



Introduction to Criminal Justice

Part II Syllabus – Fall 2026

3 Credit Hours

Webflex in East Hall Room 426 Tuesdays 10:30am-11:45am

Blackboard at <http://edisonohio.blackboard.com>

Instructor:	Richard Whalen
Credentials:	MA American Military University Emergency Management, BS University of State of New York in Criminal Justice, 22 years USAF Security Police/Forces, 18 years Deputy Sheriff/Sergeant Montgomery County Sheriff's Office, 20 years OPOTA Police & Corrections Academy Instructor
Office:	East Hall Room 426
Office Hours:	T 10:00am-10:30am (in classroom) or by appointment
Email:	rwhalen@edisonohio.edu

Required Reading

Barkan, S. E., & Bryjak, G. J. (2019). *Fundamentals of criminal justice* (3rd edition). FlatWorld.

Course Description

Overview of the American Criminal Justice System which will focus on law enforcement; the court system including prosecution and pretrial services, adjudication, sentencing, and sanctions; and corrections including probation, prison, and parole.

Course Objectives/Learning Outcomes

Upon completion of the course, students will:

1. Be able to describe the structure of the criminal system and how its major components interface.
2. Explain the Uniform Crime Reporting System and access other crime statistics via the internet.
3. List and describe the criminological theories that explain the causes of crime.
4. List the types of criminal law and the general categories of crime.
5. Explain the operational strategies and functions of police management.
6. Describe the U.S. Supreme Court cases that have affected Miranda warning requirements.
7. Identify different types of police corruption and methods for building police integrity.
8. Describe racial profiling and biased policing.
9. Identify the differences between state and federal court systems.

10. List the procedures an offender undergoes as he/she progresses through the systems.
11. Summarize the city, state, and federal corrections systems.
12. Identify the difference between probation and parole.
13. Summarize the juvenile and adult systems.

[Syllabus Part I](#)

Grading

Grading rubrics for assignments are provided in Blackboard for the given assignment. Be sure to read each carefully to ensure all of the requirements are met for each of your assignments.

GRADING SCALE

Point Range	Letter Grade
900-1000	A (90% - 100%)
800-899	B (80% - 89%)
700-799	C (70% - 79%)
600-699	D (60% - 69%)
0-599	F (Below 60%)

FINAL GRADE BREAKDOWN

Assignment	Points
Discussion Forums 13*30	390
Quizzes 7*25	175
Writing Assignments 6*25	150
Criminal Justice Process Project (Group Project)	
Case Submission	10
Reference List	15
Paper	100
Presentation	50
Presentation Forum Peer Responses	10
Final Exam	100
Total	1000

Assignments and Methods of Evaluation

Discussion Forums (13 at 30 points each – 390 points total)

The discussion forums aim to evaluate a student's understanding of the course material through an interactive learning environment. These forums consist of a series of questions that will enable discussion and assist in developing skills such as peer communication, justification for arguments and abstract thought.

Grading Rubric	Excellent	Good	Average	Below Average	Poor
Quality of discussion answers (20 points)	Ties together readings and concepts to contribute to an in-depth discussion	Discusses the readings, but more analysis was needed of the source	Posts touch on readings, but the explanations and connections between them are vague	Post is purely opinion and does not connect to facts from assigned material, but is related to the question	Short and uninformative posts that do not add to the discussion done or done last minute and hastily written
Responses (5 points for each of 2)	Meets all requirements: -discuss what they wrote (literally summarize their main point) -explain your reaction to what they said -further the conversation by asking questions -comments are 100+ words each	Meets three of the following: -discuss what they wrote (literally summarize their main point) -explain your reaction to what they said -further the conversation by asking questions -comments are 100+ words each	Meets two of the following: -discuss what they wrote (literally summarize their main point) -explain your reaction to what they said -further the conversation by asking questions -comments are 100+ words each	Meets one of the following: -discuss what they wrote (literally summarize their main point) -explain your reaction to what they said -further the conversation by asking questions -comments are 100+ words each	Difficult to understand what the point of the message is. No responses.

There are a total of 13 discussion forums with the first being a personal introduction forum and the remaining focusing on content related issues. The forums require students to provide a detailed synopsis and produce thoughtful questions for discussion. In order to properly complete these discussions, a student must post an initial response completely addressing the forum requirements by 11:59pm Thursday. This response should use proper APA citations and meet a minimum standard of completeness to the prompt. Each discussion board has a required word count.

