

To make a woman happy a man needs to be:

1. a friend
2. a companion
3. a lover
4. a father
5. a chef
6. an electrician
7. a carpenter
8. a plumber
9. a mechanic
10. a decorator
11. a sexologist
12. a gynecologist
13. a psychologist
14. an exterminator
15. a psychiatrist
16. a healer
17. a good listener
18. an organizer
19. very clean

20. sympathetic
21. athletic
22. warm
23. attentive
24. gallant
25. intelligent
26. funny
27. creative
28. tender
29. strong
30. understanding
31. tolerant
32. ambitious
33. capable
34. courageous
35. determined

WITHOUT FORGETTING TO:

35. love shopping
36. be very rich
37. not stress her out
38. not look at other girls

AND MEN MUST ALSO:

39. give her lots of attention
40. give her lots of time
41. give her lots of space

AND IT IS VERY IMPORTANT:

42. Never to forget:
 - * birthdays
 - * anniversaries
 - * arrangements she makes



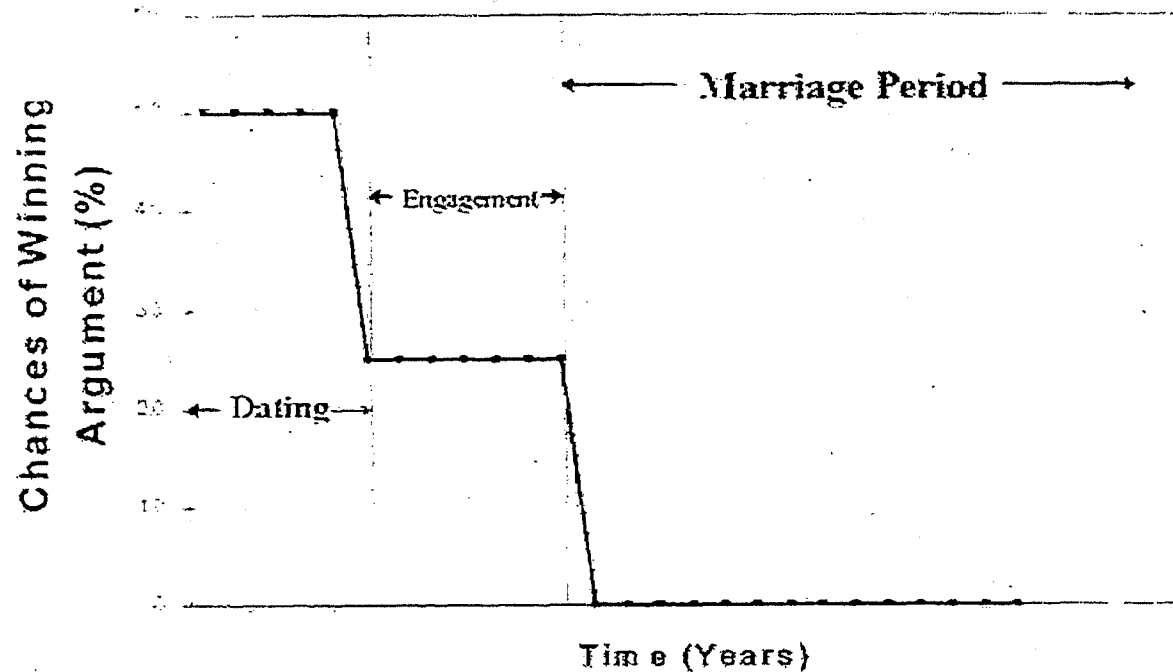
To make a man happy a woman needs to:

