

# 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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\*\* 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)
<b>College of Business</b>													
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	5,898.00	11,872.00	4.83	24.62	24.89	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	8.81	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	2.83	8.85	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
<b>College of Education-Human Ser</b>													
Criminal Justice	2012-13	2,936.00	8,863.00	7,837.00	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	8,487.00	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	8,817.00	17,245.00	21.38	34.03	36.17	35.10	121.81	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	36.87	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	4.83	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	158.72	160.79	318.84
Recreation, Leisure Serv-Well	2014-15	18.00	812.00	533.00	1,145.00	.11	2.77	2.36	2.57	183.84	220.84	225.80	448.35
Recreation, Leisure Serv-Well	2015-16		830.00	620.00	1,250.00		2.37	2.36	2.38		265.74	262.98	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	288.00	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	13.88	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	3,738.00	7,557.00	9.74	26.93	22.95	24.04	109.65	141.87	162.82	303.02
School of Education Dept	2014-15	1,028.00	3,881.00	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	150.83	147.85	298.51
Television Production	2012-13	141.00	838.00			1.25	4.91			112.80	170.56		
<b>College of Health Professions</b>													
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)
<b>College of Business</b>													
<b>Sports, Entertain, Hospt. Mgmt</b>													
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			
<b>College of Education-Human Ser</b>													
<b>Criminal Justice</b>													
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)
<b>College of Education-Human Ser</b>													
<b>Criminal Justice</b>													
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	
<b>Recreation, Leisure Serv-Well</b>													
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	
<b>School of Digital Media</b>													
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	1,086.00	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	318.19
<b>School of Education Dept</b>													
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	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			Fall 2010 FTIACS			Fall 2011 FTIACS			Fall 2012 FTIACS			Fall 2013 FTIACS		
	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%
<b>FSU Total</b>	<b>2,003</b>	<b>87%</b>	<b>69%</b>	<b>2,014</b>	<b>89%</b>	<b>69%</b>	<b>2,111</b>	<b>88%</b>	<b>68%</b>	<b>2,135</b>	<b>88%</b>	<b>71%</b>	<b>2,005</b>	<b>87%</b>	<b>70%</b>

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 &amp; 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.

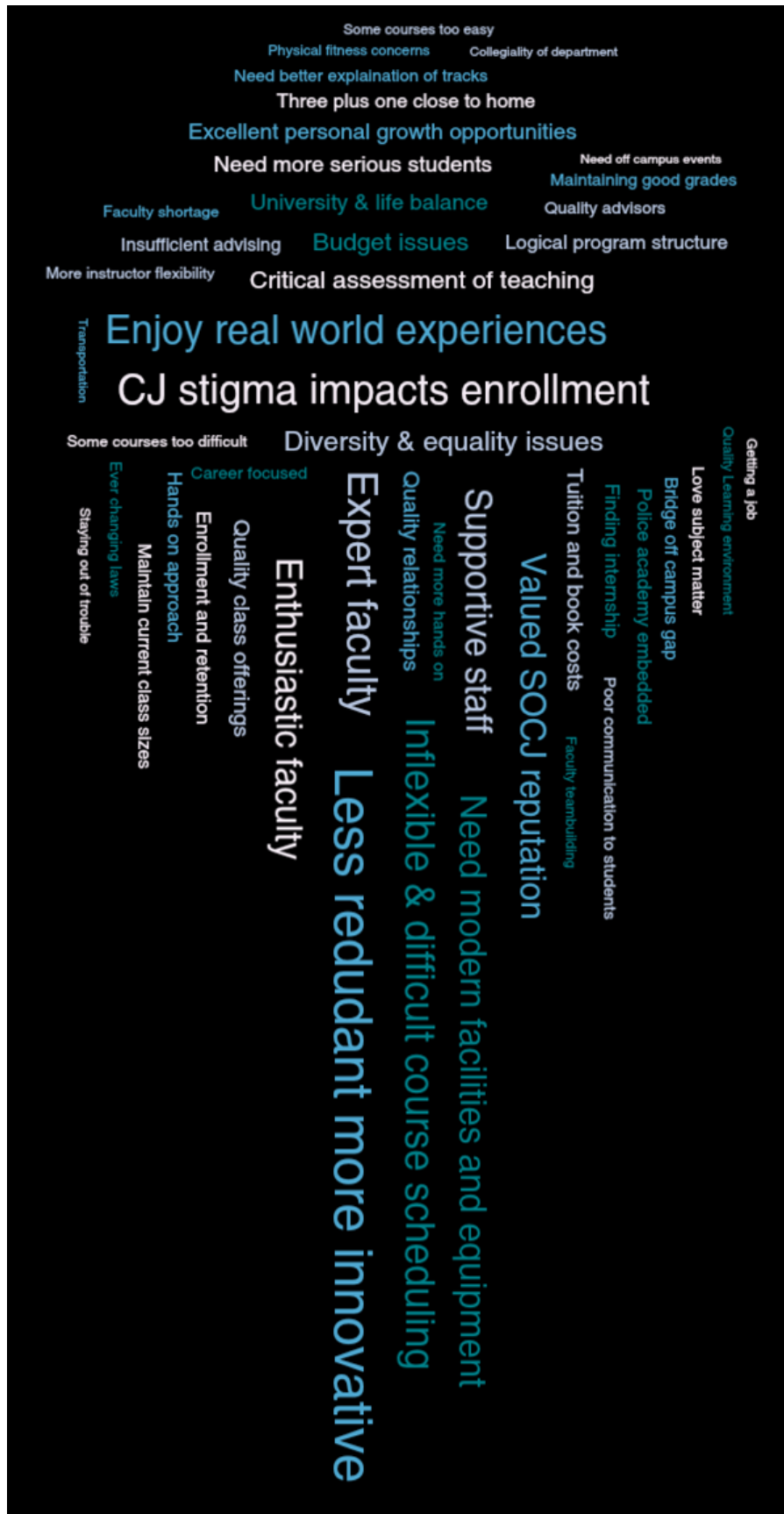
A total of N=397 useable in-person qualitative surveys were received and analyzed for this report. The following table provides a breakdown of the sample.

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
<b>TOTAL</b>	<b>N = 397</b>

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.

