Report Writing for Corrections, CRIM322 – Report Writing for Law Enforcement, CRIM385 – Current Issues in Criminal Justice, CRIM665 – Financial Administration for Criminal Justice Administrators.
- Criminal Justice Internship Coordinator. This position involves oversight of the Criminal Justice Internship program for the main campus and 12 off campus program locations. Duties include but are not limited to preparation of students to complete required internships, review of all student internship paperwork, assigning students to internship advisors, and being the liaison between Ferris State University criminal justice agencies. (2014-present)
- Perform academic advising for numerous undergraduate students.
- Faculty Advisor for Alpha Phi Sigma (2009-2012).
- Program Coordinator for the Justice Learning Community (2009-2011).
- Serving as a member of the School of Criminal Justice Faculty Search Committee (as needed 2009-present).
- Serving as a member of the hiring committee for the School of Criminal Justice Academic Advisor (2012).
- Serving as a member of the School of Criminal Justice Graduate Committee (2013-present).
- Serving as the chair of the School of Criminal Justice Tenure Committee (2015-present)
- Serving on the College of Education and Human Services/School of Criminal Justice hiring committee for Secretary II (2014).

Appendix N

Research Interests: Law Enforcement, Police Supervision and Administration, Women in Criminal Justice, Comparative Criminal Justice, Criminal Justice/Law Enforcement and the media, Social Media and Law Enforcement.

PRESENTATIONS

- 2016 “To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decision to Pursue Promotion,” Academy of Criminal Justice Sciences, March 31, Denver, CO.
- 2014 “Effective Report Writing for Discharge and Prosecution,” Michigan Sheriff’s Association MISSION Investigator School

PROFESSIONAL MEETINGS

- 2016 Academy of Criminal Justice Sciences Annual Conference – Denver, CO, March, 2016
- 2014 The American Society of Criminology Annual Meeting – San Francisco, CA, November 2014
- 2014 14th Annual Lilly Conference on College & University Teaching – North – Traverse City, MI, October 2014. (Timme Grant \$700)
- 2014 Academy of Criminal Justice Sciences Annual Conference – Philadelphia, PA, March 2014.
- 2009 Midwestern Criminal Justice Association Annual Conference – Chicago, IL September 2009.

UNIVERSITY SERVICE

- 2015 – Present Chair of the College of Education and Human Services Tenure Committee.
- 2013 – Present Member of the Academic Senate, Student Life Committee.
- 2013 – Present Member Ferris State University School of Criminal Justice Graduate Program Committee
- 2013 Student Misconduct Committee-ad hoc committee, November, 2013
- 2012 – Present Member of the Ferris Foundation Gifts and Grants Committee.
- 2012 – 2015 Member of the College of Education and Human Services Diversity Committee.

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- 2012 – 2014 Member of the General Education Committee
- 2010 – 2011: Member of the Faculty Fellows Program, a partnership between faculty members and the residence hall community to enhance relationships between students and faculty through out of class room interaction.
- 2009 – Present Member School of Criminal Justice Faculty Search Committee
- 2009 – Present Member Ferris State University School of Criminal Justice Program Advisory Committee
- 2009 – 2011: Served as a member of the Ferris State University Academic Affairs Inclusion Council.

PUBLICATIONS

Poleski, K. L. (2016). *To Promote or Not to Promote: An Inquiry into the Experiences of Female Police Officers and their Decisions to Pursue Promotion* (Doctoral Dissertation), Western Michigan University, Kalamazoo, MI.

UNPUBLISHED MANUSCRIPTS

Poleski, K. L. (2016). *Unstandardized Standards: An Examination of Police Basic Training Standards in the United States*. Western Michigan University, Kalamazoo, MI

Poleski, K. L. (2013). *Limited Female Representation in Supervisory and Command Positions in American Policing*. Western Michigan University, Kalamazoo, MI.

Academic Program Review for the School of Criminal Justice Undergraduate Program. (2012). Ferris State University, College of Education and Human Services

Poleski, K. L. (2012). *Recruitment of Women and Minorities*. Western Michigan University, Kalamazoo, MI.

Poleski, K. L. (2011). *Assessing the Impact of Learning Communities on Student Retention and Persistence*. Western Michigan University, Kalamazoo, MI.

PROFESSIONAL SERVICE

2015 – Present 61st District Court Drug/Sobriety Court Advisory Committee
Member

2013 – Present Kent Career Technical Center Criminal Justice Advisory Committee
Member

NON-ACADEMIC EMPLOYMENT HISTORY

- 2008-2009 **Director of Operations**, Animal Emergency Hospital, Grand Rapids, MI.
Managed all non-medical operations for the hospital, including client relations, facilities and equipment maintenance, policy formulation, personnel scheduling.
- 2008 **Administrative Services Supervisor**, Kissimmee Police Department, Kissimmee, FL. General duties include acting as manager of the Records Unit which consists of ten clerk technicians. Supervises plans, manages and coordinates all Records Unit activities on a daily basis and ensures the accurate and timely completion of Department records and reports. Specific duties and responsibilities include acting as alarm billing manager, department payroll administrator, and Uniform Crime Reporting program administrator, answering public records requests, sealing/expunging records as ordered by the court and writing policies/procedures for Unit responsibilities..
- 2004-2008 **Deputy Police Chief**, Kissimmee Police Department, Kissimmee, FL.
Kissimmee is located approximately 15 miles south of Orlando and is one of the fastest growing areas in Central Florida. The Kissimmee Police Department serves a culturally diverse community with a population of approximately 60,000. The police department had a budget of \$18 million, 140 sworn and 78 civilian personnel. Provide Administrative support to the Chief and represent her with other City departments and government agencies as well as neighborhood communities. Interact with public safety entities of other city, county, state and federal agencies. Other responsibilities include development of Capital and Operating budgets, grant management and overall direction of the Communications Division, Professional Standards Division, which include Internal Affairs and the Training Unit, Recruitment, Accreditation Management, Financial Services and the Records Division.
- 2001-2004 **Police Lieutenant**, Grand Rapids Police Department, Grand Rapids, MI.
The Grand Rapids Police Department is a moderately sized police agency and had approximately 334 sworn officers and 100 civilians in a culturally diverse community of approximately 200,000. Originally assigned as the Watch Commander for Patrol Unit Two. Also served as the Administrative Lieutenant for the Southwest then Southeast Service Areas. Administrative Lieutenants are the second in command of a designated geographic area or Service Area of the City. Assisted in the development of operational plans for the service area, worked with community groups and individuals to resolve concerns and complaints, evaluated employee performance. Performed additional duties as Infection Control Supervisor for the Department.

- 1993-2001 **Police Sergeant**, Grand Rapids Police Department, Grand Rapids, MI. Served in a variety of assignments including Patrol Unit Supervisor, Special Services/Traffic Unit supervisor and Internal Affairs Unit supervisor/investigator. As a Patrol Unit Supervisor, responsible for supervision, training and motivation of teams of between 6 and 10 police officers on each of the three patrol shifts, as well as being a Field Training Supervisor overseeing Field Training Officers and new recruits. As a Special Services/Traffic Unit supervisor, responsible for coordination of police staffing and response at all major City special events, oversight of all traffic accident related investigations, including traffic accident reconstruction for fatal accidents and conducting police recruit training for traffic and alcohol enforcement. Also co-instructed Michigan State University's Alcohol and Other Drug Enforcement training to GRPD personnel. As Internal Affairs Supervisor/Investigator, responsible for conducting investigation into allegations of employee misconduct.
- 1985-1993 **Patrol Officer/Detective**, Grand Rapids Police Department, Grand Rapids, MI. Served as a police officer assigned to the Investigative Unit. Responsible for investigation of homicides, criminal sexual assaults and robberies. Served as Kent County Grand Jury Investigator (1991). Additionally, served as a police officer assigned to road patrol enforcing state laws and Grand Rapids' city ordinances and as a police paramedic, providing emergency medical care.

Awards

Grand Rapids, MI Police Department Unit Citations (2)-received as a sergeant part of a highly productive team of officers assigned to 2nd shift patrol.

PROFESSIONAL MEMBERSHIPS

Member, Academy of Criminal Justice Sciences (ACJS)

Member, American Society of Criminology (ASC)

Police Executive Research Forum (PERF)

Michigan Association of Chiefs of Police

National Association of Women Law Enforcement Executives

COMMUNITY ACTIVITIES AND SERVICE:

- 2015- Present Participant in the Grand Rapids Police Department Recruit/Retiree program. This program links retired officers with new recruits to share knowledge and experience of what a law enforcement career entails.
- 2014-2015 Assist with West Michigan Police Explorers Post 2043
- 2010- Present Carl A. Johnson Post #2 American Legion Auxiliary- annual flag placement on graves of veterans
- 2009- Present Downy Quilts for Kids program, making quilts for hospitalized children
- 2009 – Present Regular donor, Michigan Community Blood program
- 2009 - 2011 Thin Blue Line of Michigan fundraising volunteer
- 2005- 2006 Board of Directors, Help Now of Osceola County, FL-Domestic Crisis Center

Curriculum Vitae

Cecil R. Queen

Associate Professor of Criminal Justice
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
521 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-5865; Fax: (231) 591-3792
E-mail: queenc@ferris.edu

Education

April 2016, Doctor of Philosophy Degree

Higher Education Leadership
Western Michigan University
Kalamazoo, MI
Dissertation Title: *Effectiveness of Problem-Based Learning Strategies Within Police Training Academies and Correlates With Licensing Exam Outcomes.*

May 2000, Master of Science Degree

Criminal Justice Management
Michigan State University, School of Criminal Justice
E. Lansing, MI
Thesis: *Police Pursuit Driving: A Study of Municipal Police Discord*
July 1994 – August 1994, Criminal Justice Overseas Study Program – Great Britain Comparative Analysis of Criminal Justice Systems
Host Agencies/Universities: Bramshill Police Staff College, Cambridge University Institute of Criminology, Oxford University, University of London, London Metropolitan Police, Scotland Yard, National Criminal Intelligence Service, Crown Prosecution Service, and the Staffordshire Constabulary.

May 1992, Bachelor of Science Degree

Criminal Justice, Magna cum laude
Wayne State University
Detroit, MI

December 1986, Associate of Applied Science Degree

Law Enforcement, Summa cum laude
Macomb Community College
Mt. Clemens, MI

Professional Positions

**Ferris State University
School of Criminal Justice
Big Rapids, MI**

June 2001-Present

Professor

August 2016 – Present: Promoted to Professor with a continuation of undergraduate teaching, service, and advising responsibilities, as well as remaining the MCOLES Training Director for the Law Enforcement Academy on campus. Continuation of university and college committee service assignments.

Interim Department Director

August 2014 – August 2016: Appointed to Interim Department Director with a continuation of academy director responsibilities, as well as faculty teaching, advising, and service assignments. Department Director responsibilities included managing all department activities, providing recommendations to the Dean for departmental plans, internal office operations, department administrative organization, represents our academic discipline for both on and off campus endeavors, personnel supervision, evaluation, and discipline, curricular changes, teaching assignments, department budget management, supervise the Central Western Michigan Law Enforcement Training Consortium and grant funding process, and other related assignments.

Associate Professor

August 2006 – Promoted to Associate Professor with a continuation of current graduate and undergraduate teaching and service assignments. CRIM-402 (Police Academy) Physical Fitness Training, CRIM-456 (Police Academy) Firearms, CRIM-453 (Police Academy) Patrol Problems, CRIM-391 Field Internships, and CRIM-608 Organizational Leadership in Criminal Justice – Graduate course.

April 2007 – Present: Became certified and re-certified as a Simunition Tactical Instructor.

Performing academic advising for numerous undergraduate students. Served as Member of the Ferris State University Senate Professional Development Grant Committee for three years with updated appointment for three additional years to 2012. Prior University Senate committee service (four years) on the University Athletic Advisory Committee. Served as member of the College of Education and Human Services (COEHS) Sabbatical Committee and also currently serving as chair of COEHS Promotion and Merit Committee from 2008-2010. In addition, serving as a current member of the School of Criminal Justice (SOCJ) Graduate (four years) and Tenure (three years) Committees.

Appendix N

March 6-11, 2008: Became a Certified Rifle Marksmanship and Tactics Instructor by attending the U.S. Shooting Academy in Tulsa, Oklahoma.

May 2008 – Present: Appointed as ***Training Director*** of the Ferris State University Law Enforcement Academy (FSU-LEA) reporting to the Michigan Commission on Law Enforcement Standards as FSU-LEA's representative.

April 2009: Nominated for Outstanding RSO Campus Advisor of the Year 2008-2009 through the Office of Student Leadership and Activities for work with the American Criminal Justice Association Lambda Alpha Epsilon (Beta Kappa Rho Chapter) Registered Student Organization.

February 2009: Became a Certified Police Instructor on Domestic Violence as approved by the U.S. Department of Homeland Security, Federal Law Enforcement Training Center, Office of State and Local Training and the U.S. Department of Justice Office on Violence Against Women - Lakeland, FL.

September 2009 – Present: Coordinated and participated in the Law Enforcement Torch Run for Michigan Special Olympics. Directed fundraising activities while raising awareness for the MSO as community service learning student projects.

April 2010: Training and planning consultant for the Central West Michigan Law Enforcement Consortium. Appointed as lead instructor to coordinate entire training process based upon the MCOLES Grant funding for June and August 2010.

Assistant Professor

April 2006 - Appointed to National Police Problem-Based Learning Curriculum Development Committee funded by the Department of Justice, COPPS Program.

Instructed the following academic Criminal Justice Courses: CRIM-220 Supervision and Management of Criminal Justice Organizations, CRIM-410 Organizational Behavior and Administration in Criminal Justice Organizations, CRIM-260 Delinquency Prevention and Control, CRIM-391 Field Internships, CRIM-401 Defensive Tactics for Corrections Personnel, CRIM-400 Physical Training and Defensive Tactics, CRIM-353 Patrol Problems, CRIM-402 (Police Academy) Physical Fitness Training, CRIM-456 (Police Academy) Firearms, CRIM-453 (Police Academy) Patrol Problems, and CRIM-608 Organizational Leadership. Performing academic advising for numerous undergraduate students. Current Member of the Ferris State University Student Life Committee with prior service (three years) on the University Athletic Advisory Committee.

Faculty Advisor for Lambda Alpha Epsilon Criminal Justice Co-Educational Fraternity from 2003 to Present where numerous fund-raising and community

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projects have been accomplished. Membership drives in 2003 began at 12 and increased to 46 members with membership continuing to fluctuate each year.

Assistant Faculty Advisor for Alpha Phi Sigma, the National Criminal Justice Honor Society from 2002 to Present.

Associate Designer and Developer of the pilot program for the Michigan Commission on Law Enforcements Standards (MCOLES) and the Michigan Domestic Violence Prevention and Treatment Board - Domestic Violence scenario-based training curriculum for police academy instruction. Taught and evaluated the pilot program for two years with a current emphasis on the learning effectiveness measurement. Currently a Volunteer Member on the MCOLES Performance Assessment Committee as a Subject Matter Expert working to develop Problem-based Learning testing and evaluation instruments for Michigan police recruits. Recently assisted in the development of the State of Michigan Domestic Violence Facilitator Guide and Training Assessment Protocol.

Serving as a volunteer member on MCOLES Performance Assessment Development Committee for the development and implementation of a new state-wide performance assessment instrument for recruits in all Michigan police training academies.

Serving as a state consultant/trainer for MCOLES for the Michigan Domestic Violence Prevention and Treatment Board instructing police officers and investigators throughout state at various venues on the Law Enforcement Response to Domestic Violence using Problem-Based Learning techniques. Re-Appointed as Authorized Instructor 2012.

Completed the Michigan Victim Assistance Academy (June 9-14, 2002); Sponsored by the Violence Against Women Research and Outreach Initiative, Crime Victims Services Commission, Prosecuting Attorneys Association of Michigan, the Michigan Domestic Violence Prevention and Treatment Board, and the Michigan State University School of Criminal Justice.

Serving as Emergency Vehicle Operations and Precision Driving instructor for Mecosta and Osceola County police agencies through assistance with Dr. Nerbonne's continuing Ferris State University police training program (2004-Present).

Nominated, selected and honored at the Fourth Annual Student-Athlete Advisory Committee Faculty Appreciation Night (February 2005) as a faculty member who has had a positive impact on a student-athlete academic career.

Became a Certified Police Instructor in Problem-Based Learning Strategies and the Police Training Officer Development as approved by the Center for Advanced Public Safety Research, University of New Haven and the Police Society for Problem Based Learning by graduation from the 100-hour Training Course in St. Petersburg, FL in

June–July 2005. Training was funded through a Department of Justice Regional Community Policing Training Institute (DOJ RCPTI) Grant.

Nominated and inducted into the Who's Who Among America's Teachers 2005.

Serving as School of Criminal Justice Graduate School Faculty Member 2005-Present.

Research Interests: Law Enforcement, Police Supervision and Administration, Organizational Behavior in Criminal Justice, Police Emergency Driving and Pursuit Issues, Criminal Investigations, Patrol Operations, Law Enforcement Response to Domestic Violence, Problem-Based Learning methods and their implementation into police training academies, Police Training Officer (PTO) programs, and general police academy educational methods.

Deputy Director and Training Director

January 2003 – December 2006: Appointed as ***Deputy Director*** and ***Training Director*** of the Michigan Police Corps, Ferris State University. Performed administrative and all operational duties of the police training academy for the Classes of 2003 and 2004. Served as MCOLES Training Director for the Michigan Police Corps. Reviewed and evaluated policies and procedures, the full training curriculum, and implemented new training programs. Coordinated and Supervised the Department of Justice Office of Police Corps Academy Assessment in July 2004.

April 2005 – January 2008: Appointed to the Department of Justice Office of the Police Corps National Curriculum Development Advisory Board. Participated in several National Advisory Board Meetings in North Carolina (May – July 2005) and Washington, DC (October 2005) to facilitate and enhance current police training standards at the Regional Police Corps Training Academy in Salemburg, NC.

Faculty Instructor/Trainer

June 2001 – 2005: MCOLES Courses Taught for Michigan Police Corps, Classes of 2001, 2002, 2003, & 2004: Search Warrant Procedures, Search Warrant Execution Tactics & Scenario Assessment, Juvenile Arrest Laws and Procedures, Precision Driving Range Supervisor & Driving Instructor (Emergency Vehicle Operation), Skid Car “Skid Avoidance” Instructor, Firearms Range Instructor, and American Red Cross Professional Rescuer First Aid/C.P.R./A.E.D. Instructor.

Selected Professional Meetings - Papers and Presentations:

- Michigan Victim Assistance Academy – E. Lansing, MI June 9-14, 2002.
- 2nd Annual Lilly Conference on College & University Teaching – North – Big Rapids, MI September 2002. Coordinated by the International Alliance of Teacher Scholars.
- Midwestern Criminal Justice Association Annual Conference – Chicago, IL October 2002. Timme Grant (\$700).
- Academy of Criminal Justice Sciences Annual Conference – Boston, MA March 2003. Co-Presented with Professor Greg VanderKooi
Paper Presentation: *Police Pursuit Driving: Implications of Organizational and Management Discord.*
- 3rd Annual Lilly Conference on College & University Teaching – North – Traverse City, MI September 2003. Coordinated by the International Alliance of Teacher Scholars.
- Midwestern Criminal Justice Association Annual Conference “Communities, Crime, and Criminal Justice – Chicago, IL October 2003. Co-Presented with Professor Greg VanderKooi
Paper Presentation: *Diversion’s Impact on Recidivism, A Local Perspective: Newaygo County, Michigan.*
- Learning Communities and Collaboration Annual Conference – Indianapolis, IN November 2003. Team Timme Grant (\$500) with Steven Poland.
- Academy of Criminal Justice Sciences Annual Conference – Las Vegas, NV March 2004. Co-Presented with FSU Professors Nancy Hogan, Rick Mislan, Ron McKeen, and Greg VanderKooi
Roundtable Presentation: *New Directions in Criminal Justice: The Interdisciplinary Approach - Adding High Technology to the Criminal Justice Curriculum.*
- Royal Canadian Mounted Police Academy – Regina, Saskatchewan September 2004. Co- Presentation and Review of Police Education Methodologies and Best Practices with Professors Nerbonne, Steeno, and Vander Kooi
- Midwestern Criminal Justice Association Annual Conference “Doing Justice While Transforming Lives and Communities: Modern Challenges for Criminal Justice” – Chicago, IL. October 2004. Co-presentation with Professor Greg Vander Kooi. Paper Presentation: *The Need for Problem-Based Learning in Police Training Environments.*

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Washington State Police Academy and Police Corps Regional Review and Evaluation
Seattle, WA

January 2005. Review of Police Education Methodologies and Best Practices
Exchange with Professor Vander Kooi and Police Trainer Robert Schneider.

Academy of Criminal Justice Sciences Annual Conference – Chicago, IL

March 2005. Co-presented with Professor Greg Vander Kooi

Panel Chair: *Issues in Training – Movement Away from the Militaristic Model
and Police Training: Problem Based Modalities, Human Rights, and Dignity.*

Paper Presentation: *The Implementation of Problem-Based Learning
Modalities into Michigan Police Academy Curricula.*

Midwestern Criminal Justice Association Annual Conference – Chicago, IL

September 2005. Co-presented with Professor Greg Vander Kooi (Awarded
FSU Timme Travel Grant \$500)

Paper Presentation: *The Implementation and Application of Problem-Based
Learning Strategies in Police Academies.*

National Police Corps Curriculum Advisory Board – Washington, DC

October 2005. Attended workshops for professional development

American Society for Law Enforcement Trainers Conference – Albuquerque, NM

January 2006. Provided guidance and direction for national academy
instruction occurring at all Police Corps Academies.

National Police Problem-Based Learning Curriculum Development Committee
Meeting – Duluth, MN

July 2006. Provided guidance and assistance for development of a national
police training PBL curriculum for the Department of Justice, COPPS
Program.

Midwestern Criminal Justice Association Annual Conference – Chicago, IL

September 2006. Co-presented with Professor Greg Vander Kooi

Paper Presentation: *Problem-Based Learning: An Attitudinal Study of Police
Academy Students.*

Michigan Association of Chiefs of Police Conference – Grand Rapids, MI

February 2007. Co-presented with Professors Greg Vander Kooi and Terry
Nerbonne. Seminar Presentation: *Positive Effects of PBL in Police Academy
Education.*

Academy of Criminal Justice Sciences Annual Conference – Seattle, WA

March 2007. Co-presented with Professors Greg Vander Kooi and Terry
Nerbonne.

Roundtable Discussion: *The Implementation of Problem-Based Learning
Modalities into Michigan Police Academies.*

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National Police Corps Curriculum Advisory Board – Salemburg, NC
July 2007. Provided guidance and direction for national academy instruction occurring at all Police Corps Academies. Taught course on law enforcement leadership to students in North Carolina Police Corps Academy.

Midwestern Criminal Justice Association Annual Conference – Chicago, IL
September 2007. Attended paper presentations and various panel presentations.

International Association of Directors of Law Enforcement Standards and Training (IADLEST) Problem-Based Learning Educational Conference – Lansing, MI
October 2007. Attended conference and provided personal insights to multiple state training directors on PBL implementation for police academies.

Unites State Shooting Academy – Tulsa, OK - March 6-11, 2008.
Attended Rifle Marksmanship and Tactics Instructor Seminar. Certified Instructor.

Lilly Conference on College & University Teaching – Traverse City, MI
September 2008. Co-presented with Professor Greg Vander Kooi
Poster Presentation: *The Implementation and Application of Problem-Based Learning Strategies in Higher Education.*

Police Society for Problem-Based Learning 3rd Annual Conference – Burien, Washington. October 2008.
Attended professional development workshops and seminars on problem-based learning for police training.

Professional Development Seminar – Big Rapids, MI
January 8-9, 2009: Participated in Instructor Recertification course for Pressure Point Control Tactics (PPCT) for 16 hours taught by Sgt. Joseph Ferrera at the FSU SRC.