1. Show up naked

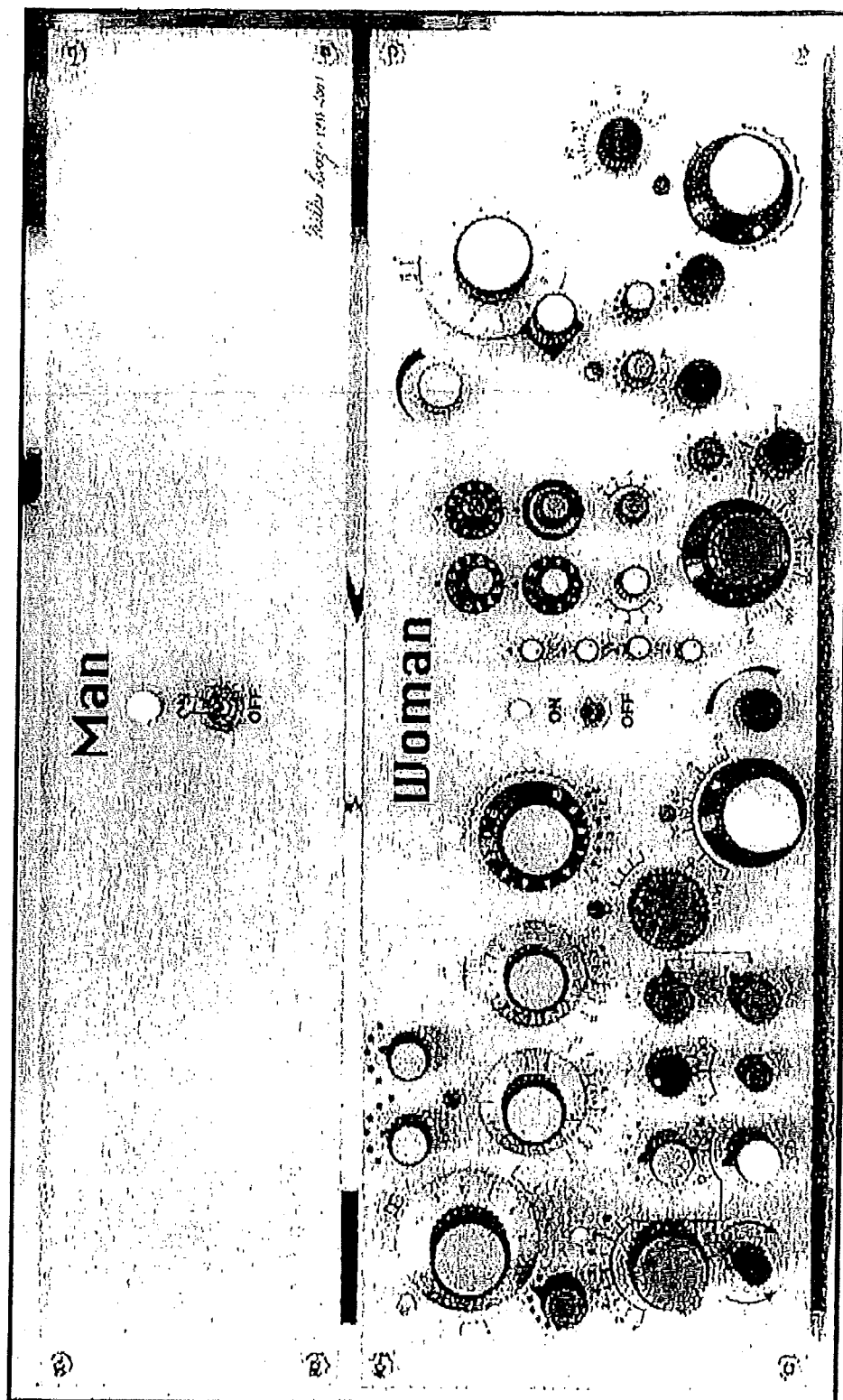
2. Bring Beer

Gender Differences

Chances of a Man Winning an Argument

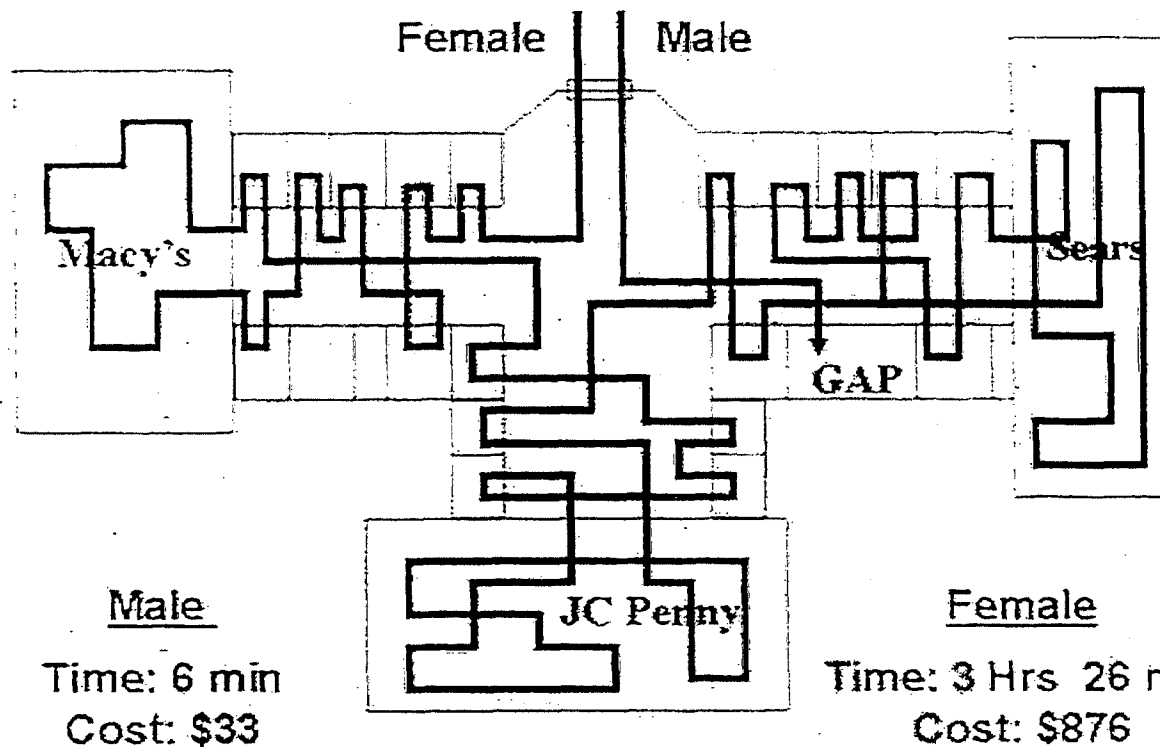


Gender Differences



Gender Differences

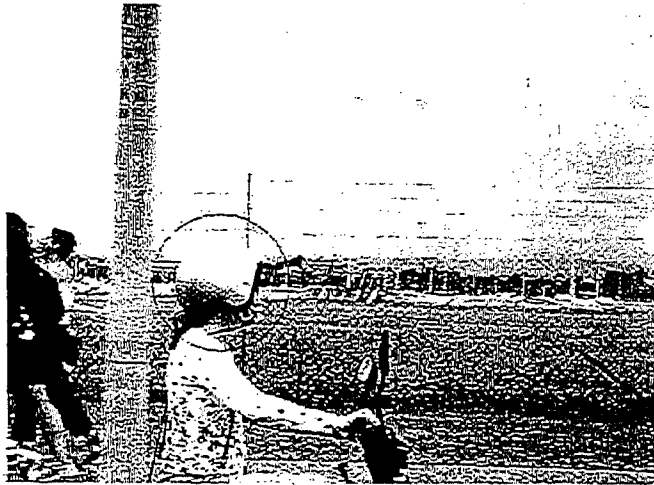
Mission: Go to Gap, Buy a Pair of Pants



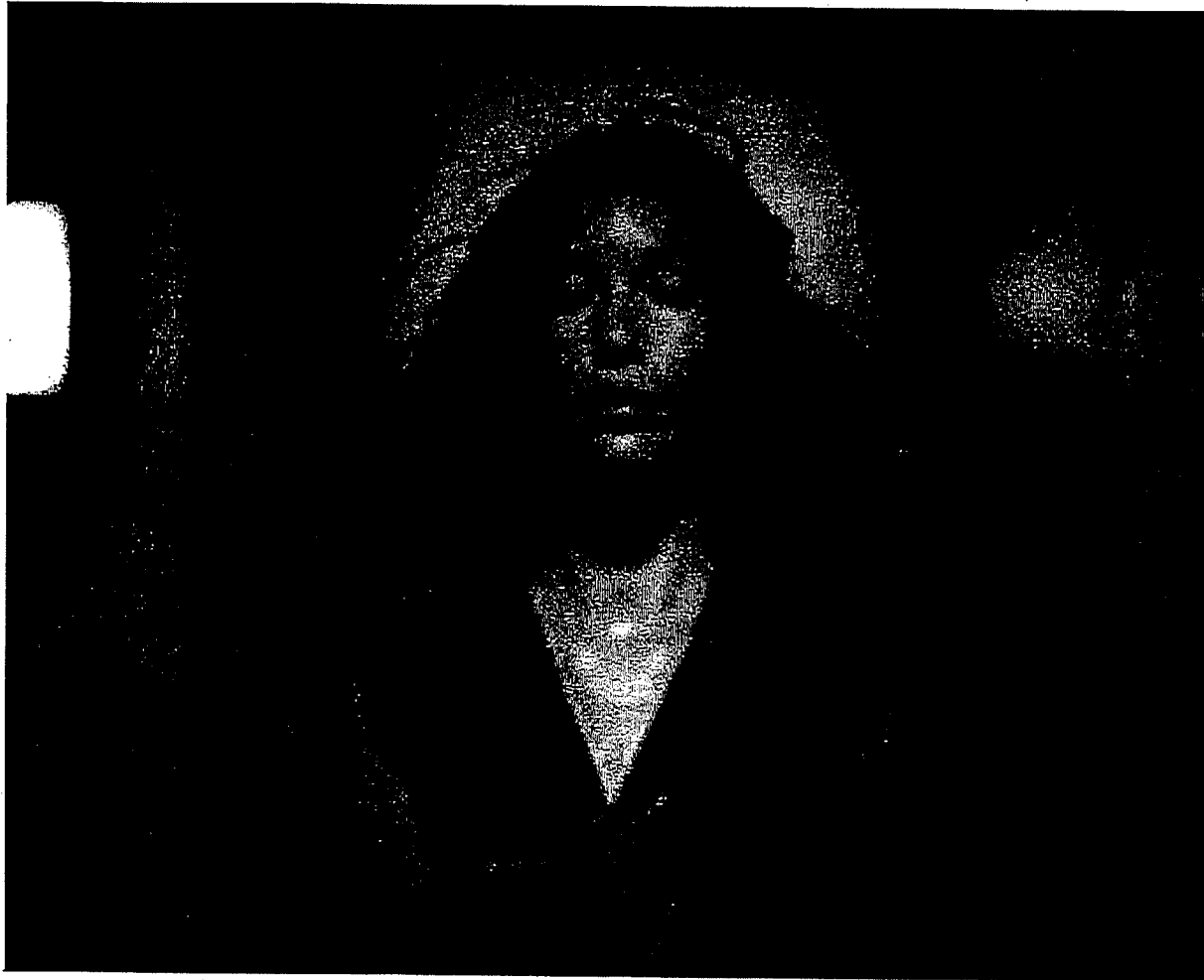
International Sign for Marriage



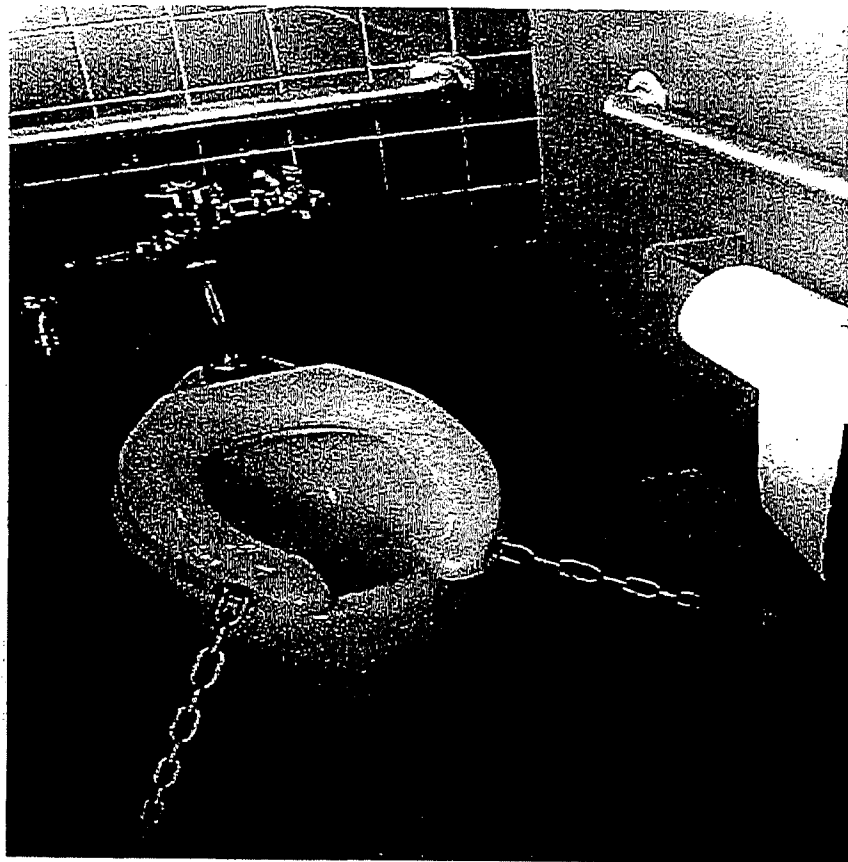
Woman Driver's



Gender Differences



Woman's Rules





Woman's Rules

- Put up the toilet seat and when you are done put it down.
- Sunday, is pay attention to me day.
- Crying usually gets me what I want.
- Read my mind. My subtle hints & obvious hints should both be obvious.
- What do you want to do? I don't know "What do you want to do?"
- I don't want you to solve my problem, I just want you to listen to me.
- Give me you sympathy.
- Anything we said 6 months ago is admissible in an argument.
- I like to ask you to do something and tell you how you want it done.
- Don't do weird things in public or tell personal stories.
- If you say "what's wrong" and we say "nothing," don't believe us.
- Do these pants make my butt look big?



Man's Rules

- Learn to work the toilet seat. You're a big girl. If it's up, put it down.
- Sunday = sports. It's like the full moon or the changing tides. Let it be.
- Crying is blackmail.
- Ask for what you want.. Subtle hints & obvious hints do not work!
- Yes, and No are perfectly acceptable answers to almost every question.
- Come to us with a problem if you want help solving it. That's what we do.
- Sympathy is what your girlfriends are for.
- Anything we said 6 months ago is inadmissible in an argument.
- You can ask us to do something or tell us how you want it done. Not both.
- If it itches, it will be scratched. We do that.
- If we say "what's wrong" and you say "nothing," we will believe you.
- When we have to go out, absolutely anything you wear is fine...Really.



STUDENT CONDUCT INCIDENT REPORT

Student Last Name	R-476	First	M.I.	Date	01/20/16
Your name	Mike Prim	<input type="checkbox"/> Student <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Staff <input type="checkbox"/> Administrator			
Office/division	CJ	Mail stop 2013			
E-mail Address	Mike.Prim@scc.spokane.edu	Phone 7286			
<input checked="" type="checkbox"/> Warning <input type="checkbox"/> Disciplinary action <input type="checkbox"/> Suspension from:		for _____			
		Class/campus		Number of days up to 3	

Please "✓" one or all that apply to WAC 132Q-30.

Provide a detailed narrative describing the incident including date, time, and location on the next page.

- ☐ Academic dishonesty — Including but not limited to; cheating, counterfeiting, plagiarism and falsification of records. (210)
- ☒ Disruption or obstruction — of teaching, administration, disciplinary proceedings, other college activities or authorized non-college activities occurring on campus. (212)
- ☐ Abuse of self or others — physical abuse, threats, intimidation and/or other conduct, which threatens or endangers the health or safety of any person, including one's self. (214)
- ☐ Assault, Intimidation, Bullying, Verbal Threats — Assault, physical abuse, verbal abuse, threat(s), intimidation, bullying, or other conduct which harms, threatens, or is reasonably perceived as threatening the health or safety of another person or another person's property. (215)
- ☐ Theft or damage to property — of the college or property of a member of CCS or other personal or public property, on or off campus. (216)
- ☐ Hazing — engaging or participating in any activity expected of someone joining a group that causes or is likely to cause a risk of mental, emotional and/or physical harm. (218)
- ☐ Failure to comply with college officials — acting in performance of their duties and/or failure to identify one's self to these persons when requested to do so. (220)