<b><u>College</u></b>	<b><u>Tuition FY 17</u></b>	<b><u>General Degree</u></b>	<b><u>Program(s)</u></b>	<b><u>Other</u></b>
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 [?](#)

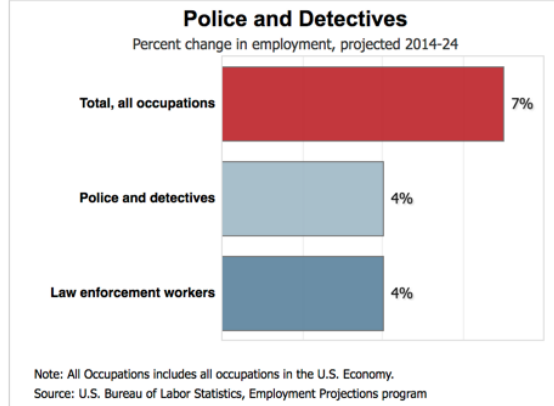
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### Job Prospects

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	
<b>Police and detectives</b>	—	806,400	839,500	4	33,100	—
<b>Detectives and criminal investigators</b>	33-3021	116,700	115,300	-1	-1,400	<a href="#">[XLSX]</a>
<b>Fish and game wardens</b>	33-3031	6,200	6,300	2	100	<a href="#">[XLSX]</a>
<b>Police and sheriff's patrol officers</b>	33-3051	680,000	714,200	5	34,200	<a href="#">[XLSX]</a>
<b>Transit and railroad police</b>	33-3052	3,600	3,700	4	100	<a href="#">[XLSX]</a>

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.

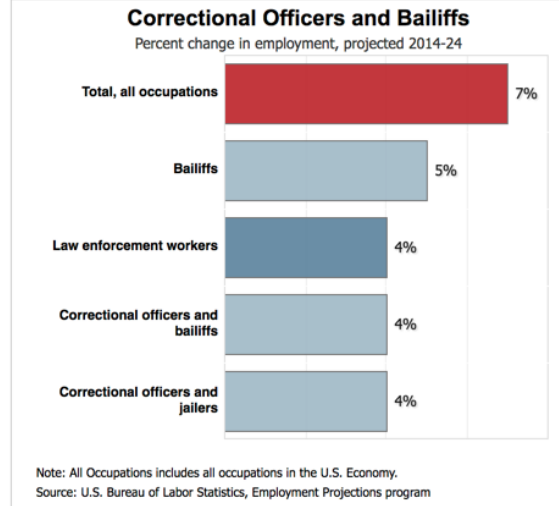
Correctional officers will continue to be needed to watch over the U.S. prison population. Most states are projecting that they will have more prisoners in the future. However, changes to criminal laws can have a large effect on how many people are arrested and incarcerated each year.

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	<a href="#">[XLSX]</a>
Bailiffs	33-3011	17,300	18,100	5	800	<a href="#">[XLSX]</a>
Correctional officers and jailers	33-3012	457,600	474,700	4	17,100	<a href="#">[XLSX]</a>

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 

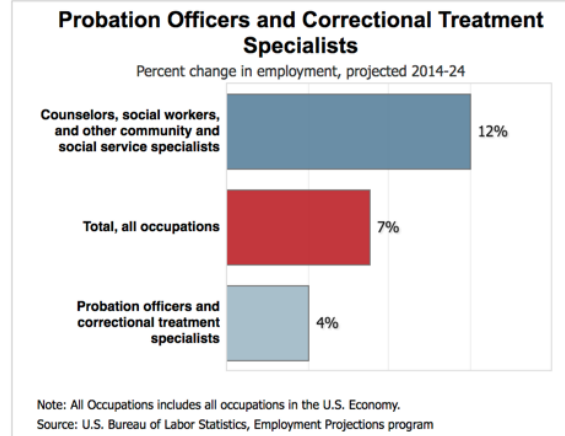
Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

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	<a href="#">[XLSX]</a>


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.

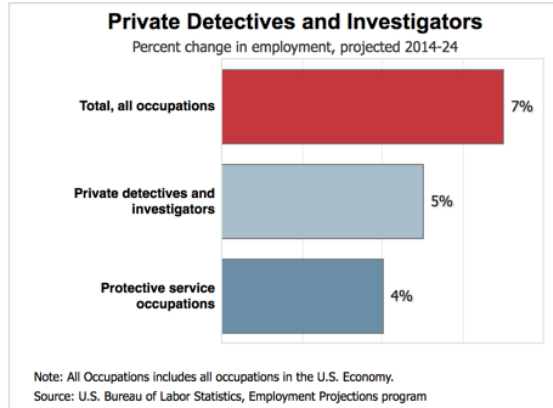
Background checks will continue to be a source of work for many investigators, because both employers and personal contacts wish to verify a person's credibility.

### 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	<a href="#">[XLSX]</a>

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, 74<sup>th</sup> 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	
<b>CRIMINAL JUSTICE</b>													
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

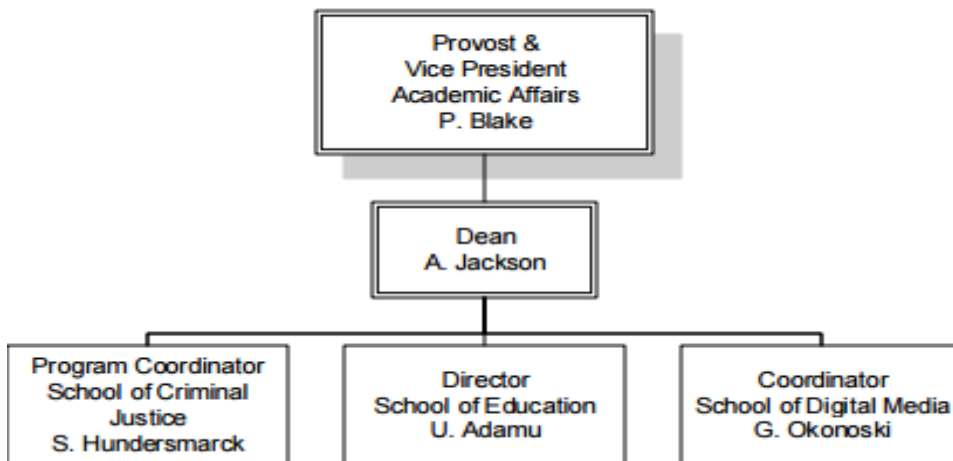
stated prior there is a review program in place now to ensure that qualified adjuncts are hired and stay in the system.

### **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

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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

Office of the Dean  
1349 Cramer Circle, Bishop 607  
Big Rapids, MI 49307-2737



## 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:

Timothy M. Eklin 8/21/17  
Signature and Date

Timothy M. Eklin, Ph.D.  
PPR Chair

[Signature]  
Signature and Date

Steven Hundersmarck, Ph.D.  
Interim Department Chair

NO LONGER AT FSU  
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**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

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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 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**