Federal Law Enforcement Training Center (FLETC) Domestic Violence Instructor Training Program - Lakeland, FL
February 2009. Attended professional development course on domestic violence instruction to enhance personal teaching skills in domestic violence.

International Law Enforcement Educators and Trainers Association (ILEETA) Annual Conference – Wheeling, IL
April 2009. Attended conference seminars and education components related to updated teaching methods and content. Interacted with numerous police educators from US and other countries.

Academy of Criminal Justice Sciences 47th Annual Conference in San Diego, CA.
February 22-26, 2010: Attended and co-presented paper with Professors Nerbonne and Vander Kooi – “Will Problem-Based Learning Enhance Police Academy Training: A Michigan Perspective.”

Professional Development Seminar – Auburn Hills, MI
April 13-14, 2010: Attended Simunition Scenario Instructor and Safety Re-Certification Training (16 hours) in Auburn Hills, MI. I successfully completed re-certification training.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL
April 21-23, 2010: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

Midwestern Criminal Justice Association Annual Conference in Chicago, IL.
September 22-24, 2010: Attended and participated in academic presentations and panel discussions.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL
April 11-14, 2011: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

Midwestern Criminal Justice Association Annual Conference in Chicago, IL.
September 28-30, 2011: Attended and participated in academic presentations and panel discussions.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL.
April 17-20, 2012: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL.
April 16-19, 2013: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

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International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Lombard, IL.

March 24-28, 2014: Attended and participated in numerous seminars for Instructor Development on various police and academy recruit educational topics.

Academy of Criminal Justice Sciences 52nd Annual Conference in Orlando, FL.

March 3-7, 2015: Attended numerous panel presentations and co-presented paper with Professor Greg Vander Kooi – “Assessing the Efficacy of Problem-Based Learning Strategies within Police Training Academies: A Michigan Study.”

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Wheeling, IL.

April 20-28, 2015: Attended and participated in numerous seminars for Police Trainer and Instructor Development on various police and academy recruit educational topics.

International Law Enforcement Educators and Trainers Association Conference (ILEETA) in Rosemont, IL.

March 14-18, 2016: Attended and participated in numerous seminars for Police Trainer and Instructor Development on various police and academy recruit educational topics.

Middle Eastern Law Enforcement Officers Association Inaugural Diversity Training Conference in Dearborn, MI.

August 10-11, 2016: Attended and participated in numerous seminars on diversity and inclusion. Speeches delivered by the U.S. Department of Homeland Security Secretary Jeh Johnson, U.S. Customs and Border Protection Commissioner R. Gil Kerlikowske, and U.S. Immigration and Customs Enforcement Director Sarah R. Saldana.

Michigan Commission on Law Enforcement Standards Training Directors Meetings at various locations in Michigan twice each year. December 2006 – Present.

University Service:

2016 – Present: Serving on the SOCJ Scholarship Selection Committee.

2014 – 2016: Volunteered to serve as Interim Department Director of the School of Criminal Justice due to current Director becoming Interim Dean.

2012 – 2015: Served on the Ferris State University Senate Library, Historical, and Archival Committee.

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- 2010 – 2015: Served on the Ferris State University College of Education and Human Services Tenure Committee.
- 2008 – 2010: Served on the Ferris State University College of Education and Human Services Promotion and Merit Committee. Committee chair 2008-2010.
- 2007 – 2012: Served on the Ferris State University Department of Public Safety Oversight Committee.
- 2007 – Served on the Select Subcommittee for Information Technology Communication Task Force created by President Eisler to deal with campus communications during public safety crisis situations.
- 2006 – 2008 and 2010 – 2011: Served on the Ferris State University College of Education and Human Services Sabbatical Committee.
- 2006 – 2012: Served on the Ferris State University Senate Professional Development Grant Committee.
- 2005 – Present: Serving on the Ferris State University School of Criminal Justice Graduate School Faculty Advisory Committee
- 2005 – Present: Serving on the FSU School of Criminal Justice Tenure Committee. Committee Chair: 2011-2014.
- 2003 – Present: Serving as the Faculty Advisor for the American Criminal Justice Association Lambda Alpha Epsilon (Beta Kappa Rho Chapter) – FSU Criminal Justice Registered Student Organization.
- 2002 – 2006: Served on the Ferris State University Senate Athletic Advisory Committee
- 2002 – 2008: Served as the Associate Faculty Advisor for the Alpha Phi Sigma Criminal Justice National Honor Society Fraternal Chapter
- 2002 – Present: Serving on the FSU School of Criminal Justice Graduate Committee
- 2001 – Present: Serving on the Ferris State University School of Criminal Justice Program Advisory Committee

Publications and Manuscripts Reviewed:

- Queen, C.R. (2003). Review of *Dangerous Offenders: Punishment and Social Order*. *Contemporary Sociology* 32(4): 505-507.

Manuscripts Reviewed for: International Journal of Comparative and Applied Criminal Justice.

Practical Field Service

Sterling Heights Police Department December 1974-June 2001 (Retired)
Sterling Heights, MI

December 1997 – June 2001 *Lieutenant*

Administration Division: Training Bureau; commanded and coordinated Field Training Officer program; solidified training curriculum; supervised in-service training program for sworn and civilian employees; managed fleet maintenance system; established police officer recruitment process; department liaison and coordinator of emergency management program; examined department risk management issues and coordinated with city risk manager; evaluated and revised department policies and procedures; assisted with public information disbursement and media relations; supervised Police Citizen and Youth Academies; audited and facilitated department equipment purchases; controlled state and federal grants after awards.

Patrol Division: Shift Commander; supervised and commanded patrol shift (four sergeants and twenty-three patrol officers); analyzed shift statistical reports, deployed patrol resources and facilitated shift scheduling; commanded emergency tactical responses; conducted citizen complaint investigations with recommendations for remedies; supervised crime scenes and coordinated multi-divisional responses; coordinated Field Training Officer program during intense hiring process; established on-shift training program.

Received advanced training in executive leadership and police management from the Law Enforcement Executive Leadership Institute (Mt. Pleasant, MI), from the Center for Police Executive Development (Macomb Community College University Center), and in Field Training Officer program development and supervision.

November 1989 – December 1997 *Sergeant*

Youth Bureau: Detective Sergeant; commanded squad of detectives related to juvenile crimes and youth gangs; worked juvenile court system; established tri-county (Wayne-Oakland-Macomb) youth gang investigator consortium by coordinating monthly meetings for information disbursement;

Criminal Investigations Division: Detective Sergeant; supervised and commanded squad of detectives related to adult crime investigation; reviewed and analyzed crime reports; directed case assignments and crime scene investigation activities; coordinated scheduling and roll call functions; investigated criminal accusations

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lodged against all members of the department and their relatives; investigated other criminal cases as assigned; reviewed and evaluated investigative reports; conducted and supervised surveillance/intelligence gathering functions; monitored search warrant executions; acted as department liaison with U.S. Secret Service for multiple executive protection assignments; drafted and developed policies and procedures related to all aspects of criminal investigations.

Records and Computer Services Division: Supervised (15) civilian personnel; developed monthly crime analysis reports and published the department annual report; oversaw and administered IBM AS400 computer system; maintained records management software functions; facilitated department computer workstations and designed computer-generated report forms; provided transition training in computer network and processes; supervised and audited evidence storage procedures.

Patrol Division: Administrative Assistant to Division Commander; developed evidence processing policies and procedures; supervised the Communications Center, police evidence technicians, civilian dispatchers, and animal control officers; conducted research for and implemented innovative training programs such as the Field Training Officer and Dispatcher Training programs; facilitated training and equipment needs of evidence technicians and analyzed crime scene evidence collection.

Received advanced training in homicide investigation and supervision, critical incident command, crime scene management and supervision, interviews and interrogations, sex crime investigation, computer and internet crime investigations related to child pornography, dignitary protection, employee supervision, juvenile sex crime investigation, hate crime investigation, records management and evidence room control, Windows NT computer network administration, and crime analysis.

April 1988 – November 1989

Uniform Patrol Officer

Provide field training for new recruits through the FTO program; conducted field investigations, traffic enforcement, and arrests; provide court testimony and case management.

October 1985 – April 1988

Detective

Office of the Chief: Special Investigations Division; investigated organized crime, political corruption, liquor law violations, vice crimes, and crimes committed by police officers and city employees; prepared cases for trial and provided court testimony; arrested criminals; conducted surveillance and intelligence gathering activities on continuing criminal enterprises; prepared criminal intelligence reports; conducted undercover investigations; developed department's first alcohol purchase decoy program resulting numerous prosecutions for sale of alcohol to minors.

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April 1983 – October 1985

Uniform Patrol Officer

Proactively pursued criminals through patrol techniques and traffic duties, produced highest rate of arrests and field investigations resulting in numerous department citations and letters of commendation, performed regular patrol duties and assignments through directed patrol actions.

October 1982 – April 1983

Detective

Office of the Chief: Special Investigations; Assigned to Michigan Intelligence Network Team, Michigan State Police C.I.D., Organized Crime Unit; conducted surveillance and intelligence gathering of Detroit-area organized crime members; provided analytical intelligence reports, acted in undercover capacity, coordinated case reports and notes between several state and federal agencies i.e., F.B.I., I.R.S. Intelligence Unit, U.S. Secret Service; conducted internal investigations for the Michigan State Police.

January 1978 – October 1982

Uniform Patrol Officer

Same duties as listed previously.

December 1974 – January 1978

Police Cadet

Support Services and Communications Division; processed and controlled all impounded evidence; audited and organized evidence storage room; ordered and distributed department supplies; dispatched patrol officers and answered 911 emergency calls for service; arranged and conducted disposal of evidence and confiscated property as required.

Macomb Regional Police Academy Fraser, MI

December 1995 – 2001

Instructor/Trainer

MCOLES Certified Police Trainer: Search Warrant Procedures, Arrest Warrant Procedures, Court Procedures and Preparations Arraignments, Civil Disputes and Processes.

Training Certifications

M.C.O.L.E.S. Certified Police Instructor:

Emergency Vehicle Operation

Vehicular Skid-Avoidance Instructor

Police Firearms Instructor

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Professional Rescuer C.P.R. and First Aid
P.P.C.T. Defensive Tactics
Investigation of Domestic Violence
Center for Advanced Public Safety Research and Police Society for Problem Based Learning - Certified Police Instructor: Problem Based Learning Strategies and the Police Training Officer (PTO) Programs (Currently one of approx. 400 certified PBL and PTO police trainers in United States)
Simunitions Scenario Instructor

U.S. Department of Homeland Security and the U.S. Department of Justice Office on Violence Against Women: Certified Domestic Violence Police Instructor.

Awards

Fraternal Order of Police, Outstanding Officer of the Year, April 1989

Thirty-five (35) Sterling Heights Police Department Meritorious Citations, Letters of Commendation, and Department Awards

Good Samaritan Award, American Police Hall of Fame

Circle of Honor Hall of Fame Award, Michigan Special Olympics, 1995

Who's Who Among America's Teachers, 2005

American Criminal Justice Association Service 5 Year Recognition Award, 2008

American Criminal Justice Association Service 10 Year Recognition Award, 2013

Personal and Professional Interests

Primary Faculty Advisor: American Criminal Justice Association, Lambda Alpha Epsilon (Beta Kappa Rho Chapter) Professional Criminal Justice Student Organization

Past Associate Faculty Chapter Advisor: Alpha Phi Sigma, The National Criminal Justice Honor Society

Member, Academy of Criminal Justice Sciences (ACJS)

Member, Midwestern Criminal Justice Association (MCJA)

Member, American Criminal Justice Association (ACJA)

Member, International Law Enforcement Educators and Trainers Association (ILEETA)

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Past Member, American Society of Law Enforcement Trainers (ASLET).

Past State Director, Michigan Law Enforcement Torch Run for Special Olympics, 1990-1991

Also, State Planning Committee and Fundraiser, 1988-1990

Torch Runner and Fundraiser, 1985-1999, 2010-2015

Life Member, Fraternal Order of Police Lodge 118

Member, Sterling Heights Police Commander Officers Association

Member, Wayne State University Alumni Association

Member, Michigan State University Alumni Association

Member, Ferris Faculty Association

Past Member, Ferris State University Bulldog Club

Past Member, United States Tennis Association

Past Member, Juvenile Officers Association of Michigan and Ontario

Past Member, Macomb County Detectives Association

Curriculum Vitae **Gregory P. Vander Kooi**

Professor of Criminal Justice
Graduate Program Coordinator
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
528 Bishop Hall, 1349 Cramer Circle
Big Rapids, MI 49307
Phone: (231) 591-2458; Fax: (231) 591-3792
E-mail: VanderkG@ferris.edu

Home Address:

2031 Erie Rd.
Fremont, MI 49412
Phone: (231) 924-7192

Education

December 2006, **Doctor of Philosophy Degree**

Higher Educational Leadership
Western Michigan University
Kalamazoo, MI 49008

Dissertation Title: Problem-Based Learning: An Attitudinal Study of Police Academy Students; This study explored how police academy students perceived problem-based teaching methods influenced their learning as compared to students attending other academies still using the traditional lecture-based pedagogy. Students' preferred learning styles were also examined to determine any impact on those perceptions.

May 2000, **Master of Science Degree, Highest Distinction**

Criminal Justice Administration
Ferris State University, School of Criminal Justice
Big Rapids, MI 49307

Thesis: Diversions Impact on Recidivism: A Local Perspective, Newago County, MI; This research study investigates the merits of one diversion program, specifically the Newago County Prosecutor's Office Drug and Alcohol Diversion Program. This program's objective is to provide an alternative to formal state intervention, which is cost efficient and still an effective means of dealing with the delinquent youth of Newago County. This study explored the recidivism rates of the population that have been involved in the Newago County Prosecutor's diversion program.

May 1992, Bachelor of Science Degree

Criminal Justice
Grand Valley State University
Allendale, MI 49401

December 1986, Associate of Arts Degree

Criminal Justice
Muskegon Community College
Muskegon, MI 49444

Professional Academic Positions

Ferris State University

**School of Criminal Justice
Big Rapids, MI 49307**

August 2002-Present

Lake Superior State University

**School of Criminal Justice
Sault Ste. Marie, MI 49783**

January 2001-August 2002

Professor

August 2012 - Promoted to Professor with a continuation of current graduate and undergraduate instruction, Deputy Director of the School of Criminal Justice's Law Enforcement Academy and Graduate Coordinator for the Master of Science in Criminal Justice Administration. Currently instructing CRIM-420 (Police Academy) Crisis Intervention, CRIM-440 (Police Academy) Criminal Investigations, CRIM 355 Precision Driving (Police Academy), CRIM 391 Field Internships, CRIM 670 Special Topics (Ethics summer 2005 & 2006, Executive Decision Making summer 2008), CRIM 699 Comprehensive Review (review of student's leadership exams), and CRIM-608 Organizational Leadership.

Associate Professor

August 2007 - Promoted to Associate Professor with a continuation of current graduate and undergraduate instruction, Deputy Director of the School of Criminal Justice's Law Enforcement Academy and service assignments. Currently instructing CRIM-420 (Police Academy) Crisis Intervention, CRIM-440 (Police Academy) Criminal Investigations, CRIM 355 Precision Driving (Police Academy), CRIM 391 Field Internships, CRIM 670 Special Topics (Ethics summer 2005 & 2006, Executive Decision Making summer 2008), CRIM 699 Comprehensive Review (review of student's leadership exams), and CRIM-608 Organizational Leadership.

Assistant Professor

Instructed the following academic Criminal Justice Courses: CRIM 110 Introduction to Criminal Justice, CRIM 102 Police Process (LSSU), CRIM-220 Supervision and Management of Criminal Justice Organizations, CRIM-260 Delinquency Prevention and Control, CRIM 305 Ethics in Criminal Justice, CRIM 356 Firearms (range officer), CRIM 401 Senior Seminar (LSSU), CRIM-456 (Police Academy) Firearms, CRIM-453 (Police Academy), CRIM-420 Crisis Intervention, CRIM-440 Criminal Investigation, CRIM-608 Organizational Leadership, CRIM-670 Special topics (Executive Decision Making) and (Teaching Seminar).

Performing academic advising for numerous undergraduate students.

Conducted a seminar for the Central Michigan's Police Training Consortium on Leadership and Ethics (2005).

Conducted seminars for Newaygo County Sheriff's Department on Inter-personal Dynamics, and Organizational Inter-actions and Development.

Served as Emergency Vehicle Operations and Precision Driving instructor for Central Michigan's Police Training Consortium through assistance with Dr. Nerbonne's continuing Ferris State University police training program (2005).

Nominated, selected and honored at the Fourth Annual Student-Athlete Advisory Committee Faculty Appreciation Night (February 2003) as a faculty member who has had a positive impact on a student-athlete academic career.

Serving as a member of the School of Criminal Justice Graduate Advisory Board.

Research Interests

Law Enforcement, Police Supervision and Administration, Organizational Behavior, Organizational Development, Police Emergency Driving and Pursuit Issues, Firearms, Ethic in Criminal Justice, Crisis Intervention, Stress Impacts During Stress, Criminal Investigations, Patrol Operations, Problem-Based Learning Methods and their implementation into police training academies, Adult Learning Theory, Diversion/Recidivism of Juvenile Delinquents, and general police academy training methods.

Deputy Director

July 2005 – Present: Appointed as Deputy Director of the Ferris State University's School of Criminal Justice, Law Enforcement Academy. This position includes but not limited to; administrative and operational duties of the police

training academy. Serve as Ferris State University's School of Criminal Justice representative to the Michigan Commission of Law Enforcement Standards. Responsible for reviewing and evaluating policies and procedures, the full training curriculum, and implemented new training programs.

Administration

January 2012 – September - 2016: Criminal Justice Graduate Program Director, Master of Science in Criminal Justice Administration.

September 2004 – Present: Deputy Director, Ferris State University Law Enforcement Academy.

September 2009 – December 2011: Other Campus Faculty Liaison.

Faculty Instructor/Trainer

June 2002 – 2005: MCOLES courses taught for Michigan Police Corps, classes of 2002, 2003, & 2004: Ethics, Criminal Investigation, Juvenile Arrest Laws and Procedures, Precision Driving Range Supervisor & Driving Instructor (Emergency Vehicle Operation), Skid Car "Skid Avoidance" Instructor, and Firearms Range Instructor.

Selected Professional Meetings - Papers and Presentations:

2016, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professors Steven F. Hundersmarck, and Michael Vasicek, Police Use of Force and Decision Making, March 29 – April 2 2016, Denver, CO

2015, Conference, April 14th-18th, International Law Enforcement Educators and Trainers Association, Wheeling, IL

2015, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professor Cecil Queen, Assessing the Efficacy of Problem-based Learning Strategies Within Police Training Academies; A Michigan Study, March 3-7 2015, Orlando, FL

2014, Conference, April 14th-18th, International Law Enforcement Educators and Trainers Association, Lombard, IL

2013, 3rd Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. October, 17th-20th, North - Traverse City, MI

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- 2013, Conference, April 16th-21st, International Law Enforcement Educators and Trainers Association, Wheeling, IL
- 2012, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL
- 2012, Conference, April 16th-21st, International Law Enforcement Educators and Trainers Association, Wheeling, IL
- 2011, Conference, April 18th-23rd, International Law Enforcement Educators and Trainers Association, Wheeling, IL
- 2011, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL
- 2010, Conference, April 19th-24th, International Law Enforcement Educators and Trainers Association, Wheeling, IL
- 2010, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL
- 2010, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professor Cecil Queen, Will Problem Based Learning Enhance Police Academy Training: A Michigan Perspective, February 23-27 2010, San Diego CA.
- 2009, Conference, October 1st-3rd, International Law Enforcement Educators and Trainers Association, Wheeling, IL
- 2008, 8th Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. The Implementation and Application of Problem-Based Learning Strategies in Higher Education, September, 19th, North - Traverse City, MI
- 2008, 3rd Annual PBL/PTO (Problem Based Learning) Conference, October 6-8, Seattle, WA
- 2007, Academy of Criminal Justice Science Annual Conference, co-presentation of a roundtable discussion with Professor Cecil Queen, “The Implementation all of Problem-Based Learning for Police Academies”, March 13, Seattle, WA
- 2007, Michigan Association of Chiefs of Police 2007 mid-winter Training Conference, Co-Presentation with Professors Terry Nerbonne and Cecil Queen, “The Transition Of Law Enforcement Training Methods Geared Towards The Adult Learner, Specifically Problem Based Learning” February 1, Grand Rapids, MI

- 2007, Midwestern Criminal Justice Association Annual Conference, September 27, Chicago, IL
- 2006, Leadership in Newaygo County (LINC), Keynote speaker for the Breakfast of Champions, sponsored by the Fremont Area Foundation, October 19, 2006.
- 2006, Midwestern Criminal Justice Association Annual Conference. Co-presented with Professor Cecil Queen, Paper Presentation: Problem-Based Learning: An Attitudinal Study of Police Academy Students, September 29, Chicago, IL
- 2005, Midwestern Criminal Justice Association Annual Conference –. Co-presented with Professor Cecil Queen Paper Presentation: “The Implementation and Application of Problem-Based Learning in Police Academies”, September 30, Chicago, IL
- 2005, Academy of Criminal Justice Sciences Annual Conference, Co-presented with Professor Cecil Queen, The Implementation of Problem-Based Learning Modalities into Michigan Police Academy Curricula March, Chicago, IL
- 2005, Washington State Police Academy and Police Corps Regional Review and Evaluation Seattle, WA January. Review of Police Education Methodologies and Best Practices Exchange with Professor Cecil Queen and Police Trainer Robert Schneider
- 2004, Midwestern Criminal Justice Association Annual Conference “Doing Justice While Transforming Lives and Communities, Co-presentation with Professor Cecil Queen Paper Presentation: “The Need for Problem-Based Learning in Police Training Environments”. Modern Challenges for Criminal Justice” – October. Chicago, IL
- 2004, Royal Mounted Canadian Police Depot’s (academy) - Co-Presentation with Professors Terry Nerbonne, David Steeno, and Cecil Queen “Ferris State University School of Criminal Justices Best Practices”, September 29, Regina, Saskatchewan
- 2004, Assessed the Royal Mounted Canadian Police Depot’s (academy) use of Problem Based Learning. Regina, Saskatchewan, September 29
- 2004, Academy of Criminal Justice Sciences Annual Conference, March 10, Round Table co-presentation with Professors Nancy Hogan, Rick Mislán, Ron McKeen, and Cecil Queen. “New Technologies in Criminal Justice”, Las Vegas, NV
- 2004, Chaired a panel, October 3, Mid-Western Criminal Justice Association, Chicago, IL

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2003, Mid-Western Criminal Justice Association, Paper co-presentation with Professor Cecil Queen, “Diversion Impact on Recidivism A Local Study, Newaygo County MI”, October 3rd, Chicago IL

2003, Conference, October 1st-3rd, Mid-Western Criminal Justice Association, Chicago, IL

2003, 3rd Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. September, 19th-20th, North - Traverse City, MI

2003, Academy of Criminal Justice Science, Paper co-presentation with Professor Cecil Queen,” Pursuit Driving: Implications of Organizational and Management Discord”, March 5th-9th, Boston, MA

2003, Academy of Criminal Justice Science, Annual Conference, March 5th-9th, Boston, MA

2003, American Society of Industrial Securities, Conference, August 9, Grand Rapids, MI

2002, Mid-Western Criminal Justice Association, Annual Conference, October 8th-11, Chicago, IL

2002, Building the Pathway to Success, Lake Superior State University, February 6,

2002, How to Survive the Interview Process, Lake Superior State University, February 20

2002, Lake Superior State University, Presentation “The Laws of Spring Break”, February 25

University Service:

20016/17: Chair; College Sabbatical Committee.

2015/2016: University Graduate Program Committee.

2015/2016: College Promotion Committee.

2016: Search Committee for the Dean of the College of Education and Human Services.