- ☐ Unauthorized keys or unauthorized entry — possession, duplication, or use of keys to any college premises, or entry to or use of college premises. (222)
- ☐ Violation of CCS policy, procedure, rule or regulation — Violation of policies, procedures, rules or regulations of CCS, its colleges and departments. (224)
- ☐ Violation of law — Violation of any federal, state or local law. (226)
- ☐ Drugs and alcohol — being under the influence, use, possession, manufacture, or distribution of alcohol or any other controlled substances, including marijuana, and/or drug paraphernalia. (228 and 230)
- ☐ Smoking and Tobacco Use — Prohibited in all Community Colleges of Spokane facilities and motor pool vehicles with no exception. (231)
- ☐ Firearms and dangerous weapons — including explosives or dangerous chemical. (232)
- ☒ Disorderly conduct — lewd or indecent actions, disturbing the peace, or assisting or encouraging another person to disturb the peace. (234)
- ☐ Unauthorized use of electronic or other devices — making an audio or video record of any person while on campus without his/her prior knowledge, or without his/her consent. (236)
- ☐ Abuse or theft of CCS information technology — violating any of the computer and electronic information use rules and regulations, including prohibited access into sexually explicit Internet sites. (238)
- ☐ Abuse of the student conduct system — willful falsification of information or filing fraudulent charges and any other misconduct in regard to the student conduct system. (240)
- ☐ Discrimination — on the basis of race, creed, color, religion, national or ethnic origin, age, sex, marital status, pregnancy, parental status or families with children, status as a mother breastfeeding her child, AIDS/HIV or hepatitis C, honorably discharged veteran status, sexual orientation, gender identity or expression, disability, use of guide dog or service animal by a person with a disability, genetic information, or other legally protected classifications is prohibited in conformity with federal and state laws.
- ☐ Sexual Harassment — including unwelcome sex or gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive such that it:
 - Unreasonably interferes with, limits or deprives someone of employment access, benefits or opportunities, and/or the ability to participate in or benefit from the college's educational program and/or activities, and is based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

Original — Student

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Copy — Originator

Copy — Student Conduct Officer
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- ☐ Sexual misconduct — including non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, stalking, bullying and cyberbullying, relationship violence (e.g. domestic violence, date rape). (244)
- ☐ Harassment — conduct sufficiently severe, pervasive or persistent so as to threaten an individual or limits their ability to work, study or participate in activities of the college. (246)
- ☐ Stalking — intentionally and repeatedly harassing or following a person and placing them in fear of physical harm to self or property. (248)
- ☐ Reckless endangerment — conduct that creates an unreasonable risk of harm to another person or property. (250)
- ☐ Trespassing — Any person who has been given written notice excluding him/her from college property is not licensed, invited or otherwise privileged to enter or remain on college property without explicit written permission by a college official. (252)
- ☐ Violation of a disciplinary sanction — Violation of any term or condition of any disciplinary sanction constitutes a new violation and may subject the student to additional sanctions. (254)

Provide a detailed narrative describing the incident including date, time, and location below.