Term		<u>On-Campus</u>	<u>Off-Campus</u>	<u>On-Line</u>	<u>Total</u>
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)
<b>College of Business</b>													
Marketing	2012-13	806.00	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	6,167.00	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	450.82
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	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
<b>College of Education-Human Ser</b>													
<b>Criminal Justice</b>	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	8,487.00	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	183.64	220.84	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	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	175.83	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		
<b>College of Health Professions</b>													
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)
<b>College of Business</b>													
<b>Sports, Entertain, Hospt. Mgmt</b>													
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			
<b>College of Education-Human Ser</b>													
<b>Criminal Justice</b>													
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			F + SP (ab)	
		Summer	Fall	Spring	F + SP (a)	Summer	Fall	Spring	Avg F + SP (b)	Summer	Fall	Spring		
<b>College of Education-Human Ser</b>														
<b>Criminal Justice</b>														
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		
<b>Recreation, Leisure Serv-Well</b>														
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	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	446.35	
RMLS	2015-16		630.00	620.00	1,250.00		2.37	2.38	2.38		265.74	282.96	528.71	
<b>School of Digital Media</b>														
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	198.03	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	
<b>School of Education Dept</b>														
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	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	209.00	.91	1.37	1.35	1.38	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	166.84	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	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	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%
<b>FSU Total</b>	<b>2,003</b>	<b>87%</b>	<b>69%</b>	<b>2,014</b>	<b>89%</b>	<b>69%</b>	<b>2,111</b>	<b>88%</b>	<b>68%</b>	<b>2,135</b>	<b>88%</b>	<b>71%</b>	<b>2,005</b>	<b>87%</b>	<b>70%</b>

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.

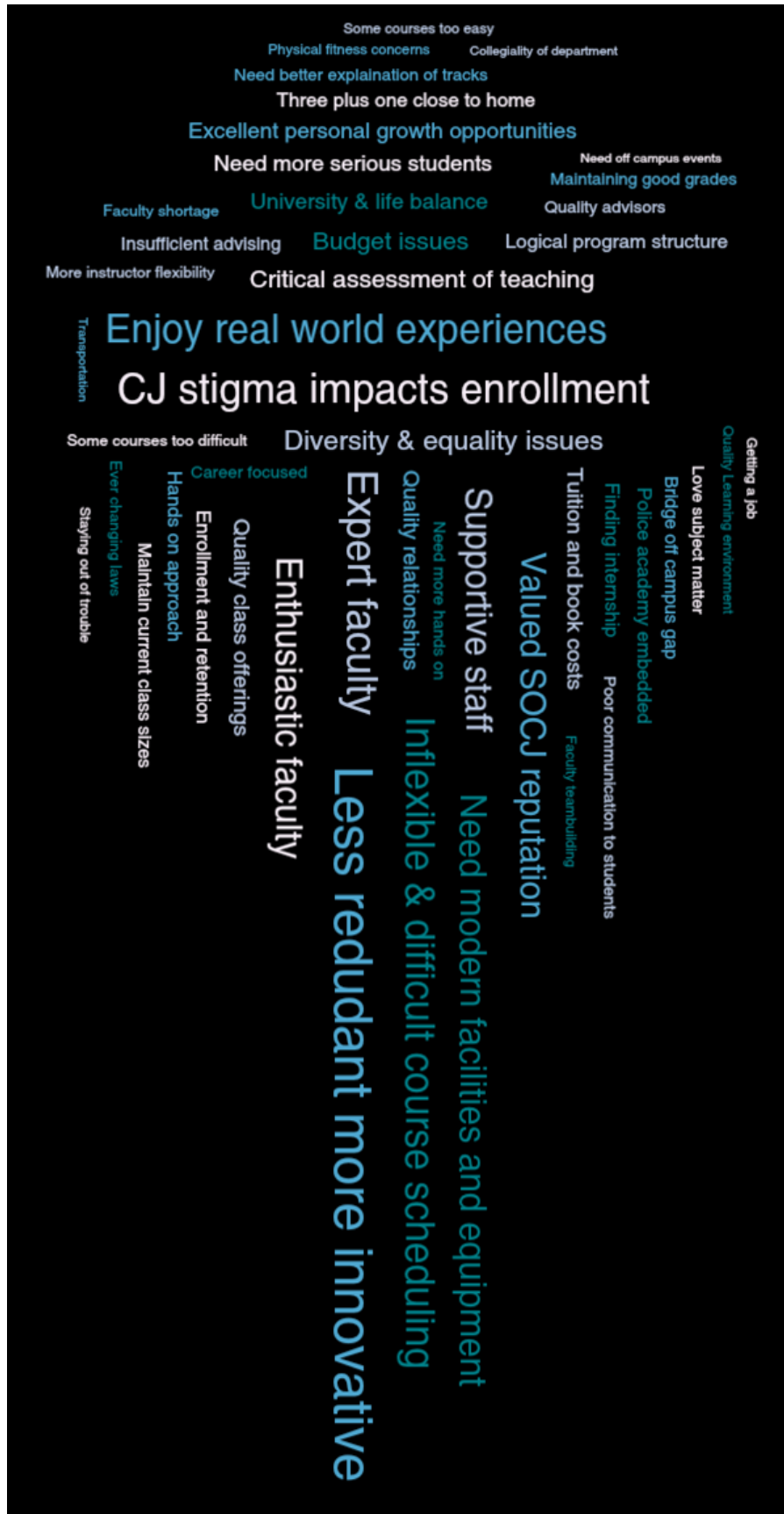
Participant Group	<i>n</i>
Big Rapids Campus Faculty	12
Off-Campus Instructors	11
Advisory Board	4
LE Academy Students	41
Undergraduates – Big Rapids	186
Undergraduates – Lansing	26
Undergraduates – Flint	9
Undergraduates – Muskegon	5



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

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 

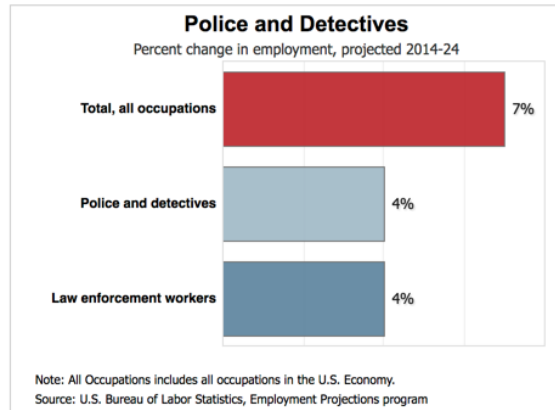
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### Job Prospects

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.

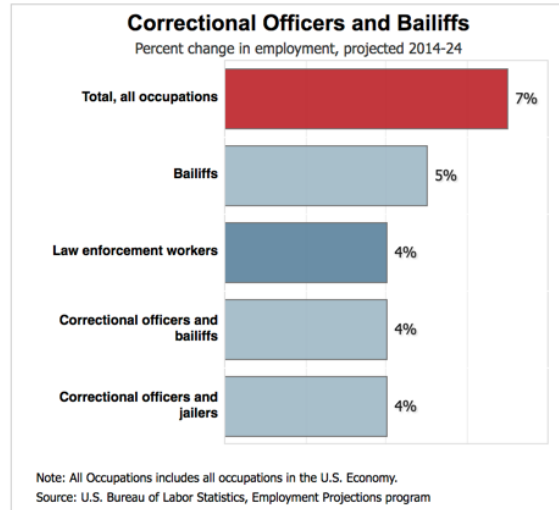
Correctional officers will continue to be needed to watch over the U.S. prison population. Most states are projecting that they will have more prisoners in the future. However, changes to criminal laws can have a large effect on how many people are arrested and incarcerated each year.