2015/2016: Chair; College Promotion Committee.

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- 2014/2015: University Graduate Program Committee.
- 2014/2015: College Promotion Committee.
- 2016: Search Committee for the Dean of the College of Education and Human Services.
- 2014/2015: University Graduate Program Committee.
- 2014/2015: College Promotion Committee.
- 2012-2015: Chair Criminal Justice Department's Tenure Review Committee
- 2013/2014: University Graduate Program Committee.
- 2013/2014: College Promotion Committee.
- 2012/2013: University Graduate Program Committee.
- 2011/2012: University Graduate Program Committee.
- 2011/2012: Chair and author of the 2012, Graduate, Annual Program Review for Ferris State University's School of Criminal Justice.
- 2012: College of Education and Human Service's Sabbatical Committee.
- 2011: College of Education and Human Service's Sabbatical Committee.
- 2010 to 2012: Ferris State University's Athletic Advisory Committee.
- 2010/2011: Ferris State University's Graduate and Professional Council Committee.
- 2009 to Present: Other campus Faculty Liaison.
- 2009/10: HLC Criterion 3c, The organization creates effective learning environment: Experiential Learning.
- 2007-2010: Chair Criminal Justice Department's Tenure Review Committee.
- 2008 – Orchestrated and facilitated training a seminar for police officers through the Office of Homeland Security, Incident Response to Terrorist Bombing and Prevention and Response to Suicide Bombing Incidents.
- 2007/2008-- Serving on the hiring committee, representing the College of Education and Human Services, for the Vice President of Academic Affairs.

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2007-2010: College of Education and Human Services' Tenure Review Committee,
Chaired the 2007/08's committee.

2007 – 2008: Serving on the Ferris State University's VPAA Hiring Committee.

2007 – 2010: Chair of the Ferris State University School of Criminal Justice
Tenure Review Committee.

2007 – 2008: Chair and author of the 2006, Under-Graduate, Annual Program
Review for Ferris State University's School of Criminal Justice.

2005/06: College Improvement Committee.

2005: Two-year appointment, University Distinguished Teaching Award Committee.

2004/05: College Promotion Committee.

2004 – Present: Serving on the Ferris State University School of Criminal Justice
Graduate School Faculty Advisory Committee.

2003/04: College Sabbatical Committee.

2003/04: University Sabbatical Committee.

2001 – Present: Served on the Ferris State University School of Criminal Justice
Program Advisory Committee

Academic Awards

Dean's Faculty Recognition Award, April 2015

Certificate of Recognition, from the College of Education and Human Resources,
Ferris State University for successful completion of doctoral studies issued by
Dean Michelle Johnston, November 9, 2006

Honorary inductee of the Golden Key International Honor Society, 2004

Outstanding Graduate Scholar, 2003, College of Arts and Sciences, Department of
Sociology, Western Michigan University

Outstanding Student in the Masters of Science Program, 1999-2000, College of
Education and Human Services, Ferris State University

Recognition for Outstanding Academic Achievement, Ferris State University, 1999

Professional & Academic Writing

Police Use of Force: Transitioning Policy into Practice. Hundersmarck, S. F., Vanderkooi, G. & Vasicek, M. Submitted to the *Police Forum* for publication August 19th. 2016

The Impact of Diversion on Recidivism Rates in a Rural Michigan County; A Local Perspective. Vander Kooi, G. P., *Applied Psychology in Criminal Justice*, 2015, 11(1)

Problem-Learning for Police Academy Students: Comparison of Those Receiving Such Instruction with Those in Traditional Programs, Vander Kooi, G. P. & Bierlein Palmer, L.A., *Journal of Criminal Justice Education*, 13 Feb 2014

Academic Program Review for the School of Criminal Justice Graduate program, Ferris State University, College of Education and Human Services, 2013

Academic Program Review for the School of Criminal Justice Under-graduate program, Ferris State University, College of Education and Human Services, 2007.

Problem-Based Learning: An Attitudinal Study of Police Academy Students. 2006
Doctoral Dissertation, Western Michigan University, Kalamazoo, MI

Camp Programs Provide Community Opportunities. September/October 2001
National Camping Magazine. (co-authored, with Judy Hughes Astle and Jeff Jacobs)

Diversions Impact On Recidivism; A Local Perspective, Newaygo County, Michigan, 2000, Masters Thesis, Ferris State University, Big Rapids, MI

An Analysis of Integrating Local Emergency Response Teams with State Emergency Service Team, 1998, State of Michigan, Michigan Department of State Police.

Ten Hour vs. Eight Hour Work Day For Police, 1996, State of Michigan, Michigan Department of State Police

Newaygo County Juvenile Justice Master Plan (co-authored, with Dr. Agnus Baro), 1996, Newaygo County Government document

Non-Academic Employment History

May 1992-January 2001

First Lieutenant, Commanding Officer, Michigan Department of State Police, Newaygo Post.

A Post Commander's, First Lieutenant, duties include, but is not limited to: Selects and assigns staff, ensuring equal employment opportunity in hiring and promotion. Coordinates activities by scheduling work assignments, setting priorities, and directing the work of subordinate employees. Evaluates and verifies employee performance through the review of completed work assignments and work techniques. Identifies staff development and training needs and ensures that training is obtained. Ensures proper labor relations and conditions of employment are maintained. Maintains records, prepares reports, and composes correspondence relative to the work. Serves as the Department's principal liaison with all other law enforcement agencies in the geographical area. Represents the Michigan Department of State Police in law enforcement and traffic safety matters at civic club meetings, schools, conferences, and to other law enforcement agencies, community organizations, and the news media. Directs all investigative and general police services in an assigned geographical area. Directs the development and implementation of an emergency preparedness training and education program for all levels of government throughout the state. Directs the planning, development, and conducting of training programs for employees in the law enforcement field. Directs the development and evaluation of programs in the areas of juvenile diversion and crime prevention. Directs the development and coordination of traffic safety programs such as selective enforcement, accident reconstruction's, C.A.R.E., or M.A.L.I. Directs the activities of emergency services district coordinators on a statewide basis. Directs traffic safety programs such as vehicle/school bus inspections, alcohol testing, and selective enforcement in a district of the state. Establishes and maintains cooperative working relationships with other law enforcement agencies, courts, prosecutors, and community agencies and organizations in the post area. Formulates and executes plans, procedures, and priorities designed to improve post operations and services. Reviews complaint files, arrest records, and other records of post activity in order to assess performance of personnel and ascertain if problems exist in the area of post operations. Conducts post staff meetings and prepares written directives to inform subordinate personnel of new or revised policies, procedures, laws, court decisions, and other information which may affect the performance of law enforcement duties in the post area.

Notable Non-required Associations & Organizations

- ✓ Chair, Newaygo Central Dispatch
- ✓ Vice President, Newaygo County Criminal Justice Council
- ✓ Executive Board, Newaygo County Law Enforcement Policy

- ✓ Executive Board, Newaygo County Law Enforcement Officer's Association, Scholarship Fund
- ✓ Newaygo County Juvenile Justice Advisory
- ✓ Adjunct instructor, and aided in Recruitment, Counseling, and Marketing at Muskegon Community College, Criminal Justice
- ✓ Adjunct instructor, Baker College, Corrections Program
- ✓ Organizational Culture/Diversity Committee, Michigan Department of State Police
- ✓ Co-author of the Newaygo County's Juvenile Justice Master Plan
- ✓ Newaygo County Child Death Review Team
- ✓ Newaygo County, Intermediate School District, Criminal Justice Advisory Board
- ✓ Character Counts Member for Ethical Decision Making
- ✓ Baker College Corrections Advisory Board
- ✓ Executive Board Women's Information Services (Domestic Violence), Mecosta, Newaygo, and Lake Counties
- ✓ Speaker on Social and Police Ethics and Diversity, Muskegon Community College, Baker College and Ferris State University
- ✓ State wide trainer for the implementation of the Targeted Selection process

July 1990 – May 1992

First Lieutenant, Commanding Officer, Michigan Department of State Police, Iron River Post.

Notable Non-required Associations & Organizations

- ✓ Elected Councilperson, City of Caspian, MI
- ✓ Executive Board Member, Kiwanis

September 1987 - July 1990

Sergeant, Shift Commander, Michigan Department of State Police, Hart Post.

Shift Commander's, Sergeant, duties include, but is not limited to: Establishes and adjusts road patrol schedules of troopers on shift after considering such things as personnel on sick leave, annual leave, pass day and court assignment; maintains records of time and attendance; authorizes necessary overtime hours; and prepares vacation schedules for shift personnel on shift. Assigns troopers to daily duties; assigns patrol cars and areas of patrol; dispatches patrol units to accidents, citizen complaints, and criminal matters. Monitors trooper performance and appraises promotional potential; counsels subordinates in cases where performance is deficient; directs and coordinates the training of personnel. Operates the State Police Radio System; receives and forwards various requests from patrol units, which includes maintaining hourly patrol unit location checks and dispatching units to emergency

and non-emergency incidents. Receives and evaluates citizen complaints; determines the appropriate action to be taken and, if appropriate, assigns the complaint to a trooper, another post, or another agency for investigation or resolution. Reviews reports such as arrests and complaints prepared by troopers for completeness and accuracy; reviews pending complaints periodically to determine if they are being properly worked by the investigating troopers; counsels and advises personnel in methods and procedures for complaint resolution. Performs Breathalyzer tests on subjects suspected of operating under the influence of intoxicating liquor; conducts a monthly simulator test to determine the accuracy of the Breathalyzer. Counsels, advises, and assists the general public in matters such as explanation of laws, weather, and traffic condition reports, explanation of services provided by State Police and other agencies, and explanation of procedures to follow in contacts with courts and police agencies. Operates the Law Enforcement Information Network (LEIN) terminal to conduct file checks, enter and remove warrants, subjects, and property, and to communicate with other posts and headquarters; radio file information to requesting trooper or officer. Assists and counsels subordinates in the course of their daily activities by answering requests for law interpretations, policy explanations, and information related to proper operational procedures to be followed for various types of situations. Provides interpretation of the law and technical guidance on criminal justice procedures to other law enforcement agency personnel. Assesses bond in misdemeanor cases and receives and receipts monies from prisoners. Maintains the property room by caring for and tagging evidence, maintaining proper records, and forwarding evidence to the crime lab as needed. Inspects and directs the maintenance of vehicles and equipment assigned to the post. Maintains log of expenses incurred in the purchase of services and supplies. Performs related work as assigned. Develops programs for administering criminal history records audit for local and countywide law enforcement. Develops and evaluates programs in the areas of juvenile diversion and crime prevention. Coordinates the emergency services program in a district of the state; develops state and local disaster-response programs and acts as liaison between federal and local preparedness efforts. Analyzes proposed legislation affecting law enforcement, testifies at legislative hearings as to the department's position on pending legislation and conducts legal research. Evaluates department policies and procedures and recommends changes to improve departmental operations; evaluates and makes recommendations regarding changes in departmental equipment. Develops and coordinates traffic safety programs such as selective enforcement, Combined Accident Reduction Effort (CARE) or Michigan Accident Location Index (MALI). Operating out of a district office, serves as a traffic safety instructor; oversees vehicle inspection and Breathalyzer programs; and conducts traffic survey investigations for improvement of traffic safety. Plans, develops, and conducts training programs for employees in the law enforcement field. Lectures at meetings of service organizations, Michigan colleges, universities, and schools. Performs related work as assigned.

Notable Non-required Associations & Organizations

- ✓ Training Academy Instructor, 9MM Implementation

March 1986 – September 1987

Sergeant, Shift Commander, Michigan Department of State Police, L'Anse Post.

Notable Non-required Associations & Organizations

- ✓ Instructor in Criminal Justice Training Academy, Northern Michigan University

July 1983 – March 1986

Trooper, Michigan Department of State Police Hart Post. Post Community Service Officer.

Notable Non-required Associations & Organizations

- ✓ Instructor, West Shore Community College, Training Academy
- ✓ Instructor, Michigan Department of State Police Training Academy, Standardize Field Sobriety Testing (Horizontal Gaze Nystag mus Method)

August 1979 - July 1983

Trooper, Michigan Department of State Police Detroit Post.

Notable Non-required Associations & Organizations

- ✓ Certified Breathalyzer Operator
- ✓ Certified Accident Investigator
- ✓ Certified Drug Recognition Expert
- ✓ Standardized Field Sobriety Testing Trainer

November 1977 – August 1979

Probationary Trooper Michigan Department of State Police Sandusky Post.

Community Involvement History

- ✓ Rotary Club of White Cloud, MI, 1998-2000
- ✓ Boy Scouts of America, Explorer Post #9137, Newaygo, MI, 1994-2000
- ✓ Newaygo County Law Enforcement Association Scholarship Executive Board, 1992-2000
- ✓ Helping One Student at a Time (H.O.S.T.) Mentor, Fremont Public Schools, 1997-2000

- ✓ Fremont High School Assistant Softball Coach, 1994-2000
- ✓ Safe and Drug Free School Consortium, Newaygo County, 1998-2000
- ✓ Pine Street Playground Volunteer Committee, Fremont Public Schools, 1996
- ✓ Gerber Memorial Hospital, Medical Control Authority, Advisory Board, 1998-2000
- ✓ PRIDE Youth Program Advisor, anti-drug program, 1992-2000
- ✓ Fremont School Foreign Exchange Host Family, 1998 and 2002
- ✓ Multiple Agency Consortium member, Newaygo County 1992-2000
- ✓ City Councilman Caspian, Michigan 1991-1992

Professional Awards

- ✓ Bravery, Michigan Department of State Police
- ✓ Professional Excellence, Michigan Department of State Police
- ✓ Unit Citation 9MM Project Award, Michigan Department of State Police
- ✓ Distinguished Service Award, Michigan Association of Police of Chiefs
- ✓ Commendation, American Legion
- ✓ Distinguished Service, Newaygo County Law Enforcement Association
- ✓ State of Michigan Special Tribute of Appreciation, Mike Pumford State Representative and Governor John Engler 2001
- ✓ Resolution from the Newaygo County Board of Commissioner for appreciation of dedicated service 2001

Instructor/Trainer

Training Certifications

- ✓ Professional Simulation Instructors Training Course, 2011

- ✓ Simunition, FX, Scenario Instructor and Safety Re-Certification Course, Simunitions-Securiblack, April 2010.
- ✓ John E. Reid and Associates, Advanced Course on The Reid Technique of Interviewing and Interrogation, December 3, 2009
- ✓ John E. Reid and Associates, The Reid Technique of Interviewing and Interrogation, November 30 – December 2, 2009.
- ✓ Prevention and Response to Suicide Bombing Incidents, New Mexico Tech, Energetic Materials Research and Testing Center, February 2008.
- ✓ Incident Response to Terrorist Bombings, New Mexico Tech, Energetic Materials Research and Testing Center, April 2006.
- ✓ Simunition, FX, Scenario Instructor and Safety Certification Course, Simunitions-Securiblack, April 2007.
- ✓ Air Soft Combat Shooting Methods Seminar, Combat Shooting Methods, Gun Fighters LTD February 2005.
- ✓ International Law-Enforcement Educators and Trainers Association, ILEETA, November 2004.
- ✓ Police Advanced Precision Driving, Michigan Department State Police, June 2003.
- ✓ Precision Driving Instructor Program, Michigan Department State Police, August 2003.
- ✓ Skid Car System, Instructor Training Course, June 2003.
- ✓ Ranged 2000 Force Control Training Simulator, IES Interactive Training, March 2002.
- ✓ Michigan Department of State Police, Raid Entry Certification.
- ✓ Emergency Vehicle Operation.
- ✓ Vehicular Skid-Avoidance Instructor.
- ✓ Police Firearms Instructor.
- ✓ Professional Rescuer C.P.R. and First Aid.
- ✓ Michigan Department of State Police, Police Firearms Instructor Training Certificate.
- ✓ Standardized Field Sobriety Testing Instructor.
- ✓ Alcohol Breathalyzer operator.
- ✓ Preliminary Breath Test Operator.
- ✓ Radar Operator Certified.
- ✓ Drug Recognition Expert.
- ✓ M.C.O.L.E.S. Certified Police Officer.

Personal and Professional Interests

Member, Academy of Criminal Justice Sciences (ACJS)

Member, Midwestern Criminal Justice Association (MCJA)

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Member, American Criminal Justice Association (ACJA)

Member, American Society of Law Enforcement Trainers (ASLET)

Member, International Law Enforcement Educators and Trainers Association (ILEETA)

Honorary member of the Golden Key International Honor Society

Member, Fraternal Order of Police

Past member, Michigan Department of State Police Command Officers Association

Member, Western Michigan University Alumni Association

Member, Ferris Faculty Association

Member, Newaygo County Critical Incident Advisory Board (NCCIAB).

Member, Newaygo County Voc-Tech (Criminal Justice) Advisory Board.

Curriculum Vitae
Michael S. Vasicek

Assistant Professor of Criminal Justice
Ferris State University

Professional Address:

Ferris State University
College of Education and Human Services
School of Criminal Justice
517 Bishop Hall, 1349 Cramer Circle
Big rapids, Michigan 49307
Telephone: (231) 591-5371
e-mail: vasicem@ferris.edu

Home Address:

121 Hidden Stone Court
Midland, Michigan 48640
Telephone: (989) 835-2797
e-mail: msvasicek@yahoo.com

Education

April 2008, **Doctor of Education- Curriculum and Instruction**

Wayne State University

Detroit, Michigan 48202

Dissertation Title: Community Oriented Policing Interfacing with Education: A Profile of Michigan Sheriffs. The research investigated the transformation from a traditional form of policing, to a modern philosophy of community oriented policing, where pedagogy is incorporated into a variety of education curricula.

December 2001, **Master Degree in Leadership and Public Administration**

Saginaw Valley State University

University Center, Michigan 48710

Thesis Title: Drug and Violence Education: A Comprehensive Examination of the D.A.R.E. Program When Taught in its Entirety. The investigation explored the Drug Abuse Resistance Education curriculum and compared the one dimensional elementary program against the expanded Kindergarten through high school programs to distinguish the effect on youth participating in the curriculum.

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April 1978, **Bachelor of Science Degree**

Criminal Justice
Ferris State University
Big Rapids, Michigan 49307

April 1976, **Associate Degree in Applied Science**

Law Enforcement
Delta College
University Center, Michigan 48710

Professional Academic Development

Ferris State University

**School of Criminal Justice
Big Rapids, Michigan 49307**

August 2011- present

Davenport University

**Public Safety and Security Management
Lansing, Michigan 48933**

September 2010-2011

Saginaw Valley State University

**School of Criminal Justice
University Center, Michigan 48710**

September 2005-2006

Assistant Professor

I have instructed the following academic Criminal Justice Courses: CRIM 220, Supervision and Management in Criminal Justice Organizations; CRIM 311, Police and Society; CRIM 665, Financial Management for Criminal Justice Administrators; CRIM 608, Organizational Leadership; CRIM 673, Human Resources Management; CRIM 113, Introduction to Law Enforcement.

As a member of the School of Criminal Justice, I serve on several committees, including the following:

School of Criminal Justice Graduate Committee member.

University committee member of the Timme Travel Grants.

College of Education and Human Services member of the Strategic Planning and Resource Council.

General Education Sub-Committee on Gen. Ed. courses

School of Criminal Justice Hiring Committee.

School of Criminal Justice Advisory Committee

University Faculty and Staff Appeal Committee.

Advisor for Alpha Phi Sigma, Criminal Justice Honors Society

Adjunct Professor

Human Relations in Criminal Justice (SVSU) CRIM 381; Seminar in Criminal Justice Administration (SVSU) general credit. Davenport University, assisted with curriculum development in Public Safety and Security Development.

Selected Professional Meetings- Papers and Presentations

Conference, March 29-April 2, 2016; Academy of Criminal Justice Sciences, Denver, CO.

Presentation, March 31, 2016; Police Use of Force Decision Making Training, Denver, CO., presented at the ACJS Conference. Co-presenters, Dr. Greg Vanderkooi and Dr. Steven Hundersmarck.

Conference, October 15-17, 2015; Lilly Conference, Traverse City, Michigan.

Conference, March 2-7, 2015; Academy of Criminal Justice Sciences, Orlando, FL.

Conference, April 20-24, 2015; International Law Enforcement Educators and trainers Association, Wheeling, IL.

Presentation, April 27, 2015; Citizens Perception of Crime, Big Rapids, MI., presented to Big Rapids Department of Public Safety. Co-present with Dr. Steven Hundersmarck.

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Paper, June 2015; Learning About Students: Developing a Career-Based Criminal Justice Curriculum, Applied Psychology in Criminal Justice, Volume 11, Issue 1. Co-authored with Dr. Steven Hundersmarck.

Presentation, October 2015; Learning about Students: Developing a Career-Based Criminal Justice Curriculum, at the Lilly Conference on Evidence-Based Teaching and Learning, Traverse City, MI. Co-present with Dr. Steven Hundersmarck.

Conference, March 24-27, 2014; International Law Enforcement Educators and Trainers Association, Lombard, IL.

Conference, October 17-20, 2013; Attended the Lilly Conference on Evidence-Based Teaching and Learning, Traverse City, MI.

Conference, April 15-20, 2013; International Law Enforcement Educators and Trainers Association, Wheeling, IL.

Conference, April 16-21, 2012; International Law Enforcement Educators and Trainers Association, Wheeling, IL.

Academic Advisor training, 2011-2012; held in FLITE Library, Ferris State University.

University Service

2016, Academic Program Review for College of Education and Human Services.

2014-present, Faculty Advisor for Alpha Phi Sigma, the Criminal Justice Honors Fraternity.

2015-present, General Education Sub-Committee member

2012-present, School of Criminal Justice Homecoming Float Student Advisor.

2012-present, School of Criminal Justice Graduate Committee member.

2012-2016, University Timme Travel Grant Committee member.

2013- present, Strategic Planning and Resource Council member.

2013-present, University Faculty and Staff Appeal Committee

2012-2013, Faculty Fellows Mentor for Bond Hall.

Professional and Academic Writing

2016, In Progress, Police Use of Force: Transitioning Policy into Practice. Police Forum, December issue. Co-author with Dr. Greg VanderKooi and Dr. Steve Hundersmarck.

2016, Police Use of Force Decision Making Training. Co-author with Dr. Greg Vanderkooi and Dr. Steven Hundersmarck.

2016, Conflict Management Involving Adolescents. Work in progress.

2015, Community Oriented Policing Interfacing with Education: A Profile of Michigan Municipal Law Enforcement Agencies. Presently working with Dr. Hundersmarck to complete research and publish.

2015, Learning About Students: Developing a Career-Based Criminal Justice Curriculum. Co-author with Dr. Steven Hundersmarck.

2015, Citizens Perception of Crime in Big Rapids, MI. Co-present with Dr. Steven Hundersmarck.

2010, Seals of Safety. Charter Communications and Great Lakes Bay Region First Responders.

2009, Housing Inmates in a New Jail. Midland County Board of Commissioners.

2008, Midland Citizens Law Enforcement Academy. Curriculum covering courts, corrections and law enforcement.

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2003, Community Oriented Policing in Today's World. Wayne State University.
2002, D.A.R.E. Program More Than Lecturing to Students. Midland Daily News.

2002, Humanistic Approach: A Worthy Theory. Wayne State University at Mott Community College.

2000, Enhancing D.A.R.E. Lessons: How Instructors Impact Our Youth. Saginaw Valley State University.

Professional Presentations

2016, Police Use of Force Decision Making Training. Co-present with Dr. Greg Vanderkooi and Dr. Steven Hundersmarck.

2015, Learning About Students: Developing a Career-Based Criminal Justice Curriculum. Co-Present with Dr. Steven Hundersmarck.

2015, Citizens Perception of Crime in Big Rapids, MI. Co-present with Dr. Steven Hundersmarck.

2013, The Role of the Undersheriff and Building a New Jail Facility. Speaker to Corrections Academy.