Secondly, students must reply to a minimum of 2 colleagues by 11:59pm Sunday. Responses such as “good job” or simply “I agree,” do not discuss the topic and are not acceptable. In responding to another classmate’s post, you must:

1. First, identify the point the other student made that you want to address and summarize their point briefly.
2. Then, state what your take is on their point.
3. Ask a question to continue the conversation.
4. A response should be a minimum 100 words.

Students will not be able to comment on other posts until they have posted their initial response to the prompt. Replying to the comments from other colleagues on your own post does not count towards the minimum of 2 responses required, however in keeping with respect for one another it is encouraged to reply to those who comment on your post.

Peer Feedback

This course is designed along the principles of synergy and collaborative learning. Therefore, it is important that all students understand how to provide quality feedback to their peers. Here are a few tips for providing positive, constructive, and useful feedback to peers:

- Be empathetic and remember this environment is a safe place for making mistakes.
- Use nonjudgmental language and phrases that do not attack an individual. One way of doing this is to ask the individual to discuss his/her process for making the final decision he/she made.
- Use specific questions, examples, and research as a way of making your point.
- Make your feedback useful by providing suggestions that the individual can understand and use to improve his/her work.

Quizzes (7 at 25 points each – 175 points total)

A series of quizzes will be required throughout the semester. These quizzes will highlight critical knowledge of the different elements of the course material and require completion in a timed scenario. The first quiz requires knowledge of the syllabus while the following quizzes focus on course content. The quizzes can be completed at any time during the week and can be retaken. However, they must be completed before 11:59pm Sunday, before the next module begins and cannot be retaken after that.

Writing Assignments (6 at 25 points each – 150 points total)

Writing assignments are designed to show the student's comprehension of the material presented through readings, lectures, and discussions. These assignments aim to test retention of key concepts, terms and theories, as well as proper application of theory. Throughout the course students will explore websites, read case studies, watch videos, read articles, etc. After, students will be asked to write short papers or journals using persuasive arguments or answer short answer questions.

Criminal Justice Process Group Project (185 points total)

In Criminal Justice, you will frequently need to work with people in other agencies and fields. With varying schedules, communication may occur in person, video conferencing, email, etc. The purpose of this group project is to help students foster the ability to collaborate with their peers. Students will be assigned to groups after the second week of the course. Students who do not contribute to their group will receive a 0 for the assignment.

Case Submission

The first portion of the project due is the case submission. As a group, students will submit their first, second, and third choices for the closed criminal case they wish to research. The closed case should be one that was heard by the Supreme Court and has impacted criminal justice. Groups are not permitted to research cases covered in detail by the course text. Additionally, groups will not be allowed to research the same case as another group. The first group to request a case will be approved, if it meets all other criteria. A list of potential cases is shared in Blackboard; however, you are not limited to this list.

In addition to the top three choices for cases to research, students must also include how the group intends to communicate and divide the work.

Reference List

Once groups have received approval for the case to research, they will submit a minimum of three sources they intend to use for the final paper. All sources must be cited using APA format.

Paper

For the paper, each group will research their approved case. The paper should include background information on the offender and a detailed account of the case from arrest through to the decision of the Supreme Court. The paper needs to provide a summary of the decision of the court, discuss any dissenting opinions and reflect on the majority decision. Additionally, it should discuss how the decision has impacted and will impact the criminal justice process and/or the field of criminal justice in the future. Groups should also consider and share if there were any ethical issues in the case.

The paper should be 4-5 pages in length. APA format and proper citations are required. A reference list must be attached. The group will submit one paper.

Presentation

Each group will create a presentation briefly explaining the criminal case they researched. The presentation should include the background of the case, the decision of the court, and the impact of that decision for the criminal justice process. Groups can create a PowerPoint presentation, a Prezi, a YouTube video, or other format of your choosing. Presentations must be posted to the appropriate Blackboard thread. Only one person from the group will submit and post the presentation. Each student must then respond to a minimum of 2 colleagues by the last day of the semester.

Final Exam (100 points total)

One cumulative final exam will be given. The exam must be completed by 11:59pm Saturday, *December 12th*.