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	<a href="#">[XLSX]</a>
Bailiffs	33-3011	17,300	18,100	5	800	<a href="#">[XLSX]</a>
Correctional officers and jailers	33-3012	457,600	474,700	4	17,100	<a href="#">[XLSX]</a>

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 [?](#)

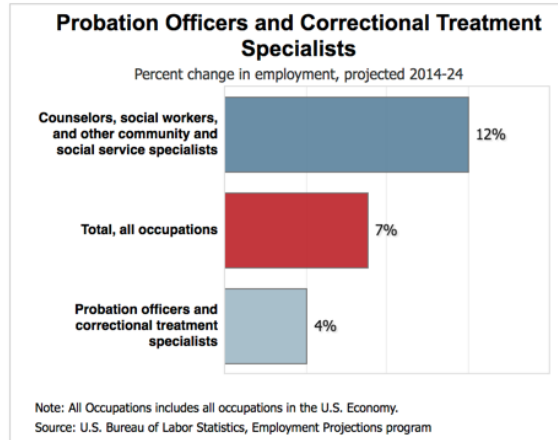
Employment of probation officers and correctional treatment specialists is projected to grow 4 percent from 2014 to 2024, slower than the average for all occupations.

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	<a href="#">[XLSX]</a>

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.

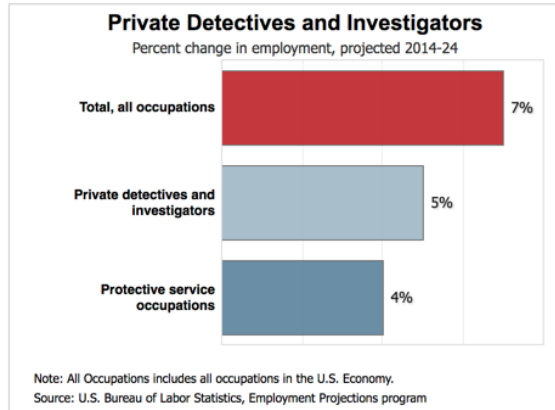
### Job Prospects

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	<a href="#">[XLSX]</a>

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, 74<sup>th</sup> 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	
<b>CRIMINAL JUSTICE</b>													
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

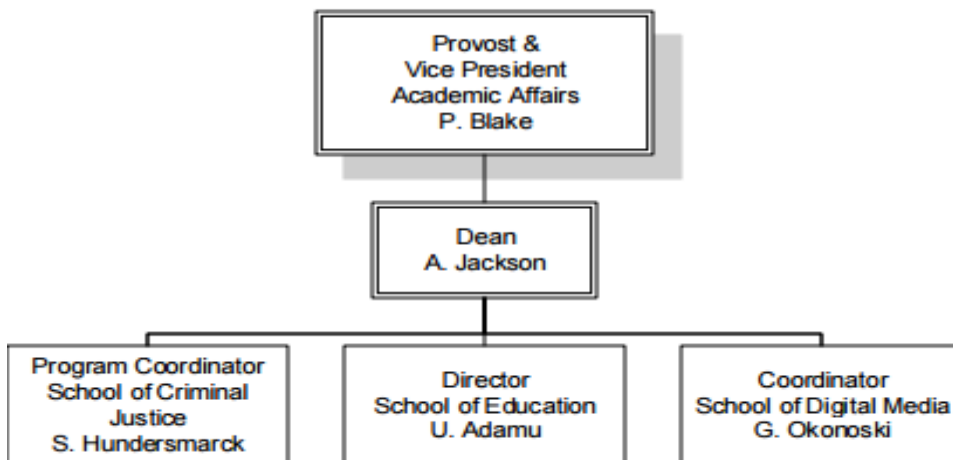
Master's in Criminal Justice Administration. Students who graduate from this program have an excellent background in teaching as adjuncts. The SOCJ has many experienced criminal justice professionals who teach across the state. They have a strong commitment to Ferris and enjoy the opportunity to share 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:

\_\_\_\_\_  
Signature and Date

Timothy M. Eklin, Ph.D.  
PPR Chair

\_\_\_\_\_  
Signature and Date

Steven Hundersmarck, Ph.D.  
Interim Department Chair

\_\_\_\_\_  
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

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David Greydanus, J.D.  
Program Faculty

\_\_\_\_\_  
Signature and Date

Arrick L. Jackson, Ph.D.  
Dean

**Appendices**

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P.O. Box 845  
White Cloud, MI 49349  
Work: 231-689-7303

**FERRIS STATE UNIVERSITY  
SCHOOL OF CRIMINAL JUSTICE  
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225 S. Stewart  
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Undersheriff Chad Palmiter  
Newaygo County Sheriff  
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Prosecutor  
Mecosta County  
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Big Rapids, MI 49307  
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Chief Michael Yankowski  
Lansing Police Department  
120 W. Michigan Ave  
Lansing, MI 48933  
Work: 517-483-4600  
Email:

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

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

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Muskegon, MI 49442  
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Muskegon Community College  
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Southwestern Michigan College  
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## 2017-18 Program Check Sheets

Program Option	Check Sheet Links
Criminal Justice – Corrections, BS	<a href="#">LINK</a>
Criminal Justice – Generalist, BS	<a href="#">LINK</a>
Criminal Justice – Law Enforcement, BS	<a href="#">LINK</a>
Criminal Justice – Associate of Arts	<a href="#">LINK</a>
Criminal Justice – Minor	<a href="#">LINK</a>
Homeland Security LE Track – Minor *	<a href="#">LINK</a>
Homeland Security Tech Track – Minor*	<a href="#">LINK</a>

- \* 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**

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INTRODUCTION TO CRIMINAL JUSTICE  
3.0 CREDIT HOURS

INSTRUCTOR  
Kris Poleski, PhD.

Class Meets: Tuesday & Thursday  
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](mailto: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) 6<sup>th</sup> 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** – 2<sup>nd</sup> 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](mailto: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:**

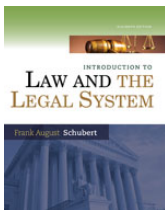
This course provides a comprehensive examination of the United States court systems, from the filing of criminal and civil actions, through pretrial procedures, the trial process, sentencing and appeals. Additionally, this course will discuss the law and its origins comparing the federal and state court 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.