2009, Building a New Jail and Being Good Neighbors. Kiwassee Kiwanis of Midland, keynote speaker.

2004, Conflict Management Involving Adolescents. Crime Prevention Association of Michigan, keynote speaker, Traverse City, Michigan.

2000-2001, Breath of Death: Awareness and Prevention Related to Inhalants. Keynote speaker, conferences in Mt. Pleasant and Grand Rapids, Michigan.

Non-Academic Employment History

2007-2010, **Undersheriff, Midland County Sheriff Office**

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Developed and updates numerous policies and procedures for patrol, corrections and court security. Conducted employee evaluations and appraisals of each officer. Supervised grants and completed appropriate reports. Applied for and received numerous grants. Computer LEIN Terminal Agency coordinator. Sheriff representative at labor bargaining involving two unions. Supervised labor issues and grievance matters. Emergency Operations Center Sheriff's Office Representative. Planning Team member for Emergency Preparedness. Community Policing Coordinator. Neighborhood and Business Watch Coordinator. Initiated Project Lifesaver program for county. Organized alcohol and tobacco compliance checks. Administered "911" Cell Phone Bank recycling program. Coordinated AARP Senior Safe Driving Programs. Reinstated the Precious Metals requirements. EMS Board Representative. BAYANET Board member at Chief's meetings. Citizen's Law Enforcement Academy Alumni Board member, Humane Society Board member, Senior Services Board member, Jail Transition Team leader, Gun Board member, United Way of Midland County Executive Board member. Conducted pre-employment interviews, Oral Board interviews, and involved in hiring process. Coordinated and scheduled shift assignments. Directly supervised Patrol Captain and Jail Administrator. In absence of Sheriff, administered Midland county Sheriff's Office.

Lead the Midland County Jail Transition Team creating new policies and procedures for the new jail facility. Worked with all employees on transition from the old linear jail to the new podular style jail. The transition consisted of a curriculum, How to Build a New Institution (HONI). Staffing requirements were developed, as well as shift assignments, training of new equipment and concepts, movement of jail staff and pre-inmate training, punch lists for contractors, and movement of inmates from the old jail to the new facility.

1978-2007, Midland County Sheriff's Office

Deputy Sheriff, Citizen Assistance Responder, Community Policing Officer, DARE Instructor and Mentor, and corrections. General law enforcement duties including traffic, citizen complaints, criminal investigations, juvenile issues, public assistance, salvage vehicles, and process service. Assisted with court and corrections duties as needed. As Community Policing Officer, responsible for several programs including school liaison, Drug Abuse Resistance Education programs, Gang Resistance Education and Training programs, alcohol and tobacco

compliance checks, Neighborhood and Business Watch programs, held Children's Law Enforcement Academy and Citizen's Law Enforcement Academy each year, as well as grant writer. Grants included the following:

- A.R.R.A. Byrne JAG Grant
- Community Disaster Preparedness Grant
- Child Life Preserver Grant
- Bicycle Safety Helmet Grant
- D.A.R.E. Elementary and Middle School Grants (4) , through O.D.C.P.
- D.A.R.E. High School Grants (3), through O.D.C.P.
- U.S. Federal Block Grant
- Community Oriented Policing Grants (2), through C.O.P.P.S.
- Parks and Recreation Grant
- Governor's Discretionary Funds Grant, through O.D.C.P.

Drug Abuse Resistance Education Mentor, taught law enforcement officers from around the world to become certified D.A.R.E. Instructors. Involved in the following training and development:

- 2007, Effective Discipline, Michigan Risk Management
- 2004, Department of Homeland Security, Terrorism Surveillance
- President of DARE Officers Association of Michigan, two terms.
- DARE National Conferences and regional meetings, Louisville, KY; Houston, TX; Orlando, FL; San Antonio, TX; Atlantic City, NJ; Jefferson City, MO; St. Louis, MO; Washington D.C.; Los Angeles, CA.
- 1997, Street Gangs Seminar
- 1996, Computer Training, Level I
- 1995, Crowd Control Training
- 1994, Gang Training
- 1993, Officer of the Year Award
- 1992, Blood Borne Pathogen Training
- 1991, Facing Alcohol Concerns Through Education
- 1991, Hazardous Materials, First Responder
- 1990, Drug recognition Specialist
- 1989, DARE Elementary Training Certification
- 1989, Salvage Vehicles Inspector Certification

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- 1987, Criminal Laws and Procedures updates
- 1984, Survival training
- 1983, Preliminary Breath Test Training

Served on Governor's Discretionary Funds Grant Review Committee for three years, 1993 through 1996.

Community Involvement History

- 2012-2016, donate to United Way of Mecosta County and Midland County
- 2016, Reception Co-Hosts for Prosecuting Attorney and Sheriff, Midland County
- 2015-2016, Ferris Foundation for Excellence Benefit
- 2013-2016, participant in Friends of Ferris Fundraiser
- 2012-2016, donate to Ryan McCandless Memorial Scholarship
- 2015-2016, donate to Dr. Terry Nerbonne Scholarship
- 2013-2016, donate to Shelterhouse Domestic and Sexual Violence facility
- 2005-2006, United Way of Midland County, Campaign Cabinet member (two terms)
- 1989-2007, Midland County Tobacco Coalition
- 1989-2007, Midland Area Partnership Coalition member
- 1998-2007, Students Against Drunk Driving mentor
- Midland Community Center Health and Safety Fairs
- 1993-2007, Midland County Educational Services Agency Safe and Drug Free Schools Consortium
- 1998-2007, Meridian School District Drug Free School Policy Board member
- 1992-2007, Coleman Community Network board member
- Midland Blooms volunteer
- 1992-2000, B.P.O.Elks, Lodge #1610, Drug Awareness Chair
- 2002-2003, St. Brigid of Kildare, Chair of Parish Council

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- 1993-2007, Intermediate School District, safe and Drug Free Policy Board member

Professional Awards

- 2009, Jail Transition Team Award, Midland County
- 2000, Distinguished Service Medal, Michigan Sheriff's Association
- 2000, Award of Valor, DARE Officers Association of Michigan
- 2000, Michigan State Legislative Tribute
- 1998, Distinguished Civilian Award, Veterans of Foreign Wars
- 1989-2008, National D.A.R.E. Officers Association Award for Service
- D.A.R.E. Mentor Training Awards (4)
- 1995, Midland County Bar Association, Liberty Bell Award
- 1994, Michigan House of Representatives Proclamation
- 1993, Officer of the Year, Midland County
- 1989, D.A.R.E. Training Team Award, Michigan State Police

Personal and Professional Interests

- International Law Enforcement Educators and Trainers Association, member
- Academy of Criminal Justice Sciences, member
- Applied Psychology in Criminal Justice, member
- Society For Human Resource Management, member
- American Society of Criminology, member
- National Law Enforcement and Corrections Technology Center, member
- Academy for Criminal Justice Sciences, member
- United Way of Midland and Mecosta County, member
- Michigan Sheriff's Association, past member
- Police Officers Association of Michigan, past member

Appendix N

Dedoose Codes Export for Project: APR 2016-17

Root nodes Is Weighted: False Description

Bridge off campus gap Is Weighted: False Description

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 26-61
off-campus sites more professional

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 116-127
Off-campus

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 200-245
Gap between off campus and on campus program

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 637-702
Maintaining consistent standards between on campus and off campus

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1338-1396
Challenge to water down program, increase class size, etc.

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1549-1573
Controlling our program

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1137-1454
Communication between main campus and off campus. There is a huge lack, we are supposed to be all a team, in this for the same reasons. It is difficult to adequately prepare for classes when changes occur and no notification is given. It's very frustrating and leads to unnecessary hard feelings and miscommunication.

Excerpt - Document: Q2 Main Campus Students.docx, Position: 16339-16441
The honor society and fraternity involved with the CJ program needs help to assist off campus students

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 144-196
Be positive and continually look for ways to improve

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 248-263
Better facility

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 323-396
Allow faculty more input regarding off campus faculty and course content

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 565-603
gap between main campus and off-campus

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 863-929
Ownership of our program (off campus sites) by faculty (on campus)

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 931-968
Quality control on off-campus courses

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- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1001-1042
Give ownership back to faculty curriculum
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1100-1160
Hire an off-campus Director from one of our current faculty
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1172-1199
more credit for the FTTE's
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1325-1364
off-site programs have become political
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1365-1396
Curriculum needs to be tweaked
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1397-1419
Control over learning
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 153-366
From an off-campus standpoint, more input. We usually hear about changes after they've been made. Decisions seem arbitrary and illogical at times. It's impossible to support arbitrary, capricious, illogical, etc.
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1313-1399
More cooperation and consideration given to off campus concerns, issues, and opinions
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 2159-2288
Communication with off-campus adjuncts. It is clear that many decisions are made without considering off-campus staff Leadership.
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 2142-2200
GRCC and Ferris CJ course should be the same not different
- Enthusiastic faculty** Is Weighted: False Description
- Excerpt - Document: Q1 LEA Students.docx, Position: 522-567
instructors are always interested in helping
- Excerpt - Document: Q1 LEA Students.docx, Position: 721-734
entertaining
- Excerpt - Document: Q1 LEA Students.docx, Position: 813-851
academy instructors want us to succeed
- Excerpt - Document: Q1 LEA Students.docx, Position: 856-872
push us to learn
- Excerpt - Document: Q1 LEA Students.docx, Position: 1444-1474

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easy it is to approach faculty

Excerpt - Document: Q1 LEA Students.docx, Position: 1482-1504
help outside of class

Excerpt - Document: Q1 LEA Students.docx, Position: 1929-1955
Professors love their jobs

Excerpt - Document: Q1 LEA Students.docx, Position: 1997-2046
instructors care about our education and success

Excerpt - Document: Q1 LEA Students.docx, Position: 2107-2122
Helpful faculty

Excerpt - Document: Q1 LEA Students.docx, Position: 2143-2162
Dedication of staff

Excerpt - Document: Q1 LEA Students.docx, Position: 2574-2613
instructors are there for the students

Excerpt - Document: Q1 LEA Students.docx, Position: 2769-2794
interest in the students

Excerpt - Document: Q1 LEA Students.docx, Position: 3070-3117
instructors' willingness to go above and beyond

Excerpt - Document: Q1 LEA Students.docx, Position: 3204-3230
faculty who are passionate

Excerpt - Document: Q1 LEA Students.docx, Position: 3322-3351
Availability and transparency

Excerpt - Document: Q1 LEA Students.docx, Position: 3944-3971
available for any concerns

Excerpt - Document: Q1 LEA Students.docx, Position: 4898-4925
involved with the students

Excerpt - Document: Q1 LEA Students.docx, Position: 4938-4965
going beyond their teaching

Excerpt - Document: Q1 Main Campus Students.docx, Position: 350-378
their effort in the material

Excerpt - Document: Q1 Main Campus Students.docx, Position: 955-991
Instructors care for student success

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1394-1421
Professors are very helping

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1426-1442

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willing to teach

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1934-1954
you can ask for help

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2076-2084
helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2089-2093
care

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3380-3390
personable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3424-3447
want you to do the best

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3944-3984
passionate the students and instructors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4107-4124
teachers are nice

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4134-4154
help you understand

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4191-4198
caring

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4203-4207
nice

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4932-4944
approachable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5324-5334
friendly

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5338-5345
helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5474-5494
passion for teaching

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6341-6350
dedicated

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6389-6399
helping us

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6954-6972

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work hard with you

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7851-7871
teachers are helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8669-8684
easy to talk to

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9782-9792
passionate

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10187-10194
helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10476-10484
helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10770-10774
care

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11007-11014
push us

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11152-11169
student's success

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11438-11453
help available

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11554-11568
help available

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12109-12123
p the students

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12765-12775
Dedication

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13057-13061
help

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13127-13131
care

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13543-13550
helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13852-13862
dedication

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13976-13980

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care

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14445-14466
Committed to students

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14772-14779
Helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15740-15763
care about your success

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16247-16272
care about their students

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16533-16545
approachable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16550-16557
helping

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16720-16740
very willing to help

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17750-17782
time that my professors take out

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17973-17995
extremely approachable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18194-18206
very helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19178-19199
Empathetic professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19402-19409
helpful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20032-20044
approachable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20297-20312
very passionate

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20492-20512
Passionate teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21317-21343
effort the teachers put in

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21677-21709

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passionate about what they teach

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21861-21898
Professors are easy to get along with

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21933-21956
Classes are interesting

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22774-22840
professors I have had throughout the years truly love their career

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 125-152
cooperation between faculty

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 705-740
Enthusiasm of our faculty to teach

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1271-1307
Faculty excited about work dedicated

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1391-1401
Co-workers

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11218-11263
Professors that are able to stimulate a class

Excerpt - Document: Q1 Off Campus Students.docx, Position: 691-741
Instructors that care about their students success

Excerpt - Document: Q1 Off Campus Students.docx, Position: 838-874
The availability to help when needed

Excerpt - Document: Q1 Off Campus Students.docx, Position: 1732-1758
helpful teachers and staff

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2654-2664
Professors

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 726-744
Assisting students

Expert faculty Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 4-41
faculty and their wealth of knowledge

Excerpt - Document: Q1 LEA Students.docx, Position: 436-451
The instructors

Excerpt - Document: Q1 LEA Students.docx, Position: 689-717
professors are knowledgeable

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- Excerpt - Document: Q1 LEA Students.docx, Position: 1106-1118
expert staff
- Excerpt - Document: Q1 LEA Students.docx, Position: 1756-1764
teachers
- Excerpt - Document: Q1 LEA Students.docx, Position: 1827-1841
The professors
- Excerpt - Document: Q1 LEA Students.docx, Position: 1846-1870
knowledge of the faculty
- Excerpt - Document: Q1 LEA Students.docx, Position: 1872-1910
Professors such as professor Greydanus
- Excerpt - Document: Q1 LEA Students.docx, Position: 1960-1983
have a lot of knowledge
- Excerpt - Document: Q1 LEA Students.docx, Position: 2491-2511
qualified professors
- Excerpt - Document: Q1 LEA Students.docx, Position: 2946-2954
Teachers
- Excerpt - Document: Q1 LEA Students.docx, Position: 3192-3211
Outstanding faculty
- Excerpt - Document: Q1 LEA Students.docx, Position: 4354-4370
Good professors
- Excerpt - Document: Q1 LEA Students.docx, Position: 4433-4457
knowledgeable professors
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 17318-17424
I feel that trying to find professors as great as the current ones, once they retire, may pose a challenge
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 9-17
Teachers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 39-54
the professors
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 193-207
The professors
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 807-816
teachers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1531-1572

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how amazing the criminal justice staff is

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1760-1768
teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1835-1845
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1876-1884
teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2562-2573
Professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2589-2601
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2648-2659
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2722-2733
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2868-2880
great people

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3081-3100
quality of teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3901-3912
instructors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4466-4476
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4571-4589
teachers are great

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4691-4703
preparedness

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5029-5049
great teaching staff

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5182-5192
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5891-5899
Teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6440-6450

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professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6466-6479
knowledgeable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6889-6900
instructors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7359-7386
answer all of the questions

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7541-7558
awesome teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7951-7959
teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8226-8236
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8327-8340
knowledgeable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8910-8918
teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9282-9296
Great teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9643-9657
knowledgeable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10077-10095
great to work with

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10250-10263
knowledgeable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10324-10334
Good staff

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10411-10425
Great staffing

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11249-11256
quality

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11470-11480
professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11798-11806

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teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12297-12302
best

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12791-12800
Knowledge

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13063-13079
Great professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13181-13197
people who teach

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13359-13372
knowledgeable

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13394-13404
Professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13731-13740
The staff

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13960-13971
exceptional

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14405-14421
Great professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14468-14478
Professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14555-14572
Great instructors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14630-14635
Dr. V

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14644-14659
great teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14739-14759
Good people to teach

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15980-15987
faculty

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16309-16349
same staff members throughout four years

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17024-17035

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the faculty

- Excerpt - Document: Q1 Main Campus Students.docx, Position: 17070-17092
has a lot of knowledge
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 17405-17417
The teachers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 17659-17670
professors
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 17871-17896
knowledgeable/informative
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 18211-18224
knowledgeable
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 18259-18275
Excellent staff
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 19267-19296
staff are the same/consistent
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 19479-19487
Teachers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 20952-20961
knowledge
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 21998-22091
All professors within the program are amazing. All show great experiences and willing to help
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 22240-22331
Staff and their experience from being on the field and how they are able to give that to us
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 22544-22565
Quality of professors
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 311-331
expertise of faculty
- Excerpt - Document: Q1 Advisory Board.docx, Position: 223-268
The programs ability to meet current problems
- Excerpt - Document: Q1 Advisory Board.docx, Position: 301-323
Quality of instructors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 0-9
Teachers

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- Excerpt - Document: Q1 Off Campus Students.docx, Position: 127-137
Professors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 777-837
I cherish the instructors strive to see each student succeed
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 915-924
Knowledge
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1067-1139
That the teachers are very qualified and have been in the CJ profession
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1444-1467
Quality of instruction
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2056-2071
The instructors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2192-2218
professors always prepared
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2247-2268
Enjoy the instructor
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2471-2481
Professors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2699-2720
Instructors knowledge
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 3068-3090
Variety of instructors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4429-4476
Great professors, they have a lot of experience
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5034-5076
The knowledge/experience of the professors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 6085-6156
They have so much knowledge to share. You get a lot of training from it
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 6513-6540
The experienced instructors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 6617-6650
The teachers are very informative
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 7548-7609
The professors bring a wide range of knowledge to the program

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Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 836-870
Credential requirement of faculty

Hands on approach Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 103-152
Getting hands on learning experience for students

Excerpt - Document: Q1 LEA Students.docx, Position: 475-492
hands on approach

Excerpt - Document: Q1 LEA Students.docx, Position: 494-517
PBL in the L.E. Academy

Excerpt - Document: Q1 LEA Students.docx, Position: 639-658
hands on experience

Excerpt - Document: Q1 LEA Students.docx, Position: 747-807
PBL model in the law enforcement academy is a unique concept

Excerpt - Document: Q1 LEA Students.docx, Position: 1009-1028
hands on experience

Excerpt - Document: Q1 LEA Students.docx, Position: 1033-1042
scenarios

Excerpt - Document: Q1 LEA Students.docx, Position: 3118-3166
Practical applications of homework and classwork

Excerpt - Document: Q1 LEA Students.docx, Position: 4271-4288
Hands on learning

Excerpt - Document: Q1 LEA Students.docx, Position: 4386-4394
Hands on

Excerpt - Document: Q1 LEA Students.docx, Position: 4396-4418
problem based learning

Excerpt - Document: Q1 LEA Students.docx, Position: 4515-4533
hands on scenarios

Excerpt - Document: Q1 LEA Students.docx, Position: 4787-4805
real life learning

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2280-2297
hands on training

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3159-3175
work is hands on

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 3789-3809
hands on activities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7057-7068
experiences

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9491-9508
hands on learning

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10163-10182
hands on experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13011-13018
hand on

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13741-13749
Hands on

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16866-16877
interactive

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17898-17929
interactive- play in experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20601-20636
real life situations and scenarios

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22181-22207
Academy is part of program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22208-22238
Lots of hands-on work in class

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1239-1269
Focus on experiential learning

Excerpt - Document: Q1 Off Campus Students.docx, Position: 4185-4251
The teach you a lot of hands on things, I am a good visual learner

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6541-6562
feeling of hands-on

Budget issues Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 201-208
Funding

Excerpt - Document: Q2 LEA Students.docx, Position: 673-707
Money/budget is always a challenge

Excerpt - Document: Q2 LEA Students.docx, Position: 1504-1521

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Lack of recourses

- Excerpt - Document: Q2 LEA Students.docx, Position: 2367-2429
The program is growing every year and facing limited resources
- Excerpt - Document: Q2 LEA Students.docx, Position: 3593-3639
Budgeting on order to get us the best training
- Excerpt - Document: Q2 LEA Students.docx, Position: 4168-4206
The lack of money it has for resources
- Excerpt - Document: Q2 LEA Students.docx, Position: 4425-4547
It seems that Ferris does not respect criminal justice because rarely do we get any type of help/donations from the school
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 704-770
Being able to offer new and relevant courses with limited faculty
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 771-882
Developing a program curriculum which continues to evolve to meet the needs of the criminal justice profession
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1037-1093
Supposedly finances, I believe there is plenty of money
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1632-1736
Resources- unable to keep up with fields needs due to lack of money for faculty and necessary equipment
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1737-1802
Lack of ability to be creative- no free time to develop new ideas
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 247-268
Budgetary constraints
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 493-502
Budgeting
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 2143-2150
Budgets
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3286-3298
More finding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3397-3413
Not even funding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 4858-4936
The low budget- the budget is small for being one of Ferris's biggest programs
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 4951-5013

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Funding isn't what it could be being it's our biggest program

- Excerpt - Document: Q2 Main Campus Students.docx, Position: 5217-5224
Funding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 5883-5929
lack of funds for the criminal justice program
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6643-6658
Lack of funding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6744-6816
One issue would be the funding to the program from what I have been told
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6847-6946
We should have more money coming onto the school, so we can do activities that get us more involved
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7717-7773
More money allocated towards school of criminal justice
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8034-8110
The school of criminal justice does not have as much money as other programs
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 9857-9867
The budget
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10015-10032
Need more funding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10065-10082
Need more funding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10184-10242
Biggest program at Ferris, but does not get proper funding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10402-10416
Little funding
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10436-10452
Not enough money
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10722-10770
Where the money goes, CJ is one of the biggest a
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10792-10829
Not enough money is being sent to us
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10965-10972
Funding

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 11002-11020
Not enough funding

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11076-11138
Our program is the biggest but doesn't get the money it needs

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11341-11352
Low budgets

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11722-11731
Budgeting

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11843-11879
Lack of funding seems to be apparent

Excerpt - Document: Q2 Main Campus Students.docx, Position: 13992-14007
Lack of funding

Excerpt - Document: Q2 Main Campus Students.docx, Position: 15396-15429
The funding appears to be lacking

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22249-22266
Lack of resources

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 133-152
declining resources

Excerpt - Document: Q2 Off Campus Students.docx, Position: 959-964
Money

Excerpt - Document: Q2 Off Campus Students.docx, Position: 10873-10891
Financial revenue

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14530-14552
Financial difficulties

Enrollment and retention Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 2938-2960
Retention of students

Excerpt - Document: Q2 LEA Students.docx, Position: 3479-3495
Recruit numbers

Excerpt - Document: Q2 LEA Students.docx, Position: 3832-3869
Losing students to other universities

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 180-199
Student enrollment

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- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 960-981
Future student growth
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1133-1151
Declining numbers
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1194-1220
Declining student numbers
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1326-1337
Enrollment
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1535-1545
Retention
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 269-279
Enrollment
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1067-1091
Recruiting good students
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2270-2280
Enrollment
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2371-2442
Students finding jobs before getting their degrees then not coming back
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2444-2535
Demographics. The number of college age students will be falling in the foreseeable future
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7594-7641
Possible reduced amount of student applications
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 11046-11074
Not enough people in program
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 625-664
Continued student enrollment activities
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1071-1097
Recruiting efforts/methods
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 100-127
declining college enrollmen
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 154-203
Not enough students in the criminal justice field
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 1597-1628
Getting people into the program

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 5226-5265
Major is one that needs people to enter

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9258-9280
Amount or participants

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11578-11627
possibly showing lack of interest in the program

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14513-14529
Lower enrollment

Excerpt - Document: Q2 Off Campus Students.docx, Position: 16561-16602
Recruitment of criminal justice students

Excerpt - Document: Q2 Advisory Board.docx, Position: 69-92
pay will impact numbers

Excerpt - Document: Q2 Advisory Board.docx, Position: 211-223
Recruitment

Excerpt - Document: Q2 Advisory Board.docx, Position: 275-324
Marketing FSU CJ considering declining enrollment

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3284-3323
Small numbers at Ferris of CJ students

Need more hands on Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 1410-1458
Information is almost entirely taught by lecture

Excerpt - Document: Q2 LEA Students.docx, Position: 1459-1502
Not much hands on experience or application

Excerpt - Document: Q2 LEA Students.docx, Position: 3208-3274
I think we all need to become more involved on hands on activities

Excerpt - Document: Q2 Main Campus Students.docx, Position: 149-160
Interviews

Excerpt - Document: Q2 Main Campus Students.docx, Position: 872-903
Lack of early hands on training

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3885-3911
Not enough visual learning

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4513-4555
Not enough technology or hands on included

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 5145-5216
Not as many opportunities to see how the system works in the real world
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6478-6500
More hands on learning
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7683-7716
Little bit more hands on learning
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 9773-9796
Classes aren't hands on
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 11618-11675
Working towards the academy not enough hands on learning
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 12169-12226
Not hands on hardly at all with students who are minoring
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 21373-21392
Not enough hands-on
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22273-22301
more hands-on with students
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 23531-23641
Teaching methods, I have done so many presentations but have only left a classroom once for a mock crime scene
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 23642-23700
More hands-on approaches might help students who prefer it
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 277-338
Field trips, tours of the criminal justice system, internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 9676-9772
I like to learn with hands-on activities and there are not many opportunities for that right now
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 12186-12289
*More guest speakers to see their point of view
Need a class where we can explore and do hands-on things*
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 17101-17150
hands-on opportunities to learn about police work
- Transportation** Is Weighted: False Description
Excerpt - Document: Q2 Off Campus Students.docx, Position: 1727-1788
Transportation, Ferris should offer bus tickets for students
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 4755-4765

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The drive.