Date of Incident: Various Time of Incident: Various Location of Incident: B1, Rooms 151 & 153 & adjacent hall

Detailed Narrative below:

R-477 201048767 and her husband: R-478 201038405 are both CJ students and were married after they met in the CJ Program. Both are students in my CJ 209 Human Relations and CJ 201 Laws of Arrest courses this quarter (Winter 2016). There have been no incidents in the CJ 201 course.

R-479 has had a checkered past in the Program, that includes several verbal counseling sessions and being expelled from classes taught by both myself and Gary Johns. She has been counseled by the CJPE instructors. She was part of the fiasco involving R-479a last year. Refer to earlier Student Conduct Incident Reports involving her. She has also had difficulty with athletic coaches for both the track and basketball teams.

This quarter, she has disrupted the CJ 209 course on three occasions January 13th, 15th and today. Her basic pattern of behavior is to become angry in class over some falsely perceived or misunderstood point of instruction that she takes personally and then turns that anger into a circular argument that she refuses to end. During these episodes she is incorrigible.

In classroom management lingo she alternates between being obstinate and disruptive to the point that material is not covered by the instructor or the instruction time is compromised to the detriment of the other students.

1. OBSTINATE: This person can't or won't see the other side. Supports his/her own viewpoint, no matter what.

Intervention techniques: - Ask other members of the group to comment
- Remind that time is short and seek consensus
- Indicate your willingness to talk later

2. THE DISRUPTER: Questions everything you say or purposely, challenges your credibility.

Intervention techniques: - Offer to discuss the matter later
- Break or move to a group activity
- Sometimes direct confrontation is necessary

All of the above intervention techniques have been tried with R-479b, to no avail.

Last Wednesday, she exhibited these behaviors and used up most of the class time. Last Friday, she repeated this behavior and was asked to leave the classroom so I could catch up the other twenty-three (23) students on the content of the current topic: Gender differences in communication style. I have been teaching this topic for over twenty (20) years and never had a student act like she has in class.

After considering this situation and her past behavior over the holiday weekend, I decided to present her with three options: (1) be silent and listen in class except for the group discussions, take notes and process the material later with her husband, (2) complete the requirements of the course without attending the classroom instruction, or (3) drop the class; take a similar CMST course and substitute it.

Today, prior to CJ 209, I invited her and her husband (as her advocate) into my office to discuss these options. I explained that I was hesitant about option (1) due to her past pattern of behavior. She took issue with that because she wants to stay in class and launched into her usual pattern of behavior. This tirade went on for about ten minutes. Since the time for the class to start was past, and I saw no path to resolution, so I terminated the conversation and went to the classroom.

Evidently, she and R-480 went to the adjacent (main) hallway. Adjunct Instruction Tim Downing entered the hallway a few minutes later and heard her using expletives, cussing me and Mr. Johns in a voice loud enough to be heard by anyone passing by or within approximately 50 feet. R-481 was trying to calm her down, but she ran off down the hallway. Downing later reported this to me and I asked him to log the date, time and his observations.

Later, between classes R-482 came to my office and requested that R-483 be allowed to attend the class under option (1). I agreed, but I want the following stipulations: (1) if she can not keep quiet in class so others can participate, then she will be isolated from the class and finish the requirement without having to attend, (2) that she submit a written apology to me and Mr. Johns concerning her unprofessional behavior in the hallway, and (3) that she write a 500 word essay about why it is important for law enforcement officers to control their emotions.

These stipulations are similar to what she would encounter if she exhibited this behavior in a Police Academy setting. In fact, in that environment, she would have already been expelled from an Academy given her pattern of behavior.

If this behavior occurs in any CJ course in the future that results in a Student Conduct Incident Report, I recommend that R-484 be expelled from the CJ Program.

Mike Prim
DC CJ Program



Community Colleges
of Spokane

STUDENT CONDUCT INCIDENT REPORT

Student Last Name 12-485 First _____ M.I. _____ Date 01/20/16
 Your name Mike Prim ☐ Student ☒ Faculty ☐ Staff ☐ Administrator
 Office/division CJ Mail stop 2013
 E-mail Address Mike.Prim@scc.spokane.edu Phone 7286
☒ Warning ☐ Disciplinary action ☐ Suspension from: _____ for _____
 _____ Class/campus _____ Number of days up to 3

Please "✓" one or all that apply to WAC 132Q-30.

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- ☐ Sexual Harassment — including unwelcome sex or gender-based verbal or physical conduct that is sufficiently severe, persistent or pervasive such that it:
 - Unreasonably interferes with, limits or deprives someone of employment access, benefits or opportunities, and/or the ability to participate in or benefit from the college's educational program and/or activities, and is based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

Original — Student

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Copy — Originator

Copy — Student Conduct Officer
MS 3011 SFCC or MS 2061 SCC

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- ☐ Harassment — conduct sufficiently severe, pervasive or persistent so as to threaten an individual or limits their ability to work, study or participate in activities of the college. (246)
- ☐ Stalking — intentionally and repeatedly harassing or following a person and placing them in fear of physical harm to self or property. (248)
- ☐ Reckless endangerment — conduct that creates an unreasonable risk of harm to another person or property. (250)
- ☐ Trespassing — Any person who has been given written notice excluding him/her from college property is not licensed, invited or otherwise privileged to enter or remain on college property without explicit written permission by a college official. (252)
- ☐ Violation of a disciplinary sanction — Violation of any term or condition of any disciplinary sanction constitutes a new violation and may subject the student to additional sanctions. (254)

Provide a detailed narrative describing the incident including date, time, and location below.

Date of Incident: Various Time of Incident: Various Location of Incident: B1, Rooms 151 & 153 & adjacent hall

Detailed Narrative below:

R-486 and her husband R-487 are both CJ students and are married. Both are students in my CJ 209 Human Relations and CJ 201 Laws of Arrest courses this quarter (Winter 2016). There have been no incidents in the CJ 201 course.

R-488 as had a checkered past in the Program, that includes several verbal counseling sessions and being expelled from classes taught by both myself and Gary Johns. She has been counseled by the CJPE instructors. She was part of the fiasco involving R488 or last year. Refer to earlier Student Conduct Incident Reports involving her. She has also had difficulty with athletic coaches for both the track and basketball teams.

This quarter, she has disrupted the CJ 209 course on three occasions January 13th, 15th and today. Her basic pattern of behavior is to become angry in class over some falsely perceived or misunderstood point of instruction that she takes personally and then turns that anger into a circular argument that she refuses to end. During these episodes she is incorrigible.

In classroom management lingo she alternates between being obstinate and disruptive to the point that material is not covered by the instructor or the instruction time is compromised to the detriment of the other students.

1. OBSTINATE: This person can't or won't see the other side. Supports his/her own viewpoint, no matter what.

Intervention techniques: - Ask other members of the group to comment
 - Remind that time is short and seek consensus
 - Indicate your willingness to talk later

2. THE DISRUPTER: Questions everything you say or purposely, challenges your credibility.

Intervention techniques: - Offer to discuss the matter later
 - Break or move to a group activity
 - Sometimes direct confrontation is necessary

All of the above intervention techniques have been tried with R-488 to no avail.

Last Wednesday, she exhibited these behaviors and used up most of the class time. Last Friday, she repeated this behavior and was asked to leave the classroom so I could catch up the other twenty-three (23) students on the content of the current topic: Gender differences in communication style. I have been teaching this topic for over twenty (20) years and never had a student act like she has in class.