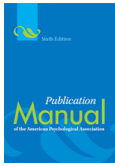
**Required Material:**



Schubert, F. (2017). *Introduction to Law and the Legal System*. (11<sup>th</sup> Ed.) ISBN 978-1-285-43825-2



**Recommended Material:**



Publication Manual of the American Psychological Association (2010). (6<sup>th</sup> 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](mailto: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 <sup>th</sup>
Week 15	Alternative Dispute Resolutions/Quiz #4
Week 16	Criminal Justice Impact
May 1 <sup>st</sup>	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.**

# 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](mailto: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

## Appendix C

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 - 2<sup>nd</sup> 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](mailto: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, 2<sup>nd</sup> 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

## Appendix C

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

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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](mailto: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; 8<sup>th</sup> 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.

<b>Grading</b>		<b>Points</b>
Test #1	20%	100
Test #2(mid term)	20%	100
Test #3	20%	100
Interview report	20%	100
Quizzes	10%	50
Attendance	10%	50
<b>TOTAL:</b>	<b>100%</b>	<b>500</b>

**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](mailto:mendenm@ferris.edu)

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### REQUIRED TEXT:

Siegel, L.J., Welsh, B. (2014). 6<sup>th</sup> ed. *Juvenile Delinquency: The Core*. Belmont, CA: Wadsworth.  
ISBN: 978-1-285-06760-5

### RECOMMENDED TEXT:

Publication Manual of the American Psychological Association (APA) 6<sup>th</sup> 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 be 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 6<sup>th</sup> 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.

## Appendix C

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
<b>TOTAL CLASS POINTS</b>	<b>1000</b>

# 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

#### 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](mailto: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

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**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 - 2<sup>nd</sup> 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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### **Personal Counseling, Sexual Assault, Substance Abuse**

#### **Birkham Health Center - 2<sup>nd</sup> 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.

## **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](mailto: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:**

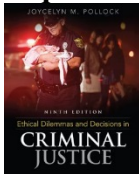
This course will explore ethical issues in criminal justice with an emphasis on practitioners and relationships with the public. The class will evaluate issues surrounding their personal value system and the ethical and moral characteristics of criminal justice organizations. The format of a structured 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:**

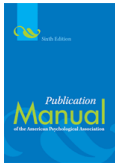


Pollock, J. (2017). *Ethical Dilemmas & Decisions in Criminal Justice*. (9<sup>th</sup> Ed.) Belmont, CA: Cengage Learning Custom Publishing

**Additional Resources:**

Class notes and handouts. The instructor will periodically provide additional course material.

**Recommended Material:**



Publication Manual of the American Psychological Association (2010).  
(6<sup>th</sup> 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](mailto: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 <sup>st</sup> 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 <sup>nd</sup> 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](mailto: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*. 3<sup>rd</sup> 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.

<b>Assessment of Learning</b>	<b>Percentage</b>	<b>Points</b>
Weekly Discussion Questions	25%	100
Midterm Exam	25%	100
Social Justice Research Paper	20%	80
Research Presentation	5%	20
Final Exam	25%	100
<b>TOTAL</b>	<b>100%</b>	<b>400</b>

**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.

<b>Grade</b>	<b>Percentage</b>	<b>Points</b>	<b>Grade</b>	<b>Percentage</b>	<b>Points</b>
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 (6<sup>th</sup> 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.

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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
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](mailto: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 - 2<sup>nd</sup> 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 30<sup>th</sup>, 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](mailto: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](mailto: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



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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**

<b>Week</b>	<b>Topic/Assignment/Activity</b>	<b>Assignment/Exam</b>
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
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

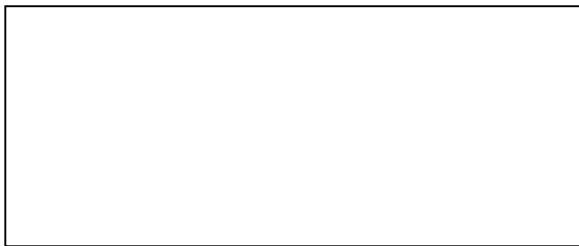
**LIBRARY HOURS**

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



**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. 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](mailto: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, or death of a family member. 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.

College of Education  
 Department of Justice  
 Psychology  
 Educational Animation  
 Student Affairs  
 Student Services Office

**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**

**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 the student’s successful progression by offering a 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 - 2<sup>nd</sup> Floor.....591-5968**

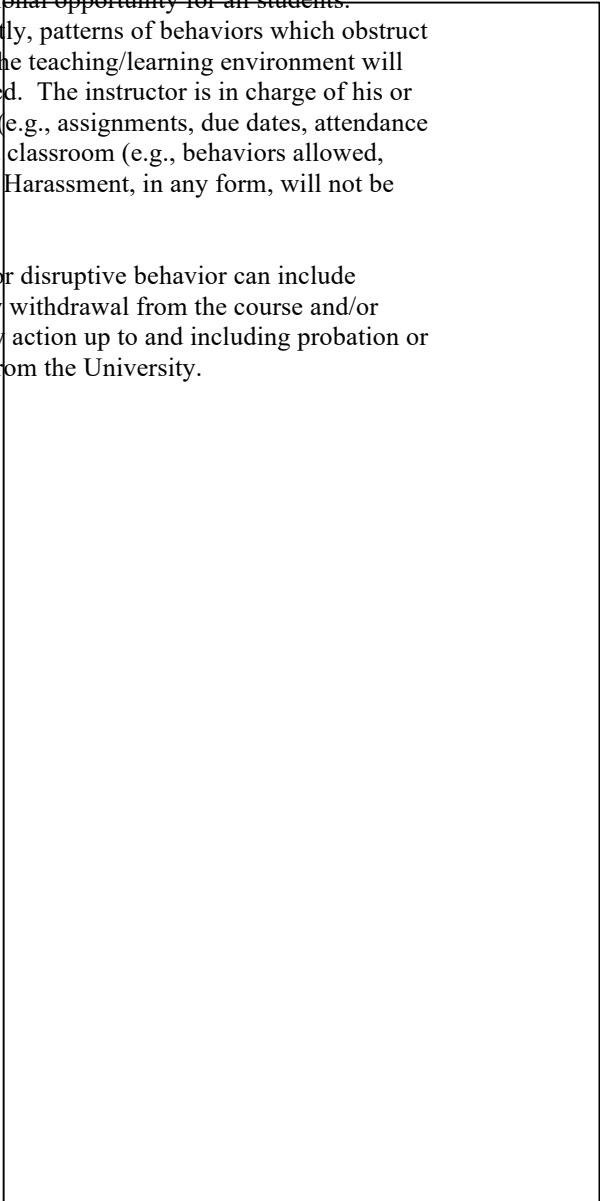
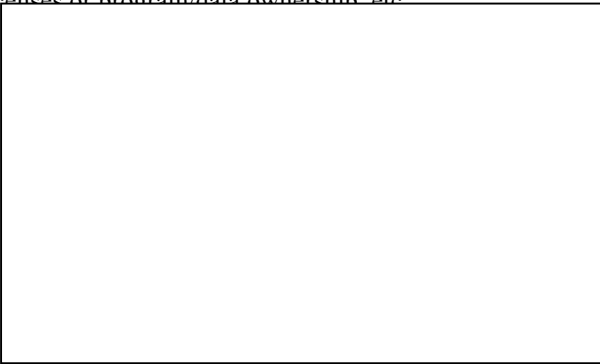
Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

**Safety**

If you are unsure of a behavior, please ask a staff member for assistance. Penalties for **FAILURE** of disciplinary dismissal from the University. **DISRUPT** The College strives to maintain an 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.