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5629-5647
Drive is too long

Excerpt - Document: Q2 Off Campus Students.docx, Position: 6181-6213
The locations are a bit far away

Excerpt - Document: Q2 Off Campus Students.docx, Position: 7358-7377
Traveling to campus

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9282-9314
Travel distance between classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 16502-16559
Possibly for some the location of classes may be an issue

Need off campus events Is Weighted: False Description

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4417-4496
More events are held at the main campus in which most students will not attend

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5166-5197
More events for off-site campus

Excerpt - Document: Q2 Off Campus Students.docx, Position: 15046-15086
You are not offered the extra activities

Finding internship Is Weighted: False Description

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2053-2078
Placement in internships

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6175-6209
Also, trying to find an internship

Excerpt - Document: Q2 Main Campus Students.docx, Position: 20450-20473
Obtaining an internship

Excerpt - Document: Q2 Main Campus Students.docx, Position: 21425-21443
Internship packets

Excerpt - Document: Q2 Main Campus Students.docx, Position: 21999-22055
Hard to find internships when you don't live in the area

Excerpt - Document: Q2 Main Campus Students.docx, Position: 23235-23256
Finding an internship

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 784-896
Perhaps giving students broader latitude in regard to setting up their internship at times other than the summer

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- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1140-1214
Allow interns year round to maintain our relationships with our employers
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1960-2076
there are times we do need to accommodate them not us, specifically internships and only allowing them in the summer
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 1292-1303
Internships
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 1790-1808
Finding internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 2018-2039
Getting an internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 3321-3348
Trouble finding internships
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 3525-3546
finding an internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6306-6334
acquire a summer internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6383-6429
timeline of getting an internship is too short
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7069-7116
Lack of help finding and securing an internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7243-7253
Internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7311-7357
It is difficult to secure a summer internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7419-7442
Hard to find internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7725-7740
The internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7791-7810
Finding internships
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7897-7918
Finding an internship
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 9531-9552
Available internships

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 10829-10858
Help with finding internships

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11193-11215
Completing internships

Excerpt - Document: Q2 Off Campus Students.docx, Position: 12346-12398
The internship program has been my biggest challenge

Excerpt - Document: Q2 Off Campus Students.docx, Position: 15197-15216
Finding internships

Excerpt - Document: Q2 Off Campus Students.docx, Position: 15378-15410
Trying to find a place to intern

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17062-17081
Finding internships

Ever changing laws Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 1355-1373
Ever changing laws

Excerpt - Document: Q2 LEA Students.docx, Position: 1522-1542
Changes in the field

Excerpt - Document: Q2 LEA Students.docx, Position: 3496-3592
Adapting to the change in law enforcement. Being able to relate to the field as much as possible

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9377-9411
New training situations every year

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10830-10861
Changing laws through the years

Excerpt - Document: Q2 Main Campus Students.docx, Position: 14804-14852
CJ is always changing with new laws and statutes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 19010-19093
Learning the law side of CJ, a lot of the laws are so closely defined to each other

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1246-1268
All the different laws

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1341-1362
Laws change every day

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1363-1421
Each area has different ways of going about enforcing laws

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 8893-9000
Keeping up and myself abreast with laws, statues, and codes that are constantly changing and being revised

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9001-9021
Loopholes of the law

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9022-9080
Knowing when to apply those laws with different situations

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9555-9640
Criminal justice is always changing making it difficult to teach about current issues

Excerpt - Document: Q2 Off Campus Students.docx, Position: 12537-12559
Keeping up with change

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14745-14766
Learning all the laws

Excerpt - Document: Q2 Off Campus Students.docx, Position: 15546-15581
Learning the laws and how they work

Staying out of trouble Is Weighted: False Description

Excerpt - Document: Q2 Main Campus Students.docx, Position: 354-384
Keeping students on right path

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1388-1410
staying out of trouble

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4669-4713

When students get into trouble with the law

Excerpt - Document: Q2 Main Campus Students.docx, Position: 5441-5477
Kids getting in trouble with the law

Excerpt - Document: Q2 Main Campus Students.docx, Position: 5574-5630
I have to be careful when I am partying, not doing drugs

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7056-7142
The last thing is discipline, don't get in trouble or it could change your career path

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7774-7861
The first thing is that you only have one chance before you get kicked from the program

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7862-7913

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We are under a telescope the whole time we are here

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8389-8439
Making sure to stay out of trouble with your major

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11171-11193
Staying out of trouble

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22126-22141
Outside trouble

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8673-8785
Any combination of childhood mischief could hinder success for completion and or entrance into the school of CJ

Poor communication to students Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 435-488
The not knowing of law enforcement track requirements

Excerpt - Document: Q2 LEA Students.docx, Position: 764-807
Lastly, communication isn't always the best

Excerpt - Document: Q2 LEA Students.docx, Position: 2075-2131
Don't advertise enough for things students need to go to

Excerpt - Document: Q2 LEA Students.docx, Position: 2479-2545
Lack of awareness of what the academy consists of prior to startin

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1674-1686
Expectations

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3681-3699
High expectations

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10561-10598
Some people are hard to get a hold of

Excerpt - Document: Q2 Main Campus Students.docx, Position: 16518-16625
Sometimes no one in the CJ office answers the phone so it's hard to ask questions or get questions answered

Excerpt - Document: Q2 Main Campus Students.docx, Position: 16519-16625
ometimes no one in the CJ office answers the phone so it's hard to ask questions or get questions answered

Excerpt - Document: Q2 Main Campus Students.docx, Position: 16626-16696
Getting all faculty on the same page, as far as working with students

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8127-8152
Not knowing what to write

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 10281-10363
Sometimes it's difficult to sort out financial aid issues between phone and email

Excerpt - Document: Q2 Off Campus Students.docx, Position: 12926-12998
main campus doesn't respond to emails in a timely fashion or even at all

Excerpt - Document: Q2 Off Campus Students.docx, Position: 13551-13585
Respond from main campus on emails

Excerpt - Document: Q2 Off Campus Students.docx, Position: 13698-13766
not enough cooperation between the use of delta's facilities and FSU

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14291-14319
Main campus won't email back

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14384-14436
Online classes are poor due to lack of communication

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14712-14743
Communication with main campus

Excerpt - Document: Q2 Off Campus Students.docx, Position: 15128-15195
Never had confirmation from main campus that paperwork is received

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17766-17825
Transferring class when you don't communicate with advisors

Insufficient advising Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 828-840
Bad advisors

Excerpt - Document: Q2 LEA Students.docx, Position: 1763-1810
Coming up with alternates to the police academy

Excerpt - Document: Q2 LEA Students.docx, Position: 1993-2044
Kids having to leave (eye/hearing tests are failed)

Excerpt - Document: Q2 Main Campus Students.docx, Position: 620-686

Online appointment setting for advisors (have trouble logging on)

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3299-3396

Having so many students coming in don't have enough time to talk to their advisor more than once

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3429-3466

We should have more than one advisor

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 4098-4132
Advisors need to be more attentive
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7258-7332
Not enough help to those who want to get into certain parts of the program
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10487-10501
Advising staff
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 12105-12168
Minoring in the subject you don't get an advisor, which is hard
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 12228-12526
Rough class transition for students who change from law enforcement track to either generalist or corrections later in their four year plan. Usually have to take a filler, useless classes to be full time because the new track only has like 4 or 5 additional classes over 2 semesters meaning fillers
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 12527-12629
Constant advisor changes throughout my 4 years. Would like to stick with 1 that's specific to my track
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 13075-13147
Professors do not have a lot of office hours or they are only one a week
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 13376-13484
I've had trouble accessing the internet for creating meeting times with advisors (might be internet problems)
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 15948-15987
Professors office hours are too limited
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 18235-18295
Sometimes it is hard to catch professors during office hours
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 18357-18406
Trying to catch your advisor during office hours
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 18647-18708
The only issue I have at times is communicating with advisors
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 20243-20294
Don't get to have a lot of face time with advisors
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 20296-20416
Academic advisors are also professors and struggle to gain good knowledge of student's registration and graduation needs
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 20781-20874

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Organization of the advisors, feels like it's their first day when I have been here for years

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22775-22848
staff not being knowledgeable enough about classes and student activities

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9963-10045
advising process during the transition from Mott CC to Ferris is always difficult

Excerpt - Document: Q2 Off Campus Students.docx, Position: 10373-10426
satellite campus has its difficulty with the advising

Less redudant more innovative Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 50-102
Adopting curriculum to the changing work environment

Excerpt - Document: Q2 LEA Students.docx, Position: 154-200
Taking classes that didn't pertain to my major

Excerpt - Document: Q2 LEA Students.docx, Position: 256-302
Lack of education prior to last year in school

Excerpt - Document: Q2 LEA Students.docx, Position: 303-352
Required classes that are no benefit to education

Excerpt - Document: Q2 LEA Students.docx, Position: 972-1026
Getting more in depth earlier with the specific tracks

Excerpt - Document: Q2 LEA Students.docx, Position: 3082-3166
*The first 3 years of criminal justice if you are going into the academy are
unneded*

Excerpt - Document: Q2 LEA Students.docx, Position: 4548-4604
More in depth learning within classes before the academy

Excerpt - Document: Q1 LEA Students.docx, Position: 96-124
knowledge that I have gained

Excerpt - Document: Q1 LEA Students.docx, Position: 209-254
ability to make the most out of our education

Excerpt - Document: Q1 LEA Students.docx, Position: 335-353
Level of education

Excerpt - Document: Q1 LEA Students.docx, Position: 874-928
Learning about everything I plan on using in my career

Excerpt - Document: Q1 LEA Students.docx, Position: 1123-1148
focus on student learning

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- Excerpt - Document: Q1 LEA Students.docx, Position: 1173-1191
level of education
- Excerpt - Document: Q1 LEA Students.docx, Position: 1301-1373
value that professors place on educating the next generation of officers
- Excerpt - Document: Q1 LEA Students.docx, Position: 1661-1686
training that we receive
- Excerpt - Document: Q1 LEA Students.docx, Position: 1690-1723
knowledge we get when we're done
- Excerpt - Document: Q1 LEA Students.docx, Position: 1786-1797
Learn a lot
- Excerpt - Document: Q1 LEA Students.docx, Position: 1911-1928
How serious it is
- Excerpt - Document: Q1 LEA Students.docx, Position: 2081-2105
Quality of the education
- Excerpt - Document: Q1 LEA Students.docx, Position: 3624-3636
The learning
- Excerpt - Document: Q1 LEA Students.docx, Position: 3836-3871
availability to different resources
- Excerpt - Document: Q1 LEA Students.docx, Position: 4475-4499
Well executed curriculum
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1-246
Keeping up with current trends/issues in CJ-our catalog entry for CRIM 385 still speaks of AIDS, drunk driving, and drug issues. We need to stay current. Technology and its impact in the manner of instruction is going to evolve and compel change
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 999-1066
Watch core CJ curriculum to make sure it matches with our industry
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1093-1135
Meeting industry needs with our graduates
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1501-1676
Keeping current with trends and directions that CJ is going. If we can't or won't change because "this is the way we've always don't it" then we can't grow as an organization.
- Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1677-1883
Repeating the same information in multiple classes can reinforce but also turn off students and instructors. It seems wasteful of valuable time that could be used to explore more current issues and trends.
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 1128-1168

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More variety in criminal justice classes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1442-1462
The types of classes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1500-1586

Needing bs classes. Why do we need ISYS? Why do we need math? Why do we need history?

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2830-2895
Half of the classes that we have to take are sometimes irrelevant

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3625-3664
Don't offer some classes I wish we did

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4215-4254
More classes offered. They fill up fast

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4354-4399
The amount of sociology students need to take

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8891-8937
All of the non-related classes I have to take

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9475-9558
Sometimes the same work is asked for students to do, such as things like interviews

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9741-9772
Little variety of class choices

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10117-10182
More classes offered for psychology and criminal justice combined

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11398-11470
Lack of students in correctional field- eliminating correctional academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11584-11616
Not having a corrections academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11676-11720
Making students take classes they don't need

Excerpt - Document: Q2 Main Campus Students.docx, Position: 12012-12104

As a student minoring in CJ, I feel that the classes are not focused at all on my education

Excerpt - Document: Q2 Main Campus Students.docx, Position: 12630-12815
The classes are mostly law enforcement based courses and that's not what everyone wants to do. Would like to incorporate more generalist job lectures rather than generally covering them

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 13882-13928
Teaching us more on how to deal with the media
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14240-14266
Require a lot of electives
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14267-14324
Correctional academy cancelled (hinders students' future)
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14386-14433
The first 4 CJ classes were basically the same
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14434-14477
Too many electives in the generalists track
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14479-14641
Everything seems to be mostly law enforcement based; it gets redundant constantly learning about policing, especially when you're not in the law enforcement track
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14642-14803
The lack of law related classes for those in the generalist track wanting to go to law school and just overall lack of general information relating to law school
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 17531-17600
Teaching the "right" way to do something when it could be a grey area
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19117-19174
The amount of credits and classes that are a must to take
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19175-19207
Completing all the requirements
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19766-19805
Knowing how to handle mentally impaired
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19815-19857
Material is very repetitive across classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 21129-21178
I don't like that we have to have pre-rec classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 21179-21258
There should be more variety of different classes for the different areas in CJ
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 21259-21343
It gets annoying after awhile hearing the same things in classes over and over again
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 21454-21534
Some of the classes are very similar and we sometimes get taught the same things

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 21696-21803
Offer most of a range of courses other than mainly law enforcement and corrections. Maybe probation/parole

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22174-22217
Lack of consistency for corrections academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 23701-23754
Classes blend together when it comes to class content

Excerpt - Document: Q1 Main Campus Students.docx, Position: 0-8
Material

Excerpt - Document: Q1 Main Campus Students.docx, Position: 68-86
classes are taught

Excerpt - Document: Q1 Main Campus Students.docx, Position: 173-191
Level of education

Excerpt - Document: Q1 Main Campus Students.docx, Position: 230-239
education

Excerpt - Document: Q1 Main Campus Students.docx, Position: 474-491
enjoy its classes

Excerpt - Document: Q1 Main Campus Students.docx, Position: 592-627
learning some much about this field

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1058-1089
amount of information presented

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1955-1975
How you can be safer

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2143-2170
Knowing more about my field

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2606-2613
content

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2667-2698
learning about different things

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3181-3210
classes really make you think

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3918-3939
detail of the courses

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4972-4992

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in depth each course

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5349-5365
cover everything

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5848-5864
Up to date books

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6578-6586
Subjects

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6988-7004
classes teach us

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7087-7104
Getting knowledge

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7900-7910
learn more

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10114-10126
educational

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10335-10347
Good program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10830-10848
enjoy the material

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10891-10903
good program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11485-11493
subjects

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11584-11592
Learning

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11750-11759
Education

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11862-11878
knowledge gained

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12624-12634
education

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12836-12843
courses

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13153-13161

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quality

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13762-13772
Intriguing

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13867-13879
thoroughness

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14489-14504
Fun/interactive

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14725-14737
Good program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14794-14814
insight I was given

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14824-14848
enjoyed the ethics class

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14962-14980
level of education

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15517-15540
how much I have learned

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16882-16901
interesting classes

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17418-17423
Exams

Excerpt - Document: Q3 Advisory Board.docx, Position: 30-47
electronic crimes

Excerpt - Document: Q3 Advisory Board.docx, Position: 102-116
mental illness

Excerpt - Document: Q3 Advisory Board.docx, Position: 160-214
avoid getting bogged down in trying to please everyone

Excerpt - Document: Q3 Advisory Board.docx, Position: 250-300
Security being a bigger part of generalist program

Excerpt - Document: Q3 Advisory Board.docx, Position: 384-427
corrections/generalist on job interviewing

Excerpt - Document: Q3 Advisory Board.docx, Position: 428-465
Review redundancy from class to class

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 786-804

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innovative courses

- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1440-1467
More specialty's in classes
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1616-1713
Bring back jail officer classes- seek to combine with state to do academy in conjunction with LEA
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1015-1138
broaden course work to include more option in the area of probation, parole, human services, and child protective services
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1499-1569
We need more on multiculturalism in policing in CJ, more in technology
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 623-641
education for all
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 499-548
Repeat of information overlapping in many classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 1110-1135
More physical instruction
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 2052-2086
Using the same book over and over
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 2203-2265
Repetition of the same material learned in class over and over
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 2605-2643
Being taught old fashioned information
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 2765-2831
Learning old material that doesn't always apply to today's society
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 3009-3061
Human trafficking and victims training and education
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 3126-3176
Current books-updated info about criminal justice
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 5877-5934
Finding classes that aren't repeating similar information
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6471-6527
Courses seem repetitive, all have the same information
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6592-6609
Courses redundant

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 6685-6770
information being covered at Ferris has already been covered at the community college

Excerpt - Document: Q2 Off Campus Students.docx, Position: 7256-7309
Not a side variety of classes and most are repetitive

Excerpt - Document: Q2 Off Campus Students.docx, Position: 7596-7625
The repetition of the courses

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8088-8126
Having better textbooks and curriculum

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8155-8205
Staying fresh with new technologies and strategies

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8346-8434
Criminals who are advances in technology and continue to advance as technology advances

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9641-9675
I would like more forensic classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11316-11368
Assignments that are reoccurring from class to class

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11436-11480
Staying relevant with changing technologies

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11481-11525
Predicting criminal traits and future crime

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11671-11748
material as some of it is very dry and is also repeated over several classes

Excerpt - Document: Q1 Advisory Board.docx, Position: 174-193
Top class education

Excerpt - Document: Q1 Off Campus Students.docx, Position: 36-45
Knowledge

Excerpt - Document: Q1 Off Campus Students.docx, Position: 201-252
The overall quality education that I have received

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3224-3237
Great classes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3614-3677
They teach us everything we need to know about criminal justice

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Excerpt - Document: Q1 Off Campus Students.docx, Position: 4477-4514
Great new information in most classes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 5546-5564
Learning my rights

Excerpt - Document: Q1 Off Campus Students.docx, Position: 5565-5585
Learning my history

Career focused Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 4631-4640
certified

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1773-1794
connections with jobs

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2252-2272
connections for jobs

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3550-3587
prepares me for real life situations

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5218-5244
preparation for our future

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5971-5981
employment

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6182-6208
preparing me for my future

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6275-6294
able and certified

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8128-8145
future employment

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8517-8544
communication opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9123-9147
ready to be in the field

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13244-13255
connections

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13680-13693
Job placement

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17601-17644

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employment and internship updates via email

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20456-20473
prepare you well

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 215-306
number of students that end up with their career choice in CJ after completing the program

Excerpt - Document: Q1 Off Campus Students.docx, Position: 1477-1498
career opportunities

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 35-82
foundational education and career opportunities

Love subject matter Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 397-413
Learning the law

Excerpt - Document: Q1 LEA Students.docx, Position: 3727-3756
you have a different mind set

Excerpt - Document: Q1 LEA Students.docx, Position: 3761-3795
amount of laws I didn't know about

Excerpt - Document: Q2 Main Campus Students.docx, Position: 5805-5870
I cannot wait to begin my career and put my education to the test

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6537-6571
Learning about all the police work

Excerpt - Document: Q1 Main Campus Students.docx, Position: 102-141
learn more about the laws and community

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1244-1262
learning the laws

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3944-3967
passionate the students

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7158-7171
types of laws

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10865-10883
laws and processes

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13421-13452
students with similar interests

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18289-18316

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students who are passionate

Excerpt - Document: Q1 Off Campus Students.docx, Position: 1822-1853
help those who need assistance

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2269-2292
Love what I'm studying

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2346-2402
Learning about all the update information and technology

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3908-3960
Learning about different laws and the history of CJ

Excerpt - Document: Q1 Off Campus Students.docx, Position: 4583-4649
t is really interesting to learn about issues we face as a society

Excerpt - Document: Q1 Off Campus Students.docx, Position: 5676-5695
It's a unique field

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6330-6415
That learning the law as a result is remarkable each day I am learning more of

legal

Quality advisors Is Weighted: False Description

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17241-17316
Making sure students are taking the correct courses and do not fall behind

Excerpt - Document: Q1 Main Campus Students.docx, Position: 379-416
Helpful on courses to take (advisors)

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3046-3076
seeing/meeting with an advisor

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3224-3247
advisor gets back to me

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5118-5131
fast response

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5903-5910
advisor

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7563-7586
support from counselors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9309-9324
great advisors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13219-13234

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Caring advisors

- Excerpt - Document: Q1 Main Campus Students.docx, Position: 14480-14488
Advisors
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 19655-19683
advisors help with anything
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 21533-21581
takes time out of their day to go the extra mile
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10086-10134
Ferris advisors are always 100% on top of things
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2423-2460
Having great counselors to guide you
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5879-5990
The advisors at the Harper Woods campus are great, and they really work to help you with any information needed
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 6266-6305
advisors that are made convenient to me
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 7728-7736
Advisors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 7989-8052
Degree fulfillment outlines-helps me easily know where I am at

Quality class offerings Is Weighted: False Description

- Excerpt - Document: Q1 LEA Students.docx, Position: 2340-2354
Useful classes
- Excerpt - Document: Q1 LEA Students.docx, Position: 4006-4032
course material is diverse
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1799-1815
types of classes
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 4269-4292
classes that they offer
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 5198-5213
courses offered
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 8590-8597
classes
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 10290-10302

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Good courses

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11286-11306
Relevance of courses

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11344-11353
take math

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12728-12732
math

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13777-13792
helpful courses

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15190-15208
variety of classes

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17238-17298
curriculum is distributed evenly through each sections of CJ

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18225-18236
Large range

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19134-19151
classes all apply

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19224-19253
Class enrolment opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20402-20434
Classes relate to the real world

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22506-22543
The diversity of information provided

Excerpt - Document: Q1 Off Campus Students.docx, Position: 10-21
Class times

Excerpt - Document: Q1 Off Campus Students.docx, Position: 597-617
Classes are at night

Excerpt - Document: Q1 Off Campus Students.docx, Position: 676-690
Flexible hours

Excerpt - Document: Q1 Off Campus Students.docx, Position: 875-913
The convenient times classes are held

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2739-2782
Class availability, online and in classroom

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3091-3132

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Amount of offerings course schedule wise

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3325-3378
Being able to learn different aspects of the program

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3551-3594
Classes that are offered 9 weeks or 7 weeks