After considering this situation and her past behavior over the holiday weekend, I decided to present her with three options: (1) be silent and listen in class except for the group discussions, take notes and process the material later with her husband, (2) complete the requirements of the course without attending the classroom instruction, or (3) drop the class; take a similar CMST course and substitute it.

Today, prior to CJ 209, I invited her and her husband (as her advocate) into my office to discuss these options. I explained that I was hesitant about option (1) due to her past pattern of behavior. She took issue with that because she wants to stay in class and launched into her usual pattern of behavior. This tirade went on for about ten minutes. Since the time for the class to start was past, and I saw no path to resolution, so I terminated the conversation and went to the classroom.

Evidently, she and R-489 went to the adjacent (main) hallway. Adjunct Instructor Tim Downing (see his statement) entered the hallway a few minutes later and heard her using expletives, cussing me and Mr. Johns in a voice loud enough to be heard by anyone passing by or within approximately 50 feet. R-490 was trying to calm her down, but she ran off down the hallway. Downing later reported this to me and I asked him to log the date, time and his observations.

Later, between classes R-491 came to my office and requested that R-492 be allowed to attend the class under option one. I agreed, but want the following stipulations: (1) If she can not keep quiet in class so others can participate, then she will be isolated from the class and finish the requirement without having to attend, (2) that she submit a written apology to me and Mr. Johns concerning her unprofessional behavior in the hallway, and (3) that she write a 500 word essay about why it is important for law enforcement officers to control their emotions.

These stipulations are similar to what she would encounter if she exhibited this behavior in a Police Academy setting. In fact, in that environment, she would have already been expelled from an Academy given her pattern of behavior.

If this behavior occurs in any CJ course in the future that results in a Student Conduct Incident Report, I recommend that R-493 201048767 be expelled from the CJ Program.

Mike Prim
DC CJ Program

ADDENDUM:

This date, 01/21/2016, about 0800 hours, Gary Johns and I were in my classroom discussing this report and our Summer and Fall Quarter Schedules when R-494 and R-495 came in and asked to talk with us. I planned to let them both see this report later today anyway, so they were invited in and I shut the door for privacy.

R-496 indicated she wanted to discuss yesterday's events (those which resulted in me writing this report), but first wished to report an incident in CJPE this morning, concerning CJ student R-497. She reported that CJPE instructors (Officers Heuett and Bickley) were conducting a fast moving, "close-order" type conditioning drill that requires students to be in very close proximity (nearly touching) to be conducted safely. Evidently Officer Heuett wanted the students to close space and said something to the effect: "Girls don't bite" regarding some male students' reluctance to be near female students R-498 and R-499 reported that R-500 then said, "Sexual harassment suits bite". Neither Johns or I understood why this was a reportable incident and so inquired further.

(It should be mentioned here that R-501 is also in CJ 209 and during the discussion on 01/15/2016 which resulted in R-502 being asked to leave the classroom, she had just responded to R-503 comment; during the class discussion, in such a way that it shut him down. When I pointed out to her what she had done, as an example of the current topic being discussed, she had her typical reaction and the discussion devolved into her pattern of rationalization and blame toward others.)

R-504 then began bringing up past incidents to which we tried to respond with logical, rational recollection of the events and this conversation spiraled down to her alternate perception of events where she is always the victim. So, I presented her with this report and asked her to read it. She began to read it out loud. I asked her to read it silently, to which she responded that she wanted R-505 to hear it. I told her I intended to have R-506 read it after she was finished. She then angrily stood up and requested a copy. I then invited her and R-507 to go to the conference room next door and to both read this report. She refused and demanded a copy. I wanted her to read it before I gave her a copy, but we never got that far as she said something like, "Ok, now I will handle this like I was going to before." She then left with R-508. I suspected she was headed to the Dean's office and she was.

At no time during her report about R-509 R-510 R-511 did I mention what I found out later when Officer Heuett phoned me (see statements from Heuett and Bickley). Heuett confirmed R-512 version of the events except that she conveniently left out that Heuett immediately confronted R-513 concerning his comment, "dressing him down" as the how the comment was inappropriate and that conduct would not be tolerated. The fact that this part was left out lends credence to my judgement that R-514 motivation for reporting R-515 was an attempt to get even with him for the reprimand I gave her last Friday during CJ 209. This also clarified in my mind why Johns and had inquired further into her report about R-516 as something in the report seemed to be missing and now "the rest of the story" came out.

About 0815 hours, CJ student R-517 came by my office after CJPE to ask me a question about an order form for the student club. R-518 is a level headed, female student who is in the CJ 209 class and the CJPE class with R-519 and R-520 explained to R-521 that I wanted to ask her a question about the incident in CJPE but that it involved a Student Conduct Incident Report and she was not obligated to answer. She voluntarily confirmed the version given by the CJPE instructors and said they had handled it.

STATEMENT ADJUNCT INSTRUCTOR DOWNING:

I am an adjunct teacher for the criminal justice program, and I am also familiar with R-522 who is a student in our program. At about 0840 hours, R-523 was observed to be highly agitated on the morning of 01/20/16. R-524 was conversing with her husband R-525 in the hallway of building one in front of the criminal justice offices. I overheard R-526 make the following statement to her husband, "Johns is a piece of shit". R-527 was in a very agitated state and I observed her husband R-528 trying to console her. This is not the first time I have observed R-529 display anger and high emotion while attending classes in the Criminal Justice program. Please feel free to contact me regarding this student's demeanor.

STATEMENT ADJUNCT INSTRUCTOR HEUETT:

On 012116 at about 0715 hours, this incident occurred in PT 242 and PT 132 class. Officer Bickley was present for the class and heard the following conversation and incident. See his report for further.

I advised the class to get in a full circle on the gymnasium floor, into a push-up position. This exercise involves jumping over the person next to you and continuing on until you have completed the entire circle. To accomplish this goal you have to make sure that the circle is tight enough to not make students jump to far between the students laying on the ground for safety concerns. If the circle is to spread out, students can trip and fall and hurt themselves or the other students laying on the ground.

The circle was to far apart and I advised one half of the circle to get closer. There was a large gap on both sides of a female student and I advised both sides to move in closer and told them that she would not bite. I overheard a student to my right state, "Until the sexual harassment claim comes out." I immediately directed my attention to the student, who was identified as R-530. I asked him to repeat the statement that I heard and he immediately became quiet and did not want to respond. He eventually advised that he was kidding and stated the above statement again.

I immediately addressed the entire class and explained what I said about moving in closer. I explained to the class that I did not mean anything sexual about the comment and that I take sexual harassment very serious and it is not something that I will joke about or want any students to joke about. I also explained that the reason for my comment is to get students use to working with and around other female Officers in Law Enforcement. I explained that we are required to pat frisk and search females in the field and we have to assist other female partners in several different situations, while working on a patrol team. I also explained that I have had to help female partners over fences and they have had to assist me in different situations. This is also something I have explained to students every quarter that I have worked for Spokane Community College and no one has ever taken the discussion wrong or in a sexual way.

I asked the entire class if they understood my explanation and they all verbally advised that they did. I again explained that sexual harassment in any manner would not be tolerated in the CJ Program.

It should be noted that no students contacted me during or after class to discuss this matter. It should also be noted that we do several team and buddy exercises that involve females and males working together. Officer Bickley and I, want to prepare students for an academy setting and to further enhance their training and experience in law enforcement and prepare them for a successful and healthy career.

STATEMENT ADJUNCT INSTRUCTOR BICKLEY:

On 01/21/2016 at approximately 0715 hours the students in CJPT were preparing for a workout. For this particular workout, it was necessary for each student to lay on their stomach, making one large circle around the gym.

As the student began to form the circle, there were spots that needed to be tighter, and gaps that needed to be filled. One spot in particular was surrounding a female student, Q-531

Officer Huett noticed the gaps on either side of Q-532 and told the whole group of students to fill the gaps and get closer to her. When mentioning this Officer Huett had said, "get closer, she won't bite. You will have to work closely with females your whole career, get used to it".