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom!



**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](mailto: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
<b>TOTAL</b>	<b>100%</b>	<b>400</b>

### 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 (6<sup>th</sup> 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

<b>Course Calendar</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Notes</b>
Tuesday, 1-10	Introductions and Community Building	None	Group Discussion
Thursday, 1-12	<i>Culture, Discrimination &amp; 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

<b>Course Calendar</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Notes</b>
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

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  
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 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](mailto: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.**

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**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
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- Help in developing better reading and study strategies
- Workshops to help you meet the challenges of College life

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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 - 2<sup>nd</sup> 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 9<sup>th</sup>, 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](mailto: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**

## Appendix C

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](mailto: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**

Appendix C

<b>Meeting</b>	<b>Topic/Assignment/Activity</b>	<b>Assignment/Exam</b>
1	Introductions/Syllabus Chapter 1 and Larceny	Larceny
2	Chapter 2/Interviews and Interrogations	<b>Prep for Interviews and Interrogations</b>
3	Chapter 5	<b>Student Interviews and Interrogations.</b>
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	<b>Assault and Battery- Presentation</b>
11	Chapter 4	<b>CCW - Presentation</b>
12	Chapter 3	<b>MDOP - Presentation</b>
13	Chapter 3	<b>CSC Presentation - Presentation</b>
14	Chapter 9	Death Investigation - Murder
15	Chapter 9	<b>Student Investigation Assigned</b>
16	Paperwork	<b>Student Investigation and Report</b>
Finals	Final Exam Chapters 12-15	Exam #2 Chapters 6, 4, 3, 9 Robbery and CSC <b>May 1<sup>st</sup> 6:00-8:00 p.m.</b>
*** Schedule may change at instructor's discretion		



# 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](mailto: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

Education 591-5301  
Death of a parent or serious injury. Instructors may require suitable documentation.

Criminal Justice BIS-506  
Students must have completed at least 75% of the course work 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.

591-3642  
The following services are available to any Ferris student free of charge. They are designed to help you succeed in your course, 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 - 2<sup>nd</sup> 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.

**ACADEMIC MISCONDUCT**

Academic misconduct refers to

dishonesty with respect to tests, quizzes, presentations, internships, computer use, computer lab data bases; acquisition of tests or other materials belonging to Ferris; Misconduct behaviors such as: materials from Ferris without documentation; presenting ideas or work as your own; taking someone else's work; them, violating 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.

**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  
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

**Required Books:**

Hogan & Elo (2016). *Report Writing Workbook for Criminal Justice*, (5<sup>th</sup> ed.)  
(Correctional Consultants).

Strunk and White (2000). *The Elements of Style* 4<sup>th</sup> 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](mailto: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 &amp; White</i>
January 12, 2017	Where is my level of writing? Ice-Breaker <i>Read Chapter 1-Hogan &amp; Elo</i>
January 17, 2017	GED test, <i>Read Chapter 2 Strunk &amp; White</i>
January 19, 2017	GED Results, Discussion-Report Writing and Your Profession- spelling test (AB) <i>Read Chapter 3 Strunk &amp; White</i> <b>Assignment 4-1 &amp; 4-2 (due 1/24/17 in class)</b>
January 24, 2017	What is Report writing? <i>Read Chapter 2 &amp; 3 Hogan &amp; Elo.</i> <b>Complete exercise 2-1 &amp; 3-1 (due 1/26/17 in class)</b>
January 26, 2017	What is Report writing?-spelling test (CD) <i>Read Chapter 4 Strunk &amp; White, Chapter 6 Hogan &amp; 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 <b>Log Book Assignment (due 2/14/14)*</b>
February 12, 2016	The Importance of Listening Read Chapter 5 <i>Strunk &amp; White</i> - Read Chapter 4 <i>Hogan &amp; Elo</i> <b>Complete 25 out of 45 (your pick) <i>Hogan &amp; Elo</i> 4-3 (due 2/13/14)</b> <b>Complete 4-4 (due 2-/13/14)</b>
February 14, 2016	The Importance of Observation <b>Assignment-(due 2/25/14)</b> Read Chapter 5, <i>Hogan &amp; Elo</i> <b>Complete 5-1, 5-2, 5-3, 5-4 (due 2/25/14)</b>
February 19, 2016	Strunk & White test-
February 21, 2016	Report Writing—types of reports
February 26, 2016	Administrative- <b>Administrative Assignment (2-26-15)</b>
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](mailto: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](mailto: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
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**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](mailto: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.* 3<sup>rd</sup> 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.

<b>Assessment of Learning</b>	<b>Percentage</b>	<b>Points</b>
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
<b>TOTAL</b>	<b>100%</b>	<b>400</b>

**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.

<b>Grade</b>	<b>Percentage</b>	<b>Points</b>
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

<b>Grade</b>	<b>Percentage</b>	<b>Points</b>
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 (6<sup>th</sup> 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

## Ferris State University

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CRIM 370 – Fall 2016

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 <b>Critical Incident Paper Due</b>
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	<b>Annotations for Chapters 1-7 in the Conover Due</b>
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:

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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](mailto: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 - 2<sup>nd</sup> 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](mailto: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* (2<sup>nd</sup> ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN#978-1-4833-5062-2

Naughton, J. (2017). *Annual Editions Criminal Justice* (40<sup>th</sup> 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.**

## Appendix C

### **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 6<sup>th</sup> 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](mailto: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**

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Monday – Thursday.....7:30 am – 12:00 am  
Friday.....7:30 am – 9:00 pm

## Appendix C

Saturday..... 9:00 am – 6:00 pm  
Sunday.....1:00 pm – 12:00 am

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TAC 231-591-4822

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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](mailto: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.

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<b>WHERE TO GO FOR HELP</b>
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**Personal Counseling, Sexual Assault, Substance Abuse**

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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.

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Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

## Appendix C

### **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.

## Appendix C

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.

## Appendix C

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

## Appendix C

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](mailto: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

	<b>Male</b>		<b>Female</b>	
	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
  - 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

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\* 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](mailto: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
<b>TOTAL</b>	<b>100%</b>	<b>400</b>

### 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 (6<sup>th</sup> 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

<b>Course Calendar</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings *</b>	<b>Notes</b>
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

<b>Course Calendar</b>			
<b>Date</b>	<b>Topic</b>	<b>Readings *</b>	<b>Notes</b>
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](mailto: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 - 2<sup>nd</sup> 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](mailto: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.**



## Appendix C

**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 11<sup>th</sup>, 13<sup>th</sup>, 14<sup>th</sup> and 15<sup>th</sup> 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](mailto: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](http://www.cnn.com), [www.msnbc.com](http://www.msnbc.com), [www.fox.com](http://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](http://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 4<sup>th</sup> 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](mailto: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, 5<sup>th</sup> 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](http://www.cnn.com), [www.msnbc.com](http://www.msnbc.com), [www.fox.com](http://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](http://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

## Appendix C

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	C = 70 to 76
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	

#### **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: amey@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](mailto: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.