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3595-3612
Hours of classes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3680-3715
t's very convenient to get to class

Excerpt - Document: Q1 Off Campus Students.docx, Position: 4027-4052
The selection of classes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 4301-4341
I have gained knowledge about the system

Excerpt - Document: Q1 Off Campus Students.docx, Position: 4762-4834
Every topic was diverse and had a lot of different things to talk about

Excerpt - Document: Q1 Off Campus Students.docx, Position: 5342-5391
The convenience of the offering of classes for me

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6243-6261
The class sections

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6652-6712
I enjoy learning about different events throughout the year

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7863-7929
Flexibility- classes are offered to any time and day that helps me

Excerpt - Document: Q1 Off Campus Students.docx, Position: 8106-8120
Night classes

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 871-900
In seat and online offerings

Quality Learning environment Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 281-334
Active participation with activities outside of class

Excerpt - Document: Q1 LEA Students.docx, Position: 2955-2976
Learning environment

Excerpt - Document: Q1 Main Campus Students.docx, Position: 534-546
feel at home

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 2198-2225
get out of our comfort zone

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7986-7996
Having fun

Excerpt - Document: Q1 Off Campus Students.docx, Position: 22-34
Environment

Excerpt - Document: Q1 Off Campus Students.docx, Position: 293-311
The lax atmosphere

Excerpt - Document: Q1 Off Campus Students.docx, Position: 312-324
Open dialog

Excerpt - Document: Q1 Off Campus Students.docx, Position: 742-775
Open communication in classrooms

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2072-2096
The learning environment

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2677-2696
Atmosphere of class

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7688-7726
There is a lot of class participation

Three plus one close to home Is Weighted: False Description

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15868-15904
located in the same central building

Excerpt - Document: Q1 Off Campus Students.docx, Position: 651-674
It is so close to home

Excerpt - Document: Q1 Off Campus Students.docx, Position: 676-690
Flexible hours

Excerpt - Document: Q1 Off Campus Students.docx, Position: 939-1039
Having classes off the main campus location to take that still qualify as credits toward your degree

Excerpt - Document: Q1 Off Campus Students.docx, Position: 1773-1800
obtain a bachelors locally

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2462-2470
Location

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2931-3014

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Having an off campus that allows students not to drive back and forth to Big Rapids

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3016-3067
The ability to take courses at Grand Rapids campus

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3134-3182
A location that is closer to me than main campus

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3183-3223
Partnering with local community colleges

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3381-3452
like having the off-campus option so I can still work and live at home

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3453-3506
I like the 3 and 1 program with the community college

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3507-3537
I like the accelerated classes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3961-4026
CJ is available at the downtown Ferris campus not just big rapids

Excerpt - Document: Q1 Off Campus Students.docx, Position: 5392-5460
Harper woods seems more resourceful as the state-wide Ferris campus

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6417-6447
Being able to transfer credits

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6449-6512
Being able to obtain Bachelors and Associates at the same time

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6792-6819
With the statewide program,

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6915-7039
The ability to take classes at a community college and transfer to Ferris only needing one year is a huge help to students

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7040-7091
The various off campus locations that are available

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7147-7194
The proximity to my home in southeast Michigan

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7290-7374

The opportunity to get a degree through FSU without having to attend at main campus

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7376-7442

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Easy transition into program when transferring from another school

Excerpt - Document: Q1 Off Campus Students.docx, Position: 8054-8093
I am able to keep my current employment

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 281-305
It's a statewide program

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 327-360
The ability to do a dual program

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 794-835
Off-site flexibility of course offerings

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 933-948
3 and 1 program

Tuition and book costs Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 1337-1354
Cost of education

Excerpt - Document: Q2 LEA Students.docx, Position: 2310-2365
The price of the academy in relation to other academies

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2307-2333
Keeping tuition affordable

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2336-2354
Price for tuition

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2536-2664
*Cost. Out "price" continues to rise, exceeding the rate of inflation and wages.
Community college students are greatly impacted*

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6817-6845
Also the cost of the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8291-8328
The ever increasing amount of tuition

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8567-8575
The cost

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9412-9473
Not as much money for this program compared to other programs

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9919-10014
*Tuition. Like really. I'm paying 22k a year for four years that's gonna get me a
45k a year job*

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 11558-11583
The cost of the education

Excerpt - Document: Q2 Main Campus Students.docx, Position: 20875-20918
The amount of money for the police academy

Excerpt - Document: Q2 Off Campus Students.docx, Position: 967-993
That classes are expensive

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1324-1339
Students loans

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1630-1692
Financial aid, not having enough money to go to summer classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1693-1725
Books are just way too expensive

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2096-2114
High cost of books

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3102-3125
Books are too expensive

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3618-3637
Trying to afford it

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3962-3974
High tuition

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4296-4303
Tuition

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4498-4523
Cost of tuition and books

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4720-4753
Being able to afford the classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 6068-6083
it's expensive

Excerpt - Document: Q2 Off Campus Students.docx, Position: 6528-6558
Summer internship is expensive

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9773-9837
I don't like the fact that all of the books are forever changing

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9840-9861
The cost of education

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- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10137-10152
Cost of tuition
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10666-10692
Cost of every credit hour
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10694-10784
We don't graduate with the academy already finished, and we pay for the academy ourselves
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 11113-11118
Cost
- Excerpt - Document: Q2 Advisory Board.docx, Position: 133-153
High cost of tuition
- Excerpt - Document: Q2 Advisory Board.docx, Position: 186-210
Cost of 4 year education
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1606-1623
reasonable price
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 8094-8105
Cost saving
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 15859-15897
Discounted degree is much appreciated
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 15918-15928
Affordable
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 20774-20784
Affordable

Physical fitness concerns Is Weighted: False Description

- Excerpt - Document: Q2 LEA Students.docx, Position: 4070-4106
The getting up in the morning for PT
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 124-131
Running
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 1412-1428
Staying in shape
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 1708-1737
Physical fitness requirements
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3758-3778
Physical preparation

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 3913-3928
Physical aspect

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4715-4751
Students that don't workout, like me

Excerpt - Document: Q2 Main Campus Students.docx, Position: 5086-5144
Physical readiness for people looking to enter the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11161-11170
Exercise

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8548-8595
The physical agility necessary to pass physical

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17151-17198
Getting physically in shape for law enforcement

Supportive staff Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 65-87
other friendships made

Excerpt - Document: Q1 LEA Students.docx, Position: 165-204
personal connection with administration

Excerpt - Document: Q1 LEA Students.docx, Position: 256-280
Personable with students

Excerpt - Document: Q1 LEA Students.docx, Position: 414-434
Close personal bonds

Excerpt - Document: Q1 LEA Students.docx, Position: 943-955
make friends

Excerpt - Document: Q1 LEA Students.docx, Position: 1413-1438
relationships I've formed

Excerpt - Document: Q1 LEA Students.docx, Position: 2455-2481
main office always helpful

Excerpt - Document: Q1 LEA Students.docx, Position: 3451-3460
secretary

Excerpt - Document: Q1 LEA Students.docx, Position: 3475-3510
She has been there for the students

Excerpt - Document: Q1 LEA Students.docx, Position: 3537-3573
communication from students to staff

Excerpt - Document: Q1 LEA Students.docx, Position: 3641-3658

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bonds/friendships

- Excerpt - Document: Q1 LEA Students.docx, Position: 3913-3935
staff is very pleasant
- Excerpt - Document: Q1 LEA Students.docx, Position: 4691-4749
family type relationship between the students and teachers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 314-335
good grade on a final
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1863-1870
support
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 3000-3026
belonging/friendly people
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 3122-3145
close to their teachers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 3751-3776
grades are above average
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 4482-4492
tight knit
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 4745-4770
honesty of the professors
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 5712-5723
close knit
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 5987-6004
physically aspect
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 7442-7451
community
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 8022-8041
support from staff
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 8241-8249
friends
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 8364-8382
sense of community
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 9414-9433
lasting friendships
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 9983-10005

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pushed to do our best

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10127-10157
Staff works well with everyone

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10385-10410
work around personal life

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10909-10916
honesty

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11918-11932
connected with

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12163-12171
Friendly

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12194-12200
honest

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12663-12672
friendly

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12733-12750
Friendly teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13023-13032
work hard

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13080-13093
Helpful staff

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13202-13212
Close knit

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13302-13309
Honesty

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13621-13645
you can help make change

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14423-14443
Wants you to succeed

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14918-14938
relationships built

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15309-15320
tight- knit

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15908-15937

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teachers want you to succeed

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16381-16411
keeps you on track to graduate

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16413-16435
Sue Pennock is amazing

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16606-16627
bond between students

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17432-17457
secretary, she's the best

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17463-17485
personal relationships

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17930-17955
Student/teacher relations

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18017-18044
interest in student success

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18159-18170
Sue Pennock

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18375-18402
fifth floor willing to help

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19934-19973
closeness and relationships established

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20089-20110
help us be successful

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20919-20941
return grades quickly

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21128-21158
personal relationships created

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21190-21216
want a student to succeed

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21899-21932
Professors work with our schedule

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22092-22180
It's like a big family. You go to the 5th floor and everyone knows you and wants

to help

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- Excerpt - Document: Q1 Main Campus Students.docx, Position: 29154-29214
Teachers care about the students and what they are teaching
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 742-804
All face-to-face classes, allows for building of relationships
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 868-903
Connection with all faculty members
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1137-1169
We get along well as colleagues
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1342-1350
Feedback
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1351-1366
student success
- Excerpt - Document: Q2 Advisory Board.docx, Position: 236-274
How millennials learn and communicate
- Excerpt - Document: Q2 Advisory Board.docx, Position: 236-257
How millennials learn
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 326-373
Flexibility and understanding of the professors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1144-1210
The support and encouragement we have when it comes to our success
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1211-1317
The flexibility in our courses and the professors who take time out of their personal lives to help us out
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1624-1638
Same teachers
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2033-2053
acceptance with bias
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2102-2137
professors always willing to listen
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2155-2187
professors quick reply to emails
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2725-2738
availability
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 3239-3258
teachers, and staff

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- Excerpt - Document: Q1 Off Campus Students.docx, Position: 3864-3906
Constructive feedback from my instructors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4252-4299
Good professor who are willing to work with me
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4987-5031
The professors are setting us up for success
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5774-5878
The professors are very understanding and the fact that they are in the field or have been in the field
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 6820-6913
I lover how personal all the professors are and how much they care about each student's needs
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 259-267
Support
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 516-553
opportunity to interact with students
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 985-1009
excellent support staff
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 1158-1192
The students openness to learning
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 1193-1226
The staffs willingness to assist

Faculty shortage Is Weighted: False Description

- Excerpt - Document: Q2 LEA Students.docx, Position: 405-418
Short Staffed
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1397-1456
Faculty to practitioner focus, come in for class and leave
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1574-1603
Finding qualified co-workers
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 2161-2166
Staff
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3414-3428
Not even staff
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10083-10116

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More teachers for smaller classes

- Excerpt - Document: Q2 Main Campus Students.docx, Position: 11353-11375
Hiring people is tough
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 11970-12011
Sometimes there seems to be understaffing
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 15473-15560
Another problem may be understaffing, making professors take on multiple roles at times
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22914-23015
the professors that have a good report with students shouldn't be replaced with cheaper alternatives
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 757-768
Add faculty
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 969-1000
Find and hire a department head
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1597-1615
Hire more faculty
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 2392-2500
Hiring process- stream line it. How long should a school or college go without a full-time director or dean
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 13496-13523
Small choice of instructors
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 17485-17501
Limited teachers

Maintain current class sizes Is Weighted: False Description

- Excerpt - Document: Q1 LEA Students.docx, Position: 3587-3607
classrooms are small
- Excerpt - Document: Q1 LEA Students.docx, Position: 4371-4384
Small classes
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1371-1390
increase class size
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3837-3855
Too big of classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8722-8739
Too many recruits

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 10083-10116
More teachers for smaller classes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10417-10434
Large class sizes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 19563-19579
large class size

Excerpt - Document: Q2 Main Campus Students.docx, Position: 21345-21372
Class size is a little high

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22862-22894
smaller classes is more learning

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2372-2406
Class sizes are still fairly small

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4326-4339
Small classes

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10211-10224
small classes

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15988-16004
Small class size

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16437-16450
Small classes

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1468-1489
Maintain class sizes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 104-125
Class sizes are small

Excerpt - Document: Q1 Off Campus Students.docx, Position: 488-544
Smaller class sizes, better for one-on-one with students

Excerpt - Document: Q1 Off Campus Students.docx, Position: 1040-1066
That the classes are small

Excerpt - Document: Q1 Off Campus Students.docx, Position: 1427-1443
Small class size

Excerpt - Document: Q1 Off Campus Students.docx, Position: 2482-2493
Class size

Excerpt - Document: Q1 Off Campus Students.docx, Position: 3790-3807
Small class sizes

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Excerpt - Document: Q1 Off Campus Students.docx, Position: 4562-4580
Small class sizes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7444-7457
Small classes

Some courses too difficult Is Weighted: False Description

Excerpt - Document: Q2 Main Campus Students.docx, Position: 132-147
Lots of writing

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2741-2769
Some of the courses are hard

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2986-3015
Some classes are more strict

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3114-3151
a lot of writing in criminal justice

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3929-3939
Book work

Excerpt - Document: Q2 Main Campus Students.docx, Position: 5225-5308

The first one would be the higher level classes will be harder but not much harder

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9048-9079
The amount of training required

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17729-17773
The amount of writing involved in each class

Excerpt - Document: Q2 Main Campus Students.docx, Position: 19095-19116
Learning the material

Excerpt - Document: Q2 Main Campus Students.docx, Position: 21087-21127
Research topics are difficult sometimes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 21419-21424
Exams

Excerpt - Document: Q2 Main Campus Students.docx, Position: 23115-23160
Some of the classes are very hard/challenging

Excerpt - Document: Q2 Main Campus Students.docx, Position: 23162-23234
A lot of information is hard to understand, under certain circumstances

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3548-3617
interviewing law enforcement for projects, and locating "field trips"

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 7626-7670
The amount of writing, for working students

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9862-9893
How timely the homework can be

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14321-14381
Class times suck. Have to wait semesters to get chosen class

Getting a job Is Weighted: False Description

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2034-2052
Jobs for graduates

Excerpt - Document: Q2 Main Campus Students.docx, Position: 177-202
Getting job after college

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6947-6969
Like job opportunities

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22486-22628
ob help, many CJ majors are law enforcement and have departments begging for Ferris grads, but what about us who aren't law enforcement track

Excerpt - Document: Q3 Advisory Board.docx, Position: 314-361
employment in field other than law enforcement

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2474-2502
Meeting job placement needs

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4645-4685
Being able to find a job at my age of 50

Excerpt - Document: Q2 Off Campus Students.docx, Position: 10892-10919
Employment after graduation

Maintaining good grades Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 1608-1648
Hard to retain information after awhile

Excerpt - Document: Q2 LEA Students.docx, Position: 3168-3207
The students retaining the information

Excerpt - Document: Q2 LEA Students.docx, Position: 4107-4166
Remembering your schedule and knowing what time to go where

Excerpt - Document: Q2 Main Campus Students.docx, Position: 545-590
Teachers that go too fast to impress students

Excerpt - Document: Q2 Main Campus Students.docx, Position: 591-619

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Going too fast during review

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1365-1387
Maintaining good grade

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2721-2739
Jam packed classes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4779-4796
My English grades

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6502-6536
Making sure you do good grade wise

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7144-7196
Grades, which is pretty normal for a college student

Excerpt - Document: Q2 Off Campus Students.docx, Position: 342-446
Doing my best in each of my classes because of the challenges (exams, readings, studying) of professors

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3178-3195
Passing the class

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3196-3226
Not forgetting what was taught

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3272-3295
Remembering everything

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4686-4719
Being able to pass all my classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 13925-13964
Too much information to obtain at once

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14141-14177
Try to remember all the information

Excerpt - Document: Q2 Off Campus Students.docx, Position: 16341-16370
Possibly not passing classes

Some courses too easy Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 2430-2478
Lack of difficulty in classes before the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2770-2829
The other courses are too easy and people tend to slack off

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10453-10486

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Early level courses are very easy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 15217-15241
CJ program is "too easy"

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22153-22172
Not enough homework

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2474-2484
It is easy

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6654-6667
Easy to learn

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7936-7945
not hard

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8261-8265
ease

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14822-14875
Challenging course materials that help students learn

More instructor flexibility Is Weighted: False Description

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 364-402
Opportunity to choose my own textbook

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 404-445
Not enough classes offered in the program

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 958-996
Offering more course options in summer

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1455-1499
Not enough time to prepare for class changes

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 1884-2032
Keeping in mind we are here for the students and not us. We are inflexible when it comes to doing right by students with issues they need resolved.

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 0-35
I'd make the program more flexible.

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 663-782
The textbook needs updating, the book used in 310 is also used in Jr. college, so we are repeating the same class over

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 897-1006
Providing more face-to-face classes om the advanced English requirements, especially in the statewide program

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Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1400-1432
Not being so rigid in books used

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1576-1843
My opinion with one book is that we will be using it only to benefit 1 person on staff that wrote it even though there are many errors in it. That to me is ethically wrong. I believe we can accomplish learning objectives and still use a different book than others use

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1844-1907
Being more flexible when it comes to the needs of some students

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1809-1849
Only offer internships during the summer

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3350-3400
Hard to find a lot of colleges in the area with CJ

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3401-3474
The timing of classes, all late or early morning, harder for single moms

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9316-9357
Some classes are offered only once a year

Quality relationships Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 46-60
other students

Excerpt - Document: Q1 LEA Students.docx, Position: 373-396
Learning to help people

Excerpt - Document: Q1 LEA Students.docx, Position: 1149-1167
Meeting new people

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4752-4778
My introverted personality

Excerpt - Document: Q1 Main Campus Students.docx, Position: 496-518
students are more open

Excerpt - Document: Q1 Main Campus Students.docx, Position: 523-531
friendly

Excerpt - Document: Q1 Main Campus Students.docx, Position: 696-730
classmates have the same ambitions

Excerpt - Document: Q1 Main Campus Students.docx, Position: 842-868
Comradery between students

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2113-2142

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Knowing most of my classmates

- Excerpt - Document: Q1 Main Campus Students.docx, Position: 3468-3494
students are all friendly
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 5085-5095
Classmates
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 5880-5890
Classmates
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 8496-8512
great networking
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 10348-10368
Students help others
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 10619-10628
comradery
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 11689-11708
same field of study
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 13261-13272
speak truth
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 14541-14553
Great people
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 22332-22433
Resources that we have within the facility to all the professors to the contacts they provide us with
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 157-167
students
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 362-380
like the students,
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 381-455
hard-working and dedicated individuals who are committed to their learning
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1218-1238
Outstanding students
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1370-1378
Students
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 926-937
Friendship

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- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1559-1579
develop friendships
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1692-1726
Friends I have made in the program
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2230-2246
Enjoy the people
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2495-2525
The relationships I'm building
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2496-2525
he relationships I'm building
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2526-2573
The openness of conversations without judgement
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2665-2676
Connections
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2783-2803
Students interaction
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4054-4103
After being here awhile you become one big family
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4105-4184
This is good when it comes to CJ because you need to be able to trust your team
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4919-4986
The peer interaction for class discussion/projects help us network
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5125-5171
Ability to discuss/interact with CJ professors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5461-5543
I get more of a home feel, closer relationships with staff, advisors, and students
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5586-5619
Meeting criminal justice teachers
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5622-5675
I love learning how to help people in a different way

Need more serious students Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 1140-1182
Students that are dedicated to the academy

Excerpt - Document: Q2 LEA Students.docx, Position: 1671-1725

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People not committing themselves to the police academy

Excerpt - Document: Q2 LEA Students.docx, Position: 1726-1762
People that are not serious students

Excerpt - Document: Q2 LEA Students.docx, Position: 1953-1992
Kids dropping out (issues with the law)

Excerpt - Document: Q2 LEA Students.docx, Position: 3276-3328
Balance between it being a school and police academy

Excerpt - Document: Q2 LEA Students.docx, Position: 3330-3382
People thinking they can't get yelled at by teachers

Excerpt - Document: Q2 LEA Students.docx, Position: 4253-4326
The amount of pressure put on students to up hold the school's reputation

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1267-1324
To get students to interact more with humans than phones

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 303-363
Some students not prepared for junior and senior level work

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2079-2102
Commitment of students

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2106-2168
Lack of proper academic preparation by the community colleges

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2169-2208
Poor advising by the community colleges

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2282-2306
Quality of the students

Excerpt - Document: Q2 Main Campus Students.docx, Position: 0-114
Help get the underclass students more involved
Do more real-life scenarios to get more people involved
Involvement

Excerpt - Document: Q2 Main Campus Students.docx, Position: 116-122
Ethics

Excerpt - Document: Q2 Main Campus Students.docx, Position: 316-353
Finding professional/serious students

Excerpt - Document: Q2 Main Campus Students.docx, Position: 504-544
Students that don't take class seriously

Excerpt - Document: Q2 Main Campus Students.docx, Position: 904-942
Finding more highly motivated students

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 944-1012
Coming to class focused and ready to learn important things everyday
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3700-3711
Dedication
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3738-3757
Mental preparation
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3940-3954
Time dedicated
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 4937-4950
Participation
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 5478-5503
Not showing up to classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6572-6587
Staying focused
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8766-8790
Lack of quality students
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 9291-9345
Making sure the students are here for the right reason
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 9822-9856
The lack of people wanting to join
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 11744-11757
Participation
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 13556-13645
*Another would be to challenge students perspectives, preconceived thoughts
and/or actions*
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 15857-15887
The cheaters among CJ students
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19387-19476
*ome students in the academy have personal life that don't reflect their
professional life*
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19716-19765
Making students adaptable to the changing society
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22630-22691
Not being as open to more liberal views such as gay marriage

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 1503-1544
Getting the right students for the field

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1871-2016
*Trying to maintain open conversation while also avoiding offensive statements.
Some students feel their opinion is more important than the facts*

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11383-11395
Bad students

Excerpt - Document: Q2 Off Campus Students.docx, Position: 12485-12535
Students who aren't serious about criminal justice

Excellent personal growth opportunities Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 630-684
love the hands on experience and how challenging it is

Excerpt - Document: Q1 LEA Students.docx, Position: 1635-1657
opportunity to improve

Excerpt - Document: Q1 LEA Students.docx, Position: 3609-3623
The challenges

Excerpt - Document: Q2 Main Campus Students.docx, Position: 5369-5439
Lastly, just getting used to my career choice and everything I must do

Excerpt - Document: Q1 Main Campus Students.docx, Position: 208-225
The opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1443-1449
Events

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2894-2920
opportunities they provide

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4070-4096
opportunities for students

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4447-4460
opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4525-4538
opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4594-4617
opportunities available

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4826-4849
excel at their own pace

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 4869-4885
leadership trait

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6017-6036
making a difference

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6683-6692
challenge

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6731-6744
opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8157-8170
opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8860-8873
opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9181-9194
opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9393-9397
grow

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9738-9762
opportunities to succeed

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11956-11984
see what you've accomplished

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12460-12473
opportunities

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13310-13320
Leadership

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14616-14627
Challenging

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17523-17536
opportunities

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3833-3889
Change, as a person has to adapt to different situation

Excerpt - Document: Q1 Off Campus Students.docx, Position: 1382-1424
I am bound to find where I am meant to be

Excerpt - Document: Q1 Off Campus Students.docx, Position: 4342-4380
It has made me a better person overall

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Excerpt - Document: Q1 Off Campus Students.docx, Position: 4381-4427
The School of CJ will benefit me in the future

Excerpt - Document: Q1 Off Campus Students.docx, Position: 5216-5284
My being able to accomplish passing all the criminal justice classes

Excerpt - Document: Q1 Off Campus Students.docx, Position: 6158-6242
The ability/education that I am receiving to move forward with helping at risk youth

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7458-7477
Being able to learn

Excerpt - Document: Q1 Off Campus Students.docx, Position: 7478-7546
Knowing that once I finish, I will make a difference in the CJ field

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 362-425
The opportunity to continue to contribute to a field I cherish

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 426-451
The opportunity to mentor

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 749-792
watching them grow and achieve their goals

Police academy embedded Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 1544-1556
The academy

Excerpt - Document: Q1 LEA Students.docx, Position: 1224-1271
integrated academy in the law enforcement track

Excerpt - Document: Q1 LEA Students.docx, Position: 1506-1532
he Law Enforcement Academy

Excerpt - Document: Q1 LEA Students.docx, Position: 1728-1736
academy

Excerpt - Document: Q1 LEA Students.docx, Position: 2295-2339
Law enforcement track (BA and certification)

Excerpt - Document: Q1 LEA Students.docx, Position: 2389-2432
police academy included in a 4 year program

Excerpt - Document: Q1 LEA Students.docx, Position: 2887-2944
academy goes above and beyond to prepare me for the field

Excerpt - Document: Q1 LEA Students.docx, Position: 3027-3057
4 year program for the academy

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- Excerpt - Document: Q1 LEA Students.docx, Position: 3167-3190
Law Enforcement Academy
- Excerpt - Document: Q1 LEA Students.docx, Position: 3876-3899
availably of an academy
- Excerpt - Document: Q1 LEA Students.docx, Position: 4338-4352
police academy
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 1688-1707
Competitive program
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 5309-5368
Second, the academy will be awesome but will be a challenge
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1700-1719
academy built into
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1851-1858
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 2629-2636
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 6258-6265
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 7612-7619
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 9086-9093
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 9240-9248
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 9608-9615
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 13718-13729
Competitive
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 14290-14298
academy
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 22181-22207
Academy is part of program
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 811-867
Michigan police academy built into BS degree curriculum

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Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1047-1093
Law enforcement academy built into the program

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 1321-1366
Police academy. Second to none in the state.