After this statement was made, a male student, which I cannot identify with certainty said something along the lines of, "until a sexual harassment case come out on you".

Hearing this statement, Officer Huett IMMEDIATELY addressed the entire class. Officer Huett made it very clear that his statement was not made in any sexual nature whatsoever. Officer Huett further stated to the entire class that any kind of sexual remarks or statements would not be tolerated in our class under any circumstances. Officer Huett then asked if every student understood, to which all students replied that they did.

After making his expectations clear, we continued on with the instructions for the workout.

STATEMENT CJ STUDENT. Q-533

During pt on the morning of the 21st of January 2016 the class was instructed by Officer Hewitt to get into a circle like formation for a class exercise. When one of the students did not move close enough to another to facilitate the exercise, Officer Hewitt commented that in the field of criminal justice and law enforcement you will have to be close to both males and females, and that she "would not bite" if the student moved closer. I made an offhand comment after the officers statement saying that "she may not, but the sexual assault suit might". I was then verbally reprimanded by the officer for the comment, and after understanding what I had done wrong in the environment of the PT class, the class then resumed and continued without issue for the rest of the period. I had made the comment in jest, as both I and the family members I live with have had to deal with such suits in the past with coworkers and family members.

Q-534 Finally, in her chapter two homework assignment for CJ 209, in the Learning Journal section (see attachment) herself articulates personality traits she has that largely contribute to her difficulties integrating into the CJ curriculum. She has had a year to do so and has made very little progress.

With this new event, it is my judgement that we have passed the opportunity for implementing stipulation (1) above.

So, my recommendation now is to attempt to implement the other two stipulations and if Q-535 refuses that she be expelled from the CJ Program.



Student Last Name R - 536 First . M.I. . Date 01/22/16
Your name Mike Prim ☐ Student ☒ Faculty ☐ Staff ☐ Administrator
Office/division CJ Mail stop 2013
E-mail Address Mike.Prim@scc.spokane.edu Phone 7286
☐ Warning ☒ Disciplinary action ☐ Suspension from: Class for 3 days

Class/campus Number of days up to 3

Provide a detailed narrative describing the incident including date, time, and location on the next page.

- Original – Student

Copy – Student Conduct Officer,
MS 3011 SFCC or MS 2061 SCC

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- ☐ Sexual misconduct — including non-consensual sexual contact, non-consensual sexual intercourse, sexual exploitation, stalking, bullying and cyberbullying, relationship violence (e.g. domestic violence, date rape). (244)
- ☐ Harassment — conduct sufficiently severe, pervasive or persistent so as to threaten an individual or limits their ability to work, study or participate in activities of the college. (246)
- ☐ Stalking — intentionally and repeatedly harassing or following a person and placing them in fear of physical harm to self or property. (248)
- ☐ Reckless endangerment — conduct that creates an unreasonable risk of harm to another person or property. (250)
- ☐ Trespassing — Any person who has been given written notice excluding him/her from college property is not licensed, invited or otherwise privileged to enter or remain on college property without explicit written permission by a college official. (252)
- ☐ Violation of a disciplinary sanction — Violation of any term or condition of any disciplinary sanction constitutes a new violation and may subject the student to additional sanctions. (254)

Provide a detailed narrative describing the incident including date, time, and location below.

Date of Incident: 01/22/16 Time of Incident: 0835 Location of Incident: B1, Room 151 (my classroom)

Detailed Narrative below:

This date, at about 0835 hours, I started my CJ 209 class (Human Relations), by returning homework. When I handed homework back to R-537, a sealed, unmarked envelope was paperclipped to hers. The envelope contained her copy of the Student Conduct Incident Report, about her, dated 01/20/16. She had requested a copy of that report yesterday but I did not finish it until about 1500 hours so I wanted to get it to her today. I put that report in a sealed envelope so she would have some confidentiality and other students would not know about her receiving it.

After handing out the homework, I started the lecture and noticed that R-538 had torn open the envelope and it looked like she was reading that report, rather than listening to the lecture. I asked her what she was reading to confirm what I thought I was observing and she told me it was the report from the envelope. I asked her to put it away and listen to the lecture. It is a six page report and she has missed the last three class sessions due to her behavior which is documented in the report and part of the lecture was to be a review of the material she missed. She said, "If you didn't want me to read it you should not have given it to me." Her husband, R-539 is also in this class and he spoke to her trying to calm her down. I said, "I put it in a sealed envelope so you could read it later." She said, "I know what you are trying to do Mr. Prim." Then she got up from her group table and left the classroom. I then continued the lecture.

Besides R-540 and her husband, there were twenty-one (21) other students present who witnessed this exchange. A roster of those students is available upon request.

This is the third time, within a week, that R-541 has disrupted my CJ 209 class. As indicated above, I recommend she be suspended from CJ 209 for three days. Since this class meets M-W-F, to me that would mean until January 29th. In the interim, I request a decision on my recommendation on the last Student Conduct Incident Report, that she complete this course without attending class by submitting the homework and taking the test. This would avoid any further disruptions from her.

I am going to give her husband her copy of this Report at about 1030 hours, because he is currently attending my CJ 201 class (Laws of Arrest). She is also in CJ 201 but chose not to attend today.

Mike Prim
CJ DC

Training Title	Employee Name	Completion Date
7 Deadly Sins: Ethics Case Studies	Prim,Michael A	12/8/2011
Annual Summary of Professional Development Activity	Prim,Michael A	6/19/2015
Annual Summary of Professional Development Activity	Prim,Michael A	6/9/2014
Annual Summary of Professional Development Activity	Prim,Michael A	6/30/2012
Building Evacuation Coordinators - Faculty	Prim,Michael A	12/8/2011
Copyright Overview	Prim,Michael A	12/21/2011
ctcLink In-Service - Faculty	Prim,Michael A	5/29/2014
Driver Safety Training	Prim,Michael A	7/31/2007
EMP Annual All Employee Training	Prim,Michael A	10/10/2006
EMP Annual All Employee Training	Prim,Michael A	11/4/2005
EMP Annual All Employee Training	Prim,Michael A	10/13/2004
EMP Annual All Employee Training	Prim,Michael A	10/7/2003
FERPA for Faculty - How private is private	Prim,Michael A	12/2/2011
FERPA Part II - The Matrix	Prim,Michael A	12/7/2011
FERPA Pt.1 Overview - Faculty	Prim,Michael A	5/18/2015
FERPA Pt.1 Overview - Faculty	Prim,Michael A	12/7/2011
Flashpoint: Recognizing and Preventing Violence in the Workplace - Faculty	Prim,Michael A	12/8/2011
Lockout/Tagout Safety for Affected Employees - Faculty	Prim,Michael A	12/8/2011
New Employee Orientation	Prim,Michael A	1/2/2003
Screening Committee Guidelines - Faculty	Prim,Michael A	12/21/2011
Sex Offenders on Campus - Faculty	Prim,Michael A	5/18/2015
Sexual Harassment Prevention - Faculty	Prim,Michael A	12/6/2011
Shots Fired - Faculty	Prim,Michael A	12/6/2011
State Ethics Law and You- Online/Faculty	Prim,Michael A	5/18/2015
State Ethics Law and You- Online/Faculty	Prim,Michael A	12/6/2011
Supporting Student Veterans-Faculty	Prim,Michael A	5/18/2015
Supporting Student Veterans-Faculty	Prim,Michael A	12/4/2012
Tenure Review Committee - Faculty	Prim,Michael A	12/9/2011
Title IX Compliance--Sexual Harassment/Sexual Violence Awareness - Faculty	Prim,Michael A	12/2/2015
Two-Way Radio Communication System	Prim,Michael A	3/15/2016

Back Print

Attachment O 94

Stevens, Greg

From: Stevens, Greg
Sent: Tuesday, April 05, 2016 1:23 PM
To: Johnson, Christine
Subject: FW: Faculty - Pending Completion of Title IX training

Final list of faculty who failed to complete the Title IX training by March 31st – separated by college.