**Applied Correctional Strategies****CRIM 460 – FALL 2015**

3 Semester Credit Hours

**Community Service**

Students will seek out off campus learning activities related to the course outcomes. This is an opportunity for students to demonstrate the service to their community in an effort to assist those in need. It's likely that the service opportunity will also allow students to experience different cultures while addressing social needs. Building community relations is an essential aspect of becoming a well rounded criminal justice professional.

**Fund Raising**

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.

<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>
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

## Applied Correctional Strategies

### CRIM 460 – FALL 2015

3 Semester Credit Hours

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 scheduled 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.

## Applied Correctional Strategies

### CRIM 460 – FALL 2015

3 Semester Credit Hours

We will model inclusion in our learning community and respect all members. The classroom is a safe place in which we can confront difficult and controversial issues, challenge assumptions, and learn more about ourselves. However, we will do so in a respectful and scholarly manner. Some discomfort is to be expected, however, as we encounter many hot button issues throughout the semester. It is everyone's responsibility to remain mindful of the feelings of others and approach controversial topics with the utmost respect for all points of view regardless of our personal beliefs, values, and assumptions.

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.

#### **Group Work/Projects**

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**

### **CRIM 460 – FALL 2015**

3 Semester Credit Hours

#### **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**

### **CRIM 460 – FALL 2015**

3 Semester Credit Hours

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

<b>Ferris State University 2015-16 Local Corrections Academy Schedule</b>					
<b>Dates</b>	<b>Time</b>	<b>Seat Time</b>	<b>Module Content</b>	<b>Hours</b>	<b>Instructor</b>
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
<b>TOTAL HRS.</b>		<b>164</b>	<b>REQUIRED HRS.</b>	<b>160</b>	

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](mailto:potts@ferris.edu) or [macieja@ferris.edu](mailto: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 - 2<sup>nd</sup> 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](mailto: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.

**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.

## APPLIED CORRECTIONAL STRATEGIES – ACADEMY PHASE II CRIM 465 – SPRING 2016

3 Semester Credit Hours

### Community Service

Students will seek out off campus learning activities related to the course outcomes. This is an opportunity for students to demonstrate the service to their community in an effort to assist those in need. It's likely that the service opportunity will also allow students to experience different cultures while addressing social needs. Building community relations is an essential aspect of becoming a well rounded criminal justice professional.

### Fund Raising

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

### 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

**APPLIED CORRECTIONAL STRATEGIES – ACADEMY PHASE II  
CRIM 465 – SPRING 2016**

3 Semester Credit Hours

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.

We will model inclusion in our learning community and respect all members. The classroom is a safe place in which we can confront difficult and controversial issues, challenge assumptions, and learn more about ourselves. However, we will do so in a respectful and scholarly manner. Some discomfort is to be expected, however, as we encounter many hot button issues throughout the semester. It is everyone's responsibility to remain mindful of the feelings of others and approach controversial topics with the utmost respect for all points of view regardless of our personal beliefs, values, and assumptions.

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.

**Group Work/Projects**

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 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.

**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 [pottsj@ferris.edu](mailto:pottsj@ferris.edu) or [maciejaj@ferris.edu](mailto:maciejaj@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 - 2<sup>nd</sup> 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**

<b>Dates</b>	<b>Time</b>	<b>Seat Time</b>	<b>Module Content</b>	<b>Hours</b>	<b>Instructor</b>
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
<b>TOTAL HRS.</b>		<b>166</b>	<b>REQUIRED HRS.</b>	<b>160</b>	

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](mailto: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](mailto: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.*

<b>Week 1</b>	<b>Introduction, APA, Writing , Offender Assessment &amp; Classification</b>
<b>Week 2/3</b>	<b>Risk Factors/Child Maltreatment</b>
<b>Week 4/5</b>	<b>Risk Factors/Antisocial Behavior</b>
<b>Week 6/7/8</b>	<b>Mental Health Issues</b>
<b>Week 9/10</b>	<b>Suicide Assessment</b>
<b>Week 11/12</b>	<b>Understanding Sex Offenders (victims, too!)</b>
<b>Week 9/10</b>	<b>Drugs-- Usage and Treatment</b>
<b>Week 11/12</b>	<b>Working with a deviate population</b>
<b>Week 13/14</b>	<b>Protective Factors &amp; Treatment</b>
<b>Week 15/16</b>	<b>The Case of Marjorie Diehl</b>

*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](mailto: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