Logical program structure Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 355-371
Bachelor's degree

Excerpt - Document: Q1 LEA Students.docx, Position: 568-585
Bachelor's degree

Excerpt - Document: Q1 LEA Students.docx, Position: 2708-2739
they make internships mandatory

Excerpt - Document: Q1 LEA Students.docx, Position: 4177-4194
different tracks

Excerpt - Document: Q1 Main Campus Students.docx, Position: 1181-1206
3 paths that you can take

Excerpt - Document: Q1 Main Campus Students.docx, Position: 2974-2984
ride along

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3278-3288
structured

Excerpt - Document: Q1 Main Campus Students.docx, Position: 3314-3327
three options

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5912-5927
Well-structured

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7728-7755
curriculum is very well set

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8550-8560
internship

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8623-8640
different fields

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11407-11413
retake

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11989-12014
layout of all the courses

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13094-13106

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Three tracks

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15165-15181
different tracks

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15660-15672
options open

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16133-16161
classes build off each other

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17543-17568
many types of internships

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17616-17644
internship updates via email

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18080-18100
Help with internship

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18701-18728
classes become more focused

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18962-18976
strait forward

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19862-19874
three tracks

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20721-20756
planned out schedule for each major

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21612-21638
Each course is well placed

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22434-22504
The internship opportunities we are granted with to further prepare us

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 699-724
Internship opportunities

University & life balance Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 455-470
amount of work

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1803-1861
Lack of ability to involve students in long-term projects

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 281-302
Teaching more classes

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 1464-1470
Stress

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1879-1928
Course load during senior year of law enforcement

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1978-2026
Too many credits senior year for law enforcement

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2542-2652

The push to do my best and do better than the rest can be challenging because of conflict with my social life

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3779-3835
The change of life that fits the criminal justice system

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6315-6394
The pressure of the academy is stressful because of its higher respected status

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6589-6641
The fear of not meeting the standards of the program

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6985-7055
All the work we have to do, college isn't easy, it takes a lot of work

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8158-8195
The rush like schedule of senior year

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8262-8290
Stress management (students)

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8466-8508
Trying to balance football and the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8938-9007
Limiting the time and work I can put into my criminal justice classes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10034-10039
Time

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10974-10989
Time management

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11248-11285
Doing all the work that comes with it

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11286-11317
The classes to take up to that

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 14202-14239

Class load for law enforcement track

Excerpt - Document: Q2 Main Campus Students.docx, Position: 20657-20716
With all of the classes, the workload becomes overwhelming

Excerpt - Document: Q2 Main Campus Students.docx, Position: 21805-21887
In some classes, professors give a lot of assignments but we need extra time to do

Excerpt - Document: Q2 Main Campus Students.docx, Position: 21950-21998
All the extra events and such are later at night

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 397-432
Allow time-off to conduct research

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1524-1560
More student research opportunities

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1714-1774
Opportunities for release time to work on research projects

Excerpt - Document: Q2 Off Campus Students.docx, Position: 951-958
Family

Excerpt - Document: Q2 Off Campus Students.docx, Position: 7443-7486
Hard to always make it to class due to work

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9862-9893
How timely the homework can be

Excerpt - Document: Q2 Off Campus Students.docx, Position: 9894-9956
Making time for all of my classes with work also apart of life

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11009-11029
Balancing the stress

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11119-11170
Internship when you have a full time job and family

Excerpt - Document: Q2 Off Campus Students.docx, Position: 13258-13300
Working 2 jobs and going to school is hard

Excerpt - Document: Q2 Off Campus Students.docx, Position: 13301-13346
Trying to find time to study and do homework

Excerpt - Document: Q2 Off Campus Students.docx, Position: 13347-13372
Class time and less to do

Excerpt - Document: Q2 Off Campus Students.docx, Position: 14768-14796
Keeping up with the homework

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 17724-17764
Making time for all face to face classes

Excerpt - Document: Q2 Advisory Board.docx, Position: 29-47
Life/work balance

Enoy real world experiences Is Weighted: False Description

Excerpt - Document: Q1 LEA Students.docx, Position: 130-155
experience of the faculty

Excerpt - Document: Q1 LEA Students.docx, Position: 586-626
Instructors include real life experience

Excerpt - Document: Q1 LEA Students.docx, Position: 1050-1100
instructors with a ton of experience to learn from

Excerpt - Document: Q1 LEA Students.docx, Position: 1277-1295
staff's experience

Excerpt - Document: Q1 LEA Students.docx, Position: 1378-1408
experience the professors have

Excerpt - Document: Q1 LEA Students.docx, Position: 1533-1569
Faculty have experience in the field

Excerpt - Document: Q1 LEA Students.docx, Position: 1578-1629
provide real examples to the information they teach

Excerpt - Document: Q1 LEA Students.docx, Position: 1741-1751
experience

Excerpt - Document: Q1 LEA Students.docx, Position: 1766-1785
Hearing the stories

Excerpt - Document: Q1 LEA Students.docx, Position: 2261-2293
Instructors and their experience

Excerpt - Document: Q1 LEA Students.docx, Position: 2501-2545
professors that have experience in the field

Excerpt - Document: Q1 LEA Students.docx, Position: 2641-2683
real world experience the instructors have

Excerpt - Document: Q1 LEA Students.docx, Position: 3392-3415
experience in the field

Excerpt - Document: Q1 LEA Students.docx, Position: 3671-3716
stories that the officers tell and the photos

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- Excerpt - Document: Q1 LEA Students.docx, Position: 3801-3811
experience
- Excerpt - Document: Q1 LEA Students.docx, Position: 4306-4332
professors are experienced
- Excerpt - Document: Q1 LEA Students.docx, Position: 4420-4431
Experienced
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 438-461
prior career experience
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 892-920
work experience in the field
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1136-1154
real time stories
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1602-1612
experience
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1617-1635
stories to tell us
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 1890-1928
they use to or still work in the field
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 2007-2051
what police do wrong and how it's done right
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 2574-2584
Experience
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 2750-2764
quest speakers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 3592-3619
deals with prevalent issues
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 3656-3688
trained officers as our teachers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 4224-4242
real life examples
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 4249-4263
quest speakers
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 4299-4325
police personnel to teach

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 4410-4425
work experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 4547-4561
guest speakers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5283-5301
real life examples

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5766-5789
real world experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 5936-5956
Experienced teachers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7965-7984
learning experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8943-8959
real experiences

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10590-10600
experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11093-11112
real life examples

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11650-11661
experiences

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12445-12450
field

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12503-12517
guest speakers

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12805-12815
experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12913-12940
through the courses and job

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13340-13350
experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13837-13847
experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14235-14255
real life experience

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 14664-14679
real experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15113-15133
background knowledge

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15615-15636
firsthand experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15787-15797
experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16056-16080
backgrounds in the field

Excerpt - Document: Q1 Main Campus Students.docx, Position: 16577-16600
experience in the field

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17097-17107
experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17707-17728
real world experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18537-18583
Professors have been where we're working to be

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18655-18672
real life stories

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18868-18887
Personal experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19015-19038
professional experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19201-19223
Experienced professors

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19347-19365
real life examples

Excerpt - Document: Q1 Main Campus Students.docx, Position: 19429-19460
good life applications, stories

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20191-20207
personal stories

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21062-21082
history in the field

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 21420-21444
prior career experience

Excerpt - Document: Q1 Main Campus Students.docx, Position: 21726-21742
real experiences

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22653-22712
All the professors have been in the field for several years

Excerpt - Document: Q1 Main Campus Students.docx, Position: 22713-22744
Stories told by the professors

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 56-79
faculty from profession

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 486-515
faculty with field experience

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 905-921
Field experience

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1023-1046
experience in the field

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1096-1135
Faculty are experienced in their fields

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1174-1216
faculty are distinguished in their fields

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1310-1328
Faculty experience

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1408-1437
faculty who has CJ experience

Excerpt - Document: Q1 Advisory Board.docx, Position: 283-300
Career experience

Excerpt - Document: Q1 Off Campus Students.docx, Position: 46-103
Having professors that work in the criminal justice field

Excerpt - Document: Q1 Off Campus Students.docx, Position: 254-292
Professors work in the field or use to

Excerpt - Document: Q1 Off Campus Students.docx, Position: 545-595
Very good at preparing students for outside world

Excerpt - Document: Q1 Off Campus Students.docx, Position: 618-650
Instructors have walked the walk

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- Excerpt - Document: Q1 Off Campus Students.docx, Position: 1905-1938
teachers here are actual workers
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2294-2345
Having professor who actually work in the CJ field
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2471-2481
Professors
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2574-2652
The information given to us by those in the profession with actual experience
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2805-2887
I cherish that most professors have come from backgrounds that relate to the field
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 3716-3788
The professors was once officers, probation officers, etc. their selves
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 3809-3863
nstructors that haver personal experience in the field
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4650-4761
I love the stories told by each professor, it sort of gave you a picture of what to expect in this line of work
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 4836-4918
The professor's personal stories that help us relate to topics discussed in class
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5077-5124
How they apply real life situations to a topic
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5696-5772
The professors all have plenty of experience and know a lot about the field
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 5991-6083
The professors who teach criminal justice courses are professional and already in the field
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 6713-6791
I love that most of the professors were in the field and have so much insight
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 7093-7145
I enjoy the teachers, very experienced in the field
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 7610-7687
There is a real life application for most of the material we discuss in class
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 100-154
Instructors who have criminal justice field experience

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Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 464-484
share my experiences

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 659-698
Instructors with real world experience

Need better explanation of tracks Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 841-889
No help from administration prior to the academy

Excerpt - Document: Q2 LEA Students.docx, Position: 3918-3967
Pre-screening to get into the academy is too late

Excerpt - Document: Q2 Main Campus Students.docx, Position: 774-845
The academy requirements (only tell us what's required our junior year)

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1472-1499
Knowing what track to go on

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3218-3285
Students need a better understanding of how to get into the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3468-3517
Not many students understand prerequisites needed

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3956-4015
There needs to be more information given the three tracks.

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6041-6104
Biggest challenges to me is trying to decide which route to go

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6105-6174
You have so many ideas and eye openers in this criminal justice field

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6257-6314
Deciding which track is hard because they're so different

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8330-8358
Deciding which route to take

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9600-9643
What I want to pursue in criminal justice

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10600-10721
Being an athlete I think a little more guidance or help would be good for student athletes looking to go into the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10894-10938
Send more info out about academy before hand

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 11318-11339
Which area to go into
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14326-14385
Figuring out the benefits or pathways for each course track
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 16159-16245
We don't offer a lot of information on jobs in CJ field besides police and corrections
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19582-19713
There are so many different paths you can take in the CJ career, and you have to pick which track you take during your second year.
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 20920-21084
Send emails, reminds, updates on important meetings for police academy, internships, and graduation. Something more than a poster no on looks at on a bulletin board
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 23018-23091
Students don't know other opportunities besides becoming a police officer
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 15413-15544
Not much explanation on the different careers within the CJ field, only generic answers like police, probation, parole, corrections

Need modern facilities and equipment Is Weighted: False Description

- Excerpt - Document: Q2 LEA Students.docx, Position: 390-404
Old facilities
- Excerpt - Document: Q2 LEA Students.docx, Position: 420-434
The buildings
- Excerpt - Document: Q2 LEA Students.docx, Position: 489-517
Not enough of good equipment
- Excerpt - Document: Q2 LEA Students.docx, Position: 1251-1277
Lack of updated facilities
- Excerpt - Document: Q2 LEA Students.docx, Position: 1375-1409
Outdated classrooms and equipment
- Excerpt - Document: Q2 LEA Students.docx, Position: 1580-1606
Not having a good building
- Excerpt - Document: Q2 LEA Students.docx, Position: 1650-1660
Classrooms
- Excerpt - Document: Q2 LEA Students.docx, Position: 1661-1669
Building

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- Excerpt - Document: Q2 LEA Students.docx, Position: 1864-1896
Lack of equipment for the school
- Excerpt - Document: Q2 LEA Students.docx, Position: 1898-1952
The building structure and lack of working technology
- Excerpt - Document: Q2 LEA Students.docx, Position: 2045-2073
Shared/not current resources
- Excerpt - Document: Q2 LEA Students.docx, Position: 2132-2225
Criminal justice related classes are all over the campus should be nearby/close to each other
- Excerpt - Document: Q2 LEA Students.docx, Position: 2548-2581
The building is so out of the way
- Excerpt - Document: Q2 LEA Students.docx, Position: 2582-2676
The bathrooms on the floors are every other so women have to go up a floor to use the restroom
- Excerpt - Document: Q2 LEA Students.docx, Position: 2778-2806
No criminal justice building
- Excerpt - Document: Q2 LEA Students.docx, Position: 2807-2833
No police academy building
- Excerpt - Document: Q2 LEA Students.docx, Position: 2913-2937
Deteriorating facilities
- Excerpt - Document: Q2 LEA Students.docx, Position: 3010-3033
Don't have own building
- Excerpt - Document: Q2 LEA Students.docx, Position: 3034-3081
No air conditioning in police academy classroom
- Excerpt - Document: Q2 LEA Students.docx, Position: 3640-3776
I think one of the main problems is the fact that all the classes are in Bishop, which is so far away from any other academic buildings
- Excerpt - Document: Q2 LEA Students.docx, Position: 3777-3830
Some of the facilities could be a little more updated
- Excerpt - Document: Q2 LEA Students.docx, Position: 3870-3881
Facilities
- Excerpt - Document: Q2 LEA Students.docx, Position: 3968-3984
Building set up
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 351-384

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We need to improve our technology

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 475-509
class room technology is outdated

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 884-959
Infrastructure. Classrooms, buildings are old, offices with mold, too small

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 983-1036
Infrastructure is and will continue to inhibit growth

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1467-1534
Technology behind the 8 ball. Biggest program lowest budget concern

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1604-1630
Physical plant and bishop

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 546-590
No student center at the satellite campuses

Excerpt - Document: Q2 Main Campus Students.docx, Position: 161-176
Small classroom

Excerpt - Document: Q2 Main Campus Students.docx, Position: 267-305
Too far away from other main buildings

Excerpt - Document: Q2 Main Campus Students.docx, Position: 307-315
Academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 847-871
Less advanced classrooms

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1817-1827
Technology

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1841-1878
We do not have a simulation/fake town

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1929-1957
Shooting range is off campus

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1959-1977
No simulation town

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2027-2052
No shooting range near by

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2151-2160
Equipment

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2329-2356

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Distance from other classes

- Excerpt - Document: Q2 Main Campus Students.docx, Position: 2358-2416
The building is so far away from everything else on campus
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3585-3598
The building
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3586-3624
he building
Far away from main campus
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 4642-4668
HVAC system in Bishop hall
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 5930-6008
The fact that there isn't an entire building just for criminal justice classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6009-6039
Academy classes are very small
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7373-7393
Building is terrible
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7394-7435
Not enough equipment or updated equipment
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7449-7481
Building is far from everything
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7643-7682
Equipment for students to interact with
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7914-7951
Not enough equipment for the students
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 7953-8033
Do not have the facilities that we need (such as an actual space for an academy)
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8111-8131
Not enough equipment
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8196-8216
Not enough equipment
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8576-8588
The building
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8590-8638
Only get 10 minutes to walk from STARR to Bishop

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8653-8672
No air conditioning
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8740-8765
Distance from main campus
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 8846-8879
Could use an upgrade on equipment
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 9123-9148
Building is old and sucks
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 9149-9201
Not enough equipment for students to experiment with
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10378-10401
Bishop Hall is terrible
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10535-10560
The actual academy itself
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10940-10948
Location
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 13744-13881
The biggest challenge facing CJ is that the field is changing every day. I feel our technology and method of teaching may be behind times
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 15122-15178
classrooms are subpar compared to that of other programs
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 17601-17671
It's not in a good location in regards to the middle of the university
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19507-19538
Lack of suitable building space
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19540-19556
Small classrooms
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 20417-20449
Facilities are becoming outdated
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22218-22248
Lack of facilities made for CJ
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 18-28
Classrooms
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 2738-2745
classes

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Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 805-862
Program location-having proper facilities-a new building

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1044-1069
New building constructed

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1421-1439
Better facilities

Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1491-1523
New facility, better environment

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2266-2288
Lack of computer labs

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2919-2954
Having the on off-campus technology

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3062-3073
Technology

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4913-4926
One classroom

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8264-8292
No student center on campus

Excerpt - Document: Q2 Advisory Board.docx, Position: 0-10
Technology

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 268-279
Technology

Critical assessment of teaching Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 209-254
Keeping around subpar professors (just a few)

Excerpt - Document: Q2 LEA Students.docx, Position: 708-763
Getting acclimated to new professors is often difficult

Excerpt - Document: Q2 LEA Students.docx, Position: 2226-2308
Not enough of the professors actually care about you learning/knowing the material

Excerpt - Document: Q1 LEA Students.docx, Position: 1798-1825
Different types of learning

Excerpt - Document: Q2 Main Campus Students.docx, Position: 687-773

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Some professors handout busy work because they don't know how to give the material out

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1281-1301
Types of assignments

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3153-3216
Professors with different teaching styles and different grading

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8846-8889
Could use an upgrade on equipment and staff

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10288-10323
Not enough time to learn everything

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11880-11969
Differences in teaching style such as some professors using blackboard while others don't

Excerpt - Document: Q2 Main Campus Students.docx, Position: 12817-13015
The way some courses are set up (i.e. grade based on only exams) don't really allow for a lot of room for growth because students so not have activities to help students learn and retain information

Excerpt - Document: Q2 Main Campus Students.docx, Position: 13149-13285
Teachers teach courses drastically different even if it is the same material maybe because their experience is the only thing they know.

Excerpt - Document: Q2 Main Campus Students.docx, Position: 13843-13881
method of teaching may be behind times

Excerpt - Document: Q2 Main Campus Students.docx, Position: 14073-14132
Different teaching styles and expectations among professors

Excerpt - Document: Q2 Main Campus Students.docx, Position: 15016-15096
Students often learn just from a power point and don't remember much information

Excerpt - Document: Q2 Main Campus Students.docx, Position: 15253-15395
The first challenge is teaching methods. All the CJ professors having a completely different teaching method, making it hard to adapt at times

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17134-17240
Different teaching styles can be irritating to many students, like APA requirements are taught differently

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17774-17865
Group projects are always a challenge but most professors are good about overseeing groups

Excerpt - Document: Q2 Main Campus Students.docx, Position: 18019-18096

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Our classes didn't seem to cover a lot of the material on the assessment exam

- Excerpt - Document: Q2 Main Campus Students.docx, Position: 18296-18355
Use of blackboard, I would like to see my grades sometimes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 18407-18463
Professors that don't use blackboard, want to see grades
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19953-20006
Too much discussion can lead the class out of control
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 21888-21948
In some classes we need to do more exams than other classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22143-22152
Using APA
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 23301-23382
Most teachers base your grades off of tests with no assignments between the tests
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 23383-23483
Group projects kill me, it is hard to get everyone to help so one or two people will so all the work
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 23484-23528
Writing format in some classes are different
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 3264-3273
organized
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 4659-4671
organization
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 5000-5010
organized
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 5790-5804
Current events
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 7829-7838
organized
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 11764-11792
different ways we are taught
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 19461-19477
Discussion based
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 82-119
Teaching geared towards practitioners

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- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 643-673
Practitioner based instruction
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1439-1477
Practitioner-career oriented education
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 5648-5721
Most professors are amazing but some use politics and should not be used
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6631-6673
Liberal instructors pushing their politics
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7159-7241
Less time talking about sports for 20-30 minutes to ensure I get my money's worth
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 8435-8465
Law suits due to poor training
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10920-10979
Resources available to students throughout entire semester
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 11049-11090
Interacting with different personalities
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 11396-11409
Bad teachers
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 13615-13672
Too much note-memorization and not enough "deep learning"
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 16446-16501
Some classes have little to no homework and just exams
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 16603-16679
Professors teaching subjects for the first time, not taking student feedback
- Excerpt - Document: Q1 Advisory Board.docx, Position: 10-24
discuss trends
- Excerpt - Document: Q1 Advisory Board.docx, Position: 144-172
Staying "in front" of trends

Diversity & equality issues Is Weighted: False Description

Excerpt - Document: Q2 LEA Students.docx, Position: 353-373

Diversity is lacking

Excerpt - Document: Q2 Main Campus Students.docx, Position: 204-233

Not enough women in the field

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 1828-1834
Racism

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2653-2720
Also, the competition of other people who are trying to be the best

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3712-3736
Different points of view

Excerpt - Document: Q2 Main Campus Students.docx, Position: 5731-5772
large competition to get into the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7437-7448
Competition

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8133-8157
Getting into the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8441-8465
Getting into the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8510-8566
Amount of applicants to the police academy (less get in)

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8639-8652
Racial issues

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8674-8687
Racial issues

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8792-8845
Black football players can't be a part of the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9203-9248
The fear put in students in criminal justice

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9249-9290
Sending the right message to the students

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9797-9820
Lack of competitiveness

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10324-10376

Not enough academy room, really, really competitive

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10503-10534
Getting into the academy for LE

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11194-11219
Getting into the academy

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 13286-13375
The amount of spaces and times available for classes that are needed to be in the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 13486-13555
The biggest issue is creating diverse groups that can evolve together

Excerpt - Document: Q2 Main Campus Students.docx, Position: 14009-14072
Judgement when getting into a field on a person's past mistakes

Excerpt - Document: Q2 Main Campus Students.docx, Position: 15242-15251
Diversity

Excerpt - Document: Q2 Main Campus Students.docx, Position: 15577-15661
more of a focus on the law enforcement academy over generalist and correction tracks

Excerpt - Document: Q2 Main Campus Students.docx, Position: 15758-15794
Definitely needs to be more diverse.

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17000-17054
Not focusing most attention on law enforcement track.