From: MacDonald-Davis, Frances
Sent: Tuesday, April 05, 2016 1:17 PM
To: Stevens, Greg
Subject: Faculty - Pending Completion of Title IX training

Faculty pending completion of Title IX course. Sorted by campus, and supervisor.

Job Class	Employee Name	Email Address	Training Status % Complete	Campus	Supervisor
FAC	Allen, Michael	mike.allen@scs.spokane.edu	32%	SCC	Brown, Jeff
FAC	McLean, James S	JIM.MCLEAN@SCC.SPOKANE.EDU	0	SCC	Brown, Jeff
FAC	Smith, Curtis Harvey	CURTIS.SMITH@SCC.SPOKANE.EDU	0	SCC	Brown, Jeff
FAC	Sullivan, Lawrence A	LARRY.SULLIVAN@SCC.SPOKANE.EDU	0	SCC	Brown, Jeff
FAC	Wibisono, Harryanto	HARRY.WIBISONO@SCC.SPOKANE.EDU	59%	SCC	Brown, Jeff
FAC	Coffey, Jeffrey B	JEFF.COFFEY@SCC.SPOKANE.EDU	0	SCC	Cox, Dave
FAC	Dodson, Andy Roland	ANDY.DODSON@SCC.SPOKANE.EDU	0	SCC	Cox, Dave
FAC	Johns, Gary Wayne	GARY.JOHNS@SCC.SPOKANE.EDU	0	SCC	Cox, Dave
FAC	Rogers, Jeffery E	JEFF.ROGERS@SCC.SPOKANE.EDU	0	SCC	Cox, Dave
FAC	Gartrell, Melody A	MELODY.GARTRELL@SCC.SPOKANE.EDU	0	SCC	Osler, Cheryl
FAC	Arpin, Marcel J	MARCEL.ARPIN@SCC.SPOKANE.EDU	0	SCC	Trier, Vicki
FAC	Duvernay, Nicole Christine	NICOLE.DUVERNAY@SCC.SPOKANE.EDU	61%	SCC	Trier, Vicki
FAC	Kowtko, Stacy S	STACY.KOWTKO@SCC.SPOKANE.EDU	0	SCC	Trier, Vicki
FAC	Lambert-Keen, Denise R	DENISE.LAMBERT@SCC.SPOKANE.EDU	0	SCC	Trier, Vicki
FAC	Moua, Ger Kao Cher Pao	GER.MOUA@SCC.SPOKANE.EDU	0	SCC	Trier, Vicki

Job Class	Employee Name	Email Address	Training Status	Campus	Supervisor
FAC	Rollins, Scott L	SCOTT.ROLLINS@SFCC.SPOKANE.EDU	44%	SFCC	Brady, Jim
FAC	Guerrero, Rosi E	ROSI.GUERRERO@SFCC.SPOKANE.EDU	38%	SFCC	Brunt, Bonnie
FAC	Makino, Shoko	SHOKO.MAKINO@SFCC.SPOKANE.EDU	0	SFCC	Brunt, Bonnie
FAC	O'day, Thomas A	THOMAS.ODAY@SFCC.SPOKANE.EDU	0	SFCC	Brunt, Bonnie
FAC	Poliakova, Anastasia V	ANASTASIA.POLIAKOVA@SFCC.SPOKANE.EDU	0	SFCC	Brunt, Bonnie
FAC	Simonsen, Garric R	GARRIC.SIMONSEN@SFCC.SPOKANE.EDU	0	SFCC	Brunt, Bonnie
FAC	Smith, Wayne C	WAYNE.SMITH@SFCC.SPOKANE.EDU	0	SFCC	Brunt, Bonnie
FAC	Andreasson, Karl-erik J	KARL.ANDREASSON@SFCC.SPOKANE.EDU	0	SFCC	Jozwiak, Joe
FAC	McCormick, Cameron K	CAMERON.MCCORMICK@SFCC.SPOKANE.EDU	0	SFCC	Jozwiak, Joe
FAC	Mittelstadt, Melke	MEIKE.MITTELSTADT@SFCC.SPOKANE.EDU	0	SFCC	Jozwiak, Joe

**SPOKANE COMMUNITY COLLEGE
ADMINISTRATION OF JUSTICE PROGRAM
HUMAN RELATIONS**

LE 209: Human Relations
M-W-F 8:30 - 9:30
3 credits / Room #151

Mike Prim
Office: 153-A
Phone: 533-7286

DESCRIPTION OF COURSE

An examination of human relations taught in the context of communication skills. This course is a general overview of basic and advanced communication skills with emphasis placed on identifying and correcting behavior, utilizing coping skills and recognizing support systems.

COURSE OBJECTIVES

Given full participation in the course, the student will:

1. Explore the types of communication skills needed for human relations in criminal justice work.
2. Understand how to incorporate good communication skills to reduce stress.
3. Learn the importance of coping skills and support systems.

COURSE TEXT

Research sources that are selected by the student.

ATTENDANCE, TERM PAPER, & TEST

This class requires attendance in order to reap the benefits of student interaction. For the term paper, students choose a topic related to communication skills that sparks and individual interest. Students prepare an outline for the term paper and both the outline and the paper are turned in for grading. Students use the outline to type a term paper that is a minimum of five pages in length. In addition, the paper includes a bibliography of at least three outside sources and the student cites those sources in the text of the paper. Students must relate points in the term paper to their personal life. Note taking is strongly advised since passing the final test requires recording and studying the information presented. A final test is given covering the lecture material.

EVALUATION

A percentage grade is computed from the points earned out of the total points available. That percentage determines the GPA grade for the class per the SCC grade schedule published on the back of the syllabus.

Attendance	50 points
Test	50 points
Term Paper	<u>100 points</u>
Total	200 points

NOTE

Any student who has a disability needing academic adjustments or accommodations, or which may interfere with that individual's ability to participate fully in this class should contact me after class or contact SCC Disability Support Services in person or by phone at 533-7169. Information regarding disabilities is kept confidential.

Spokane Community College
Administration of Justice Program
HUMAN RELATIONS LESSON PLAN

Topic: Human Relations
Instructor: Mike Prim

Instructor notes / comments
Course #: CJ 209

Course Overview

Learning objectives are achieved through lecture, readings and class exercises. Class topics and readings include theories of perception, emotion, motivation, personality, and communication used as tools by police officers in everyday contacts.

Learning Objectives

- Gain understanding of the main types of communication skills utilized in developing human relations for police work.
- Learn the importance of coping skills and support systems.
- Understand how to incorporate good communication skills to reduce stress.

Overview

- Human relations in the context of communication skills
- Personality traits
- Examine the difference between facts and assumptions
- Learn the communication model
- Improve their listening skills
- Examine non-verbal communication
- Learn basic and advanced communications skills
- Discuss critical incidents, stress, and health issues related to human relations

Ice Breakers

- Toyota Jump
- Crosses Fingers

Communication Skills

- Peer introductions
- Define communication
- Personality traits as they help or hinder communication
- Facts and assumptions about communication
- Communication model and its problems
- Listening skills
- Non-verbal communication

Communication Definition

- The act of sharing, to impart, to participate
- Learned skill
- Nothing new different perspective
- Natural abilities and personality traits help
- Practice (of skills) makes perfect

DESCRIPTION OF COURSE

An examination of human relations in the context of communication skills. This course is a general overview of basic and advanced communication skills with emphasis placed on identifying and correcting behavior, utilizing coping skills and recognizing support systems.

COURSE MATERIALS

Research sources selected by student.