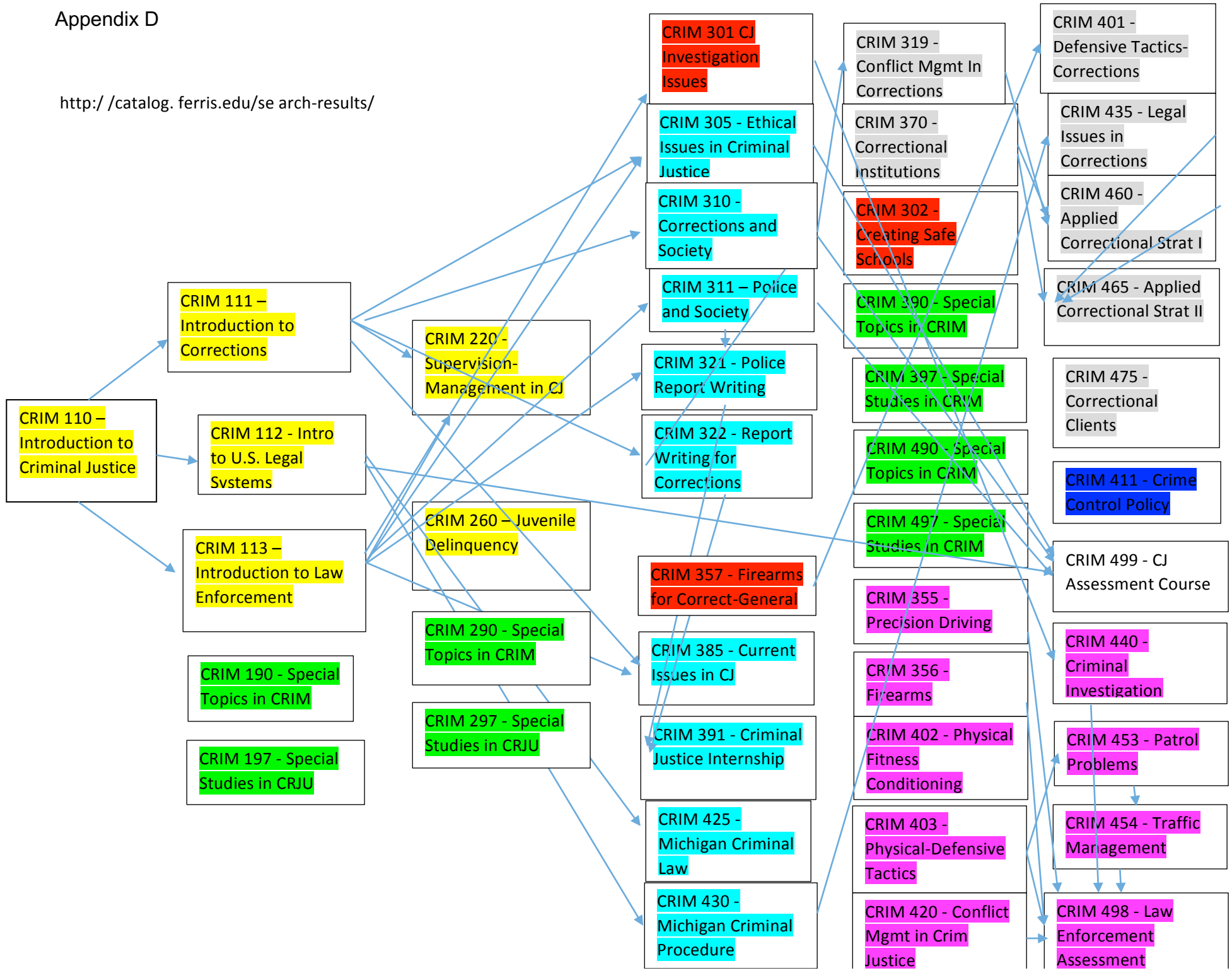
(incomplete assignment= 0; academic dishonesty= F for course)

***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.
<b>Pre-Criminal Justice PCRJ</b>						
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	
<b>Criminal Justice-Criminal Justice Corrections Option CRJU</b>						
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	
<b>Criminal Justice-Criminal Justice Generalist Option CRJU</b>						
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						
<b>Criminal Justice-Law Enforcement Specialist Option CRJU</b>						
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 5<sup>th</sup> 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

## Appendix H

### 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

## Appendix H

### 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 3<sup>rd</sup> 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 2<sup>nd</sup> 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 2<sup>nd</sup> 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 <sup>th</sup> 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

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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 5<sup>th</sup> 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



## Appendix N

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

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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**

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- 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**

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**6197 Green Lake Court ♦ Kimball, MI 48074 ♦ Cell (810) 300-7804**  
**[scottfischer@ferris.edu](mailto:scottfischer@ferris.edu) or [sfishrock@yahoo.com](mailto: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; 6<sup>th</sup> 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

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## 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

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Professional Address:

Ferris State University  
1349 Cramer Circle, BIS 530  
Big Rapids, Michigan 49307-2737  
Phone: (231) 591-2751; Fax: (231) 591-3792  
E-mail: greydand@ferris.edu

Home Address:

10081 Bishop Hwy  
Dimondale, Michigan 48821  
Phone: (517) 204-0481  
Email: davegreydanus@gmail.com

**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 42<sup>nd</sup> 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 95<sup>th</sup> 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.

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### 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.**  
**527 Ridgeview Drive**  
**Big Rapids, Michigan 49307**  
**231-592-3104**  
**hogann@ferris.edu**

### ***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

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- 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.
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- 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.
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- 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.
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- 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.
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- 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.
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- 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.
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- 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.
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- 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, 5<sup>th</sup> 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 21<sup>st</sup>, 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 21<sup>st</sup> 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
(group grant) 2000	Award Amount = \$10,000.
(group grant) 2003	Award Amount = \$6,000.
(group grant) 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.

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- 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**

- 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 21<sup>st</sup> 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  
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**Dr. Frank E. Hagan**

Professor, Thesis Chair  
Department of Criminal Justice  
Mercyhurst University  
501 E. 38<sup>th</sup> Street  
Erie, PA 16546  
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**Dr. John R. Hepburn**

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Arizona State University West  
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Glendale, AZ 85306  
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Legal Studies  
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University, MS 38677  
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## 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 19<sup>th</sup>. 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 53<sup>rd</sup> 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

## Appendix N

- 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.

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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 52<sup>nd</sup> 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)

20<sup>th</sup> 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)

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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 . 21<sup>st</sup> Annual Undergraduate Psychology Research Conference Hiram College and Ohio Northern University Colloquium

Dana Moorehead (2006) Effects of Pre-school on Children in Kindergarten . 20<sup>th</sup> 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. 20<sup>th</sup> 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, 5<sup>th</sup> 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**

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Ferris State University  
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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 &amp; 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

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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).

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.

## Appendix N

- 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 61<sup>st</sup> 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

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#### 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.

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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)  
Simulations 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

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School of Criminal Justice  
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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, 3<sup>rd</sup> Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. October, 17<sup>th</sup>-20<sup>th</sup>, 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 19<sup>th</sup>-24<sup>th</sup>, 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, 8<sup>th</sup> 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, 19<sup>th</sup>, North - Traverse City, MI
- 2008, 3<sup>rd</sup> 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, 3<sup>rd</sup> Annual Lilly Conference of College and University Teaching, Coordinated by the International Alliance of Teacher Scholars. September, 19<sup>th</sup>-20<sup>th</sup>, 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 5<sup>th</sup>-9<sup>th</sup>, Boston, MA

2003, Academy of Criminal Justice Science, Annual Conference, March 5<sup>th</sup>-9<sup>th</sup>, Boston, MA

2003, American Society of Industrial Securities, Conference, August 9, Grand Rapids, MI

2002, Mid-Western Criminal Justice Association, Annual Conference, October 8<sup>th</sup>-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.

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 19<sup>th</sup>. 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

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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](mailto:vasicem@ferris.edu)

Home Address:

121 Hidden Stone Court  
Midland, Michigan 48640  
Telephone: (989) 835-2797  
e-mail: [msvasicek@yahoo.com](mailto: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.

## Appendix N

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**

## Appendix N

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

## Appendix N

- 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



## 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

## Appendix O

*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*

## Appendix O

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

## Appendix O

*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

## Appendix O

*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

## Appendix O

*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

## Appendix O

### *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

## Appendix O

### *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

## Appendix O

### *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*

## Appendix O

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

## Appendix O

*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



## Appendix O

*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

## Appendix O

### *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*

## Appendix O

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*

## Appendix O

- 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

## Appendix O

### *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*

## Appendix O

- 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>		
<b>Inflexible &amp; difficult course scheduling</b>	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*

<b>Valued SOCJ reputation</b>	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*