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17673-17727
Teaching racial prejudices without denying it is there

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17866-17933
As a minor, sometimes feel as singled out and somewhat disregarded

Excerpt - Document: Q2 Main Campus Students.docx, Position: 17935-18018
They really only focus the attention and resources to the law enforcement students

Excerpt - Document: Q2 Main Campus Students.docx, Position: 18797-18864
Very clique-ish and standoffish, hard to approach for non CJ majors

Excerpt - Document: Q2 Main Campus Students.docx, Position: 18865-19008
*Every time a non CJ major tries to sign up for a class, even if they are a CJ minor, they have to call Sue
There's an us versus them mentality*

Excerpt - Document: Q2 Main Campus Students.docx, Position: 19285-19367
instructor can seem off-putting to non-criminal justice/nondeclared major students

Excerpt - Document: Q2 Main Campus Students.docx, Position: 19864-19952
annoying registering for classes as a CJ minor, have to make an extra phone call process

Excerpt - Document: Q2 Main Campus Students.docx, Position: 20727-20779

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looks down on students who aren't in law enforcement

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22320-22361
most things are geared toward the academy

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22421-22484
Generalists also might not go to the corrections academy either

Excerpt - Document: Q2 Main Campus Students.docx, Position: 22486-22628
ob help, many CJ majors are law enforcement and have departments begging for Ferris grads, but what about us who aren't law enforcement track

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11190-11214
share conservative views

Excerpt - Document: Q2 Off Campus Students.docx, Position: 552-568
Overcoming bias

Excerpt - Document: Q2 Off Campus Students.docx, Position: 569-575
Racism

Excerpt - Document: Q2 Off Campus Students.docx, Position: 591-656

Things within the criminal justice system are changing every day

Excerpt - Document: Q2 Off Campus Students.docx, Position: 657-690
Minority recruitment for officers

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2439-2473
Diversity of professors ethnically

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2552-2575
Not a lot of diversity

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2688-2763
Not getting enough diversity training but expected to know it in the field

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2833-2869
Having more of a multi-culture class

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2984-3008
More diversity education

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3075-3101
More multicultural classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 7118-7132
Discrimination

Excerpt - Document: Q2 Off Campus Students.docx, Position: 12147-12185
We need more diversity in the teachers

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 14555-14632 <i>Diversity within the classrooms, it's a challenge sometimes being a minority</i>		
Excerpt - Document: Q2 Off Campus Students.docx, Position: 14633-14677 <i>Classroom discussions sometimes is one sided</i>		
Excerpt - Document: Q2 Off Campus Students.docx, Position: 16143-16182 <i>Too much focus on only law enforcement/</i>		
Excerpt - Document: Q2 Off Campus Students.docx, Position: 17199-17283 <i>Providing opportunities to learn about other CJ jobs outside being a police officer</i>		
Excerpt - Document: Q2 Advisory Board.docx, Position: 224-233 <i>Diversity</i>		
Excerpt - Document: Q1 Off Campus Students.docx, Position: 5174-5215 <i>Being able to go to school at my late age</i>		
Excerpt - Document: Q1 Off Campus Students.docx, Position: 5285-5340 <i>Allowing me to take criminal justice classes at age 50+</i>		
Inflexible & difficult course scheduling	Is Weighted: False	Description
Excerpt - Document: Q2 LEA Students.docx, Position: 809-827 <i>Scheduling classes</i>		
Excerpt - Document: Q2 LEA Students.docx, Position: 1557-1579 <i>Signing up for classes</i>		
Excerpt - Document: Q2 LEA Students.docx, Position: 1812-1863 <i>Lack of classes availability in lower level classes</i>		
Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 62-114 <i>On-line courses not same quality as in seat classes</i>		
Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 128-145 <i>On-line learning</i>		
Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 553-595 <i>We are missing the boat on online training</i>		
Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1095-1132 <i>Uncertainty with the online movement</i>		
Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 446-472 <i>Not enough on line classes</i>		
Excerpt - Document: Q2 Main Campus Students.docx, Position: 1302-1363 <i>Which path to take because they all are appealing class times</i>		

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 2259-2328
Class times being Monday/Wednesday/Friday instead of Tuesday/Thursday
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 2472-2541
Class times being Monday/Wednesday/Friday other than Tuesday/Thursday
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3518-3583
Can't take classes out of order and only offered in certain terms
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 3856-3884
Lack of schedule flexibility
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 4298-4353
Unless doing generalist track, it's hard to get a minor
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 5014-5084
Scheduling classes is difficult unless you can schedule way in advance
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6211-6256
Some of the classes required fill up too fast
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6396-6428
Getting all the required classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 6687-6742
The programs are hard to schedule unless way in advance
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10040-10052
Classes open
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 10990-11000
Scheduling
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 11139-11159
More evening classes
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 13016-13074
Class schedule opportunities for non-law enforcement track
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 15988-16051
Not enough class blocks for students due to lack of flexibility
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 21393-21416
Registering for classes
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 367-406
Consideration for more "online" courses
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 447-498
Finding classes to fit my schedule at GRCC and work

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 813-907
Classes being offered in multiple semesters instead of only certain ones in the fall or spring

Excerpt - Document: Q2 Off Campus Students.docx, Position: 910-949
Students maybe don't like late classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1136-1162
Class offerings restricted

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1850-1868
Scheduling courses

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2040-2051
Class times

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3229-3269
Less course flexibility at GRCC location

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3891-3918
Not many class time choices

Excerpt - Document: Q2 Off Campus Students.docx, Position: 3920-3961
Having the internships only in the summer

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4376-4416
More classes offered in Holland location

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4524-4557
Availability of classes available

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4580-4642
Programs not offered at all campuses for students convenience

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5467-5553
The hours of the classes need to be more together, the times are spaced apart too far

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5555-5627
More classes with more flexible times and professors should be available

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5745-5785
not having classes offered each semester

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5812-5831
course convenience

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5833-5876
Finding a class during the evening off-site

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- Excerpt - Document: Q2 Off Campus Students.docx, Position: 5970-6006
Finding classes at convenient times
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6008-6057
That we have to take our internship in the summer
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6084-6127
More available classes throughout the year
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6129-6180
The lack of available classes for statewide program
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6246-6292
Availability of classes for statewide students
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6431-6470
Availability of classes, all year round
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6535-6590
internship is expensive and offered only in the summer
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6771-6888
When you are already working full time in the CJ field your work should be able to take place of some of the classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6889-6984
It is difficult fitting the courses into my schedule due to class schedules and work schedule
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 6985-7068
Lack of choices for English courses offered to students not attending main campus
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7519-7539
Summer class options
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7541-7558
No online classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7561-7594
Classes only being offered at 6pm
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7671-7723
The schedule of the courses offered (not consistent)
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7742-7789
Lack of classes available to statewide students
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7873-7895
Lack of online courses

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- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7919-7944
Lack of elective choices
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 7945-8039
Inability to test out of classes even though I work in the field which is covered in the class
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 8040-8058
No online classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 8060-8087
Not finding the right class
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 8208-8227
Shortage of classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 8228-8263
Classes not available all semesters
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 9177-9257
Amount of classes available per term, however I think this is due to enrollment
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 9358-9419
Classes have been canceled due to too few students signing up
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 9421-9495
More options for English 300 classes other than the ones offered currently
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 9498-9530
The approved English 300 classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10210-10258
Off campus students have less choice of classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10583-10665
I have less classes to choose from every semester compared to main campus students
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10785-10800
Online courses
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 11105-11112
English
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 12762-12875
The class schedule is hard on a work schedule because there is only one time slot option per class per semester
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 13433-13495
Not a lot of options for classes when they only offer it once

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- Excerpt - Document: Q2 Off Campus Students.docx, Position: 13588-13613
Not enough online classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 13801-13821
Limited class times
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 13822-13877
Internship must be done the summer prior to graduation
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 13965-14004
Not a lot offered during certain times
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14006-14053
There aren't many options for times for classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14217-14289
Being off-campus limits your class times/options to take a certain class
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14321-14381
Class times suck. Have to wait semesters to get chosen class
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14437-14460
Limited class offerings
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14679-14697
Timing/scheduling
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14699-14710
Class times
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14797-14819
Trying to plan classes
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14947-14995
Less class time options for the off-campus site
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14997-15044
When classes are available such as day and time
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 15205-15236
internships only in the summer
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 15584-15627
There is only one class time for each class
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 15691-15719
Limited summer class options
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 16060-16099
Limited classes available in the summer

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Excerpt - Document: Q2 Off Campus Students.docx, Position: 16100-16141
Limited times/days available for classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 16235-16340
The way the class is instructed, with busy schedules some classes seem as if they could be offered online

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17459-17484
Limited times for classes

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17502-17548
Not a lot of summer classes on Lansing campus

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17550-17588
Internship only offered in the summer

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17684-17722
Scheduling because I live farther away

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17826-17882
Time of classes and trying to work around work schedule

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17884-17914
Internship being in the summer

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17915-17951
Classes being set at two times only

Excerpt - Document: Q2 Off Campus Students.docx, Position: 17985-18008
Lack of online classes

Collegiality of department Is Weighted: False Description

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9895-9937
close the faculty interacts with the staff

Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 2078-2157
I think it has always worked well. I have always liked the way the school runs

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1482-1509
collegiality of department

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 213-258
The administration, organization is fantastic

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 1040-1092
Relationships developed with off-campus instructors

Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 1094-1157
Community with the other professors, administrations, and staff

Valued SOCJ reputation	Is Weighted: False	Description
Excerpt - Document: Q1 LEA Students.docx, Position: 2051-2065		<i>well respected</i>
Excerpt - Document: Q1 LEA Students.docx, Position: 3280-3303		<i>reputation of graduates</i>
Excerpt - Document: Q1 LEA Students.docx, Position: 4459-4474		<i>Good reputation</i>
Excerpt - Document: Q1 LEA Students.docx, Position: 4810-4826		<i>great reputation</i>
Excerpt - Document: Q2 Main Campus Students.docx, Position: 1087-1127		<i>Remain a top criminal justice university</i>
Excerpt - Document: Q2 Main Campus Students.docx, Position: 6315-6394		<i>The pressure of the academy is stressful because of its higher respected status</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 146-156		<i>integrity</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 157-172		<i>Professionalism</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 1377-1393		<i>nationally rated</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 1472-1499		<i>best schools in the nation</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 2460-2473		<i>professional</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 2511-2533		<i>one of the top schools</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 2556-2561		<i>Honor</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 4365-4375		<i>Well known</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 4377-4393		<i>great reputation</i>
Excerpt - Document: Q1 Main Campus Students.docx, Position: 4642-4657		<i>professionalism</i>

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 5404-5419
professionalism

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6006-6011
honor

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6701-6709
The name

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6711-6725
high standards

Excerpt - Document: Q1 Main Campus Students.docx, Position: 6836-6850
one of the top

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7189-7194
pride

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7692-7717
known for a great academy

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7776-7785
respected

Excerpt - Document: Q1 Main Campus Students.docx, Position: 7800-7824
professors stress ethics

Excerpt - Document: Q1 Main Campus Students.docx, Position: 8071-8093
success of the program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9330-9342
best program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 9693-9703
best known

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10018-10033
well recognized

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10303-10322
Prestigious program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10431-10441
reputation

Excerpt - Document: Q1 Main Campus Students.docx, Position: 10531-10541
well-known

Excerpt - Document: Q1 Main Campus Students.docx, Position: 11220-11230
reputation

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 11812-11818
values

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12057-12075
highly recommended

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12238-12250
Being Ferris

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12258-12273
Going to Ferris

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12313-12331
degree from Ferris

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12535-12552
High expectations

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12605-12612
program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 12951-12956
pride

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13457-13472
good reputation

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13565-13592
say I'm in criminal justice

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13651-13658
popular

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13695-13706
Prestigious

Excerpt - Document: Q1 Main Campus Students.docx, Position: 13707-13717
Well-known

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14182-14198
one of the best

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14271-14278
amazing

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14310-14327
It's the largest

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14332-14370
weight it holds within police agencies

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Excerpt - Document: Q1 Main Campus Students.docx, Position: 14380-14403
wants a Ferris graduate

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14518-14539
high level of respect

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14573-14586
Great program

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14588-14598
Well known

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14605-14615
respected

Excerpt - Document: Q1 Main Campus Students.docx, Position: 14706-14723
Ferris is awesome

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15369-15378
integrity

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15430-15435
proud

Excerpt - Document: Q1 Main Campus Students.docx, Position: 15965-15975
reputation

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17828-17851
biggest major on campus

Excerpt - Document: Q1 Main Campus Students.docx, Position: 17930-17955
Student/teacher relations

Excerpt - Document: Q1 Main Campus Students.docx, Position: 18490-18505
higher standard

Excerpt - Document: Q1 Main Campus Students.docx, Position: 20114-20130
higher standard

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 0-23
Longevity of CJ program

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 34-44
reputation

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 173-210
reputation of an excellent CJ program

Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 675-703
Reputation of our CJ program

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- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1330-1340
Reputation
- Excerpt - Document: Q1 Faculty Main Campus.docx, Position: 1380-1390
Reputation
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 3784-3832
Responsibility as a professional in the CJ field
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 9081-9173
using ethical methods according to my career force and using my own discretion
when necessary
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 10981-11008
Ethical dilemma situations
- Excerpt - Document: Q1 Advisory Board.docx, Position: 65-101
Stellar track record and reputation
- Excerpt - Document: Q1 Advisory Board.docx, Position: 111-133
high quality graduates
- Excerpt - Document: Q1 Advisory Board.docx, Position: 194-222
Great state wide reputation
- Excerpt - Document: Q1 Advisory Board.docx, Position: 271-282
Reputation
- Excerpt - Document: Q2 Advisory Board.docx, Position: 326-364
Maintaining/growing during budget cuts
- Excerpt - Document: Q1 Off Campus Students.docx, Position: 2677-2696
Atmosphere of class
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 155-211
Strong relationships with CJ agencies and practitioners
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 310-326
consort program
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 1228-1248
Excellent reputation
- Excerpt - Document: Q1 Off Campus Instructors.docx, Position: 1449-1561
Outreach. I am proud to be a part of bringing a Ferris CJ degree to those who
wouldn't otherwise have the means

Faculty teambuilding Is Weighted: False Description

- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 146-166
Lack of transparency

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- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1152-1192
Working cooperatively with the new Dean
- Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 1458-1466
New Dean
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 144-196
Be positive and continually look for ways to improve
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 434-520
When faculty is asked their opinion, it's only accepted if it's the one the boss wants
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 521-542
Clearer expectations
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 682-755
More frequent faculty engagement opportunities to build better relations
- Excerpt - Document: Q3 Faculty Main Campus.docx, Position: 1561-1594
Chair model- rotating governance
- CJ stigma impacts enrollment** Is Weighted: False Description
- Excerpt - Document: Q2 LEA Students.docx, Position: 0-49
Declining numbers of interest in the career field
- Excerpt - Document: Q2 LEA Students.docx, Position: 375-389
Public opinion
- Excerpt - Document: Q2 LEA Students.docx, Position: 519-613
Fewer people want to go into the field because of all of the negative perceptions in the media
- Excerpt - Document: Q2 LEA Students.docx, Position: 615-671
Finding people interested in the law enforcement academy
- Excerpt - Document: Q2 LEA Students.docx, Position: 891-971
I think finding kids who are willing to stay in it and by keeping out of trouble
- Excerpt - Document: Q2 LEA Students.docx, Position: 1027-1074
Lastly, keeping a good relation with the public
- Excerpt - Document: Q2 LEA Students.docx, Position: 1076-1139
Getting good applicants that are willing to stay out of trouble
- Excerpt - Document: Q2 LEA Students.docx, Position: 1183-1221
Keeping good relations with the public
- Excerpt - Document: Q2 LEA Students.docx, Position: 1279-1336

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The ever growing hosts against law enforcement in general

Excerpt - Document: Q2 LEA Students.docx, Position: 2677-2776
With all the negative media about police we need to be more aware and I think it impacts the school

Excerpt - Document: Q2 LEA Students.docx, Position: 2834-2912
Lack of qualified applicants willing to enter into the criminal justice field

Excerpt - Document: Q2 LEA Students.docx, Position: 3383-3421
Also, the amount of media slaying cops

Excerpt - Document: Q2 LEA Students.docx, Position: 3422-3477
People do not want to go to school if you get paid crap

Excerpt - Document: Q2 LEA Students.docx, Position: 3883-3917
The perception of law enforcement

Excerpt - Document: Q2 LEA Students.docx, Position: 3985-4016
The public perception of police

Excerpt - Document: Q2 LEA Students.docx, Position: 4207-4252
The media's outlook on criminal justice today

Excerpt - Document: Q2 LEA Students.docx, Position: 4328-4424
Often other schools within Ferris do not like tolerating criminal justice (sociology department)

Excerpt - Document: Q2 Faculty Main Campus.docx, Position: 250-293
negative media attention of law enforcement

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 592-838
Attracting students to the field-this may be an opportunity for FSU to take a leadership role in terms of working with other state holders on this issues-MACP, MCOLES, MSP, Sheriff's Association to address what is a hiring challenge in the state

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 839-957
Attracting students to FSU's CJ program. We seem to need more marketing especially in regard to the statewide program

Excerpt - Document: Q2 Off Campus Instructors.docx, Position: 2665-2796
Anti-police sentiment. Our "leaders" need to put an end to this now! Our candidates are amazingly resilient, and continue to apply

Excerpt - Document: Q2 Main Campus Students.docx, Position: 234-266
It's a riskier major to get into

Excerpt - Document: Q2 Main Campus Students.docx, Position: 386-439
Current issues regarding criminal justice as a whole

Excerpt - Document: Q2 Main Campus Students.docx, Position: 386-492

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*Current issues regarding criminal justice as a whole
Students being dissuaded to go into criminal justice*

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1014-1086
There are many fields in criminal justice that don't require a bachelors

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1739-1815
Students changing their major because of what is going on in our world today

Excerpt - Document: Q2 Main Campus Students.docx, Position: 1835-1839
Fear

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2054-2141
*Low enrolment rates because of all the negative light that police officers are
shown in*

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2897-2975
How the media portrays the criminal justice system, it may intimidate students

Excerpt - Document: Q2 Main Campus Students.docx, Position: 2976-2984
Politics

Excerpt - Document: Q2 Main Campus Students.docx, Position: 3666-3679
The criticism

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4256-4297
The negative view of police in the media

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4401-4448
The recent uproar of violence against officers

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4557-4641
*Overcoming the stigma that all criminal justice students think they're above the
law*

Excerpt - Document: Q2 Main Campus Students.docx, Position: 4798-4857
Some challenges would be the perspective of police officers

Excerpt - Document: Q2 Main Campus Students.docx, Position: 6429-6477
People not really in it to be in law enforcement

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7198-7232
The extra risk of being an officer

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7233-7257
Not enough advertisement

Excerpt - Document: Q2 Main Campus Students.docx, Position: 7507-7593
*The negative media attention. Because of this, may have a negative feedback on
funding*

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Excerpt - Document: Q2 Main Campus Students.docx, Position: 8218-8261

The same challenges police face with media

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8359-8388

Stereotypes from other majors

Excerpt - Document: Q2 Main Campus Students.docx, Position: 8689-8704

Excessive force

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9008-9047

Also, the bad light media put police in

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9081-9122

Current situation with police and society

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9347-9376

Violence against police today

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9560-9599

The police shootings occurring recently

Excerpt - Document: Q2 Main Campus Students.docx, Position: 9869-9918

Not enough public and campus education about LEOs

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10244-10276

Society's view about those in CJ

Excerpt - Document: Q2 Main Campus Students.docx, Position: 10277-10287

Corruption

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11021-11045

Not enough advertisement

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11376-11396

People hate officers

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11471-11516

View on criminal justice throughout the media

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11732-11743

Recruitment

Excerpt - Document: Q2 Main Campus Students.docx, Position: 11771-11841

Get more attention, like dental school, since we are the top CJ school

Excerpt - Document: Q2 Main Campus Students.docx, Position: 13930-13991

The first challenge is having to deal with society against us

Excerpt - Document: Q2 Main Campus Students.docx, Position: 14133-14201

Negative stigma from other students being a "criminal justice major"

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- Excerpt - Document: Q2 Main Campus Students.docx, Position: 14969-15014
Negative stereotypes formed by other programs
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 15888-15918
A lot of people hate CJ majors
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 16247-16299
Mostly just outside stereotypes that people speak of
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 16300-16338
The stigma of how CJ majors are stupid
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 16443-16517
Facing the hardest consequences from the program when you are a CJ student
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 16732-16835
Learning more things along the way that can be scary and in town might deter you from criminal justice
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 16836-16998
You either have to be all in and super passionate about the criminal justice field or you're probably in the wrong field because these jobs take a lot out of you
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 18098-18197
Perception from non-CJ students that tend to see CJ as a bad major because of problems with police
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 19210-19267
Media- negative view of anything Criminal justice related
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 20053-20094
attitude people have about the police now
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22056-22092
Recruiting people into their academy
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22095-22124
The perception of CJ students
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22692-22732
Not knowing how to combat negative media
- Excerpt - Document: Q2 Main Campus Students.docx, Position: 22733-22762
Decreasing respect for police
- Excerpt - Document: Q1 Main Campus Students.docx, Position: 22566-22650
Opens eyes to other side of the spectrum in terms of what media and society portrays
- Excerpt - Document: Q3 Off Campus Instructors.docx, Position: 1215-1278

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Better marketing assistance/staff to help maintain our program

Excerpt - Document: Q2 Off Campus Students.docx, Position: 576-590
Bad publicity

Excerpt - Document: Q2 Off Campus Students.docx, Position: 691-724
Community policing-more effective

Excerpt - Document: Q2 Off Campus Students.docx, Position: 727-768
Nobody wanting to go into law enforcement

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1165-1245
Having to deal with the society anal social media knowing not everything is true

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1423-1501
Officials have such a bad reputation that the community no longer trusts them

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1546-1560
Political news

Excerpt - Document: Q2 Off Campus Students.docx, Position: 1561-1595
Stigma from other outside programs

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2504-2551
A lot of job openings, not many people applying

Excerpt - Document: Q2 Off Campus Students.docx, Position: 2576-2602
Community/police problems

Excerpt - Document: Q2 Off Campus Students.docx, Position: 4137-4222

How we see things in society through media terrorism, bad cops, and a corrupt system

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5266-5307
People are scared to deal with criminals

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5308-5330
Pay rates for officers

Excerpt - Document: Q2 Off Campus Students.docx, Position: 5393-5436
unfortunate the profession doesn't pay muc

Excerpt - Document: Q2 Off Campus Students.docx, Position: 7489-7518
Getting interest in the field

Excerpt - Document: Q2 Off Campus Students.docx, Position: 8294-8345
Lack of interest in the field by younger generation

Excerpt - Document: Q2 Off Campus Students.docx, Position: 11173-11192
Drawing in students

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- Excerpt - Document: Q2 Off Campus Students.docx, Position: 12101-12145
How to attract more interest in the program
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 12572-12672
Not as many people interested in criminal justice because of negative portrayals of police in media
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 12674-12751
*Police work is not very popular right not
Changing society
Changing beliefs*
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 14470-14511
Less people want to be in law enforcement
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 15238-15376
Because of the turmoil and "stigma" (mostly bad) that is attached to the CJ system, it might become less desirable for future generations
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 16744-16837
Lack of students in the future given the bad image police work is given in the media recently
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 16840-16912
The rising epidemic on the tension between law enforcement and criminals
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 16913-16972
The reputation it brings currently to a majority of people
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 16974-17019
Current social climate eroding interest in CJ
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 17020-17060
Lack of interest I notice from my peers
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 17285-17458
The way the public is ridiculing criminal justice, this can push people away but also at the same time it can push stronger individuals to work hard and succeed in this job
- Excerpt - Document: Q2 Off Campus Students.docx, Position: 17953-17984
Decline in police favorability
- Excerpt - Document: Q2 Advisory Board.docx, Position: 12-27
Media relations
- Excerpt - Document: Q2 Advisory Board.docx, Position: 102-132
perception of criminal justice
- Excerpt - Document: Q2 Advisory Board.docx, Position: 275-291
Marketing FSU CJ