**ATTENDANCE
TERM PAPER
TEST**

This class requires attendance in order to reap the benefits of student interaction. Note taking is strongly advised since passing the final test requires recording and studying the information presented. Students write on a topic related to communication skills that sparks and individual interest. A final test is given covering the lecture material.

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Spokane Community College
Administration of Justice Program
HUMAN RELATIONS LESSON PLAN

Topic: **Human Relations**
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Receiver

- doesn't listen
- assumptions
- emotions
- inadequate feedback
- inappropriate non-verbal behavior

- ✓ Roll call commendation
- ✓ "Adults said" exercise
- ✓ Coat exercise
- ✓ Daughter story
- ✓ Cop v. Doctor story

Listening Skills

- Most people believe they are effective listeners
- Difference between Listening and Hearing
- Hearing is physiological / Listening is psychological
- Key to EFFECTIVE listening is the Paraphrase
 - ✓ feedback in your own words
 - ✓ requires an "I" message

- ✓ Phrasing, vocabulary
- ✓ Circular route
- ✓ Direct route

Non-verbal Communication

- 90% of communication is nonverbal
- primary things we communicate:
 - ✓ attitude
 - ✓ emotion
 - ✓ power
 - ✓ status
 - ✓ responsiveness
 - ✓ deception
 - ✓ relaxation
- Non-verbal TYPES
 - ✓ Setting: place, design, history, and barriers
 - ✓ Proxemics: stance, space, and elevation
 - ✓ Posture: leaning, slumping, sitting, and slouching
 - ✓ Dress: uniforms, formal, casual, provocative
 - ✓ Vocals: volume, tone, inflection, and cadence
 - ✓ Gestures: arms, hands, fingers, meaning
 - ✓ Facial: mouth, eyes, eye brows
 - ✓ Touch: mutual experience, power relationship
- Discrepancy between verbal and non-verbal
 - ✓ What do we believe?
 - ✓ Believe what we see, not what is said
 - ✓ Different cultures and non-verbal behavior
 - ✓ Judgments based on non-verbal behavior
 - ✓ Aware of your non-verbal behavior while in uniform
 - ✓ Non-verbal things officers communicate to the public
 - ✓ Congruence of non-verbal behaviors with mind state
 - ✓ Awareness and self-correction

- ✓ ear muff exercise
- ✓ Chinese character visual
- ✓ distance between people
- ✓ What space do police occupy in dealing with people?
- ✓ Brain speed is 400 wpm. We speak at 135 wpm.
- ✓ The way that we see ourselves is our self-image.
- ✓ It is not wrong to think highly of ourselves.
- ✓ It is important to develop a sense of self worth, which is essential to our growth toward full potential

Spokane Community College
Administration of Justice Program
HUMAN RELATIONS LESSON PLAN

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GENDER DIFFERENCES

MEN

like watching objects
space & shape more acute
hand-eye coordination
short term pain threshold
sensitive to salty tastes
store info in logical sequence
self-esteem = achievements
"women try to change us"
listen for literal meaning
talk facts & how things work
convey information
preserve independence
retreat to cope with stress

WOMEN

interested in people/faces
master languages quickly
better sense of rhythm
long term pain threshold
sensitive to sweet/sour
store random/detailed way
self-esteem = relationships
"men don't listen to us"
listen for relationship cues
perceive this as lecturing
convey emotion
maintain intimacy
talk to cope with stress

**MALE V. FEMALE
COMMUNICATION**

**DID NOT! DID TOO! DID NOT!
DID TOO! DID NOT! DID TOO!**

ADVANCED OR TACTICAL COMMUNICATION

Tactical Assumptions:

- Physical power is an officer's best weapon.
- Citizens expect officers to use power tactics.
- Citizens do not like or trust police officers.
- Fear works more effectively than kindness.
- Citizens will always resist an officer in some manner.
- How they are dressed or how they look expresses a citizen's attitude or character.
- People are basically corrupt.
- Street people are not open to verbal persuasion.
- Officers distrust words as an effective power tactic.

Tactical Objectives

- learn the tools to obtain voluntary compliance
- display command presence
- use your voice and words as powerful tools
- learn two elements of control
- examine the principles of disinterest
- apply tactics to victims, witness, and suspects

Tactical Communications

- Voluntary Compliance – What is it?
- To have a subject act in accordance with our request
- We want people to freely comply
- Be flexible, open and disinterested

Spokane Community College
Administration of Justice Program
HUMAN RELATIONS LESSON PLAN

Topic: **Human Relations**
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FORCE CONTINUUM

- PRESENCE: stance, posture, authority, dress, power
- DIALOGUE: persuasion, control, and direction
- CONTROL: holds, escort, compliance, resistance
- IMPACT WEAPON: warn, present, draw, feint, strike
- FIREARMS: warn, present, point, **shoot**

TACTICAL COMMUNICATION STEPS

- SEVEN STEP CONTACT
 1. GREETING: "Hello" or "Good Morning" etc.
 2. INTRODUCTION: "I'm Officer Prim, with the SPD
 3. REASON: "I observed you...."
 4. JUSTIFICATION: "...is there any justification for you..."
 5. ASK: driver's license, registration, insurance docs.
 6. DECISION: what action will you take, and implement
 7. CLOSE: "Thank you for your cooperation"
- FIVE STEP CONTACT - NON-COMPLIANCE
 1. ASK: SAME AS ABOVE but no cooperation
 2. CONTEXT: required to produce documents by state law
 3. OPTIONS: **negative** option first, **positive** option second
 4. CONFIRM: "Is there anything I can do/say ... mind"
 5. ACT: arrest etc. give no further options
- TACTICAL COMMUNICATIONS
 - ✓ EXCEPTIONS:
 - ✓ Flight
 - ✓ Attack
 - ✓ Security
 - ✓ Revised Priorities
 - ✓ Excessive Repetitions

COMMUNICATION ACROSS CULTURES

CULTURE IS:

- a dynamic, continuous, and cumulative process
- learned and shared by a group of people
- consists of values and behaviors exhibited by people
- creative and meaningful to our lives
- guides people in their thinking, feeling, and acting
- symbolically represented through language

CULTURE IS NOT:

- Materials, artifacts, music, dance, etc.
- traits, facts, heritage, class, or status
- biological traits such as race

Culture is to a human group what personality is to an individual. It determines the identity of the human group in the same way that personality determines the identity of the individual.

Law Enforcement meets people in nonsocial ways: we confront, question, interview, cite, and arrest
empathy, ask, listen, paraphrase

Spokane Community College
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FACTS ABOUT CRITICAL INCIDENTS

- Critical Incidents come in all varieties: being shot, shooting someone, traffic accident, family death, divorce
- Reactions to Critical Incidents come in all varieties: about 1/3 have mild reactions, 1/3 moderate, 1/3 serious
- A series of reactions occur, over a period of time

HIGHER SURVIVAL RATE:
PHYSICAL AND BUREAUCRATIC

NATURE OF CRITICAL
INCIDENTS

Class Roster

WINTER 2016 | Regular Academic Session | Spokane CC | Academic Career

CJ 209 - 1 (6082)

Human Relations (Lecture)

Days and Times

MoWeFr 8:30AM-9:30AM

Room

SCC, Old Main-D151

Instructor

Michael Prim

Dates

01/04/2016 -
03/23/2016*Enrollment Status: ☒ Enrolled

Enrollment Capacity: 25

Enrolled: 25

Enrolled Students		Personalize	Find	First	1-25 of 25	Last
Select	ID	Name	Grade	Units	Program and Plan	Level
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
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<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS	Sophomore
<input checked="" type="checkbox"/>			Graded	3.00	Professional Technical - Criminal Justice AAS-T	Sophomore

Select All

Clear All

notify selected students

Return to Search

Add to My List

Add to My List

Attachment Q