Course Calendar

Week/ Dates/Topic(s)	Readings/Assignments
1. Introduction to the Course August 24 th – August 30 th	Readings/Video: Syllabus Assignments: Discussion Forum 1: Introductions Writing Assignment 1: Instructor Email

2. Overview of Criminal Justice & Understanding and Measuring Crime August 31st – September 6th	Readings/Video: Barkan & Bryjak Chapters 1 & 2 Lecture TED Talk Video Assignments: Discussion Forum 2 Writing Assignment 2
3. Victims and Criminal Justice September 7th – September 13th	Readings/Video: Barkan & Bryjak Chapter 3 Lecture Assignments: Discussion Forum 3 Quiz 1: Chapters 1 & 2
4. Criminal Law September 14th – September 20th	Readings/Video: Barkan & Bryjak Chapter 4 Lecture TED Talk Videos Assignments: Discussion Forum 4 Writing Assignment 3
5. History and Organization of Police September 21st – September 27th	Readings/Video: Barkan & Bryjak Chapter 5 Lecture TED Talk Videos Assignments: Discussion Forum 5 Quiz 2: Chapters 3 & 4 Criminal Justice Process Project: Group Case Submission
6. Understanding Police Work September 28th – October 4th	Readings/Video: Barkan & Bryjak Chapter 6 Lecture TED Talk Videos Assignments: Discussion Forum 6 Quiz 3: Chapters 5 & 6

7. Issues in Policing October 5 th – October 11 th	Readings/Video: Barkan & Bryjak Chapter 7 Lecture TED Talk Videos Assignments: Discussion Forum 7 Writing Assignment 4 Criminal Justice Process Project: Reference List
8. Criminal Courts October 12 th – October 18 th <i>(Midterm Week)</i>	Readings/Video: Barkan & Bryjak Chapter 8 Lecture TED Talk Videos Assignments: Quiz 4: 7 & 8
9. Criminal Proceedings October 19 th – October 25 th	Readings/Video: Barkan & Bryjak Chapter 9 Lecture TED Talk Videos Assignments: Discussion Forum 8 Writing Assignment 5
10. Sentencing October 26 th – November 1 st	Readings/Video: Barkan & Bryjak Chapter 10 Lecture TED Talk Videos Assignments: Discussion Forum 9 Quiz 5: Chapters 9 & 10
11. Prisons and Punishment November 2 nd – November 8 th	Readings/Video: Barkan & Bryjak Chapter 11 Lecture TED Talk Videos Assignments: Criminal Justice Process Project: Paper

12. Life Behind Bars November 9 th – November 15 th	Readings/Video: Barkan & Bryjak Chapter 12 Lecture YouTube Videos Assignments: Discussion Forum 10 Writing Assignment 6
13. Community Corrections November 16 th – November 22 nd	Readings/Video: Barkan & Bryjak Chapter 13 Lecture TED Talk Video Assignments: Discussion Forum 11 Quiz 6: Chapters 11 & 12
14. Juvenile Justice November 23 rd – November 29 th	Readings/Video: Barkan & Bryjak Chapter 14 Lecture TED Talk Videos Assignments: Discussion Forum 12 Quiz 7: Chapter 13 & 14
15. Future of Criminal Justice November 30 th – December 6 th	Readings/Video: Barkan & Bryjak Chapter 15 Lecture TED Talk Videos Assignments: Discussion Forum 13 Criminal Justice Process Project: Presentations
16. Finals Week December 7 th – December 12 th	Readings/Video: Assignments: Criminal Justice Process Presentation and Discussion (Continued) Final Exam

Class Participation Policy

By registering for this web-flex course, students commit to self-motivated study, participation in online course activities, in person attendance, and the submission of all assignments on time. Students are expected to commit 9 hours per week to this course, as they would a traditional in person course (1.5 hrs. class time, 7.5 hrs. study time). Furthermore, they commit to accessing the course website and checking email at least four times a week.

Participation is mandatory in this class. Each week has a graded discussion board. Please see the course calendar for the due dates for each assignment. The calendar is well organized and provided to students at the beginning of the course for planning purposes. Due dates and assignments are subject to change, so please monitor your email and Blackboard throughout the term.

ATTENDANCE

For attendance purposes, you must complete **Writing Assignment 1**, as shown in Week 1. This establishes you as an active student in this class. To withdraw from the class and receive a **full refund you must officially withdraw by the close of business on September 7th**. There are no refunds after that date. However, you may still withdraw from the class and receive a **grade of "W" until noon, November 2nd** but will not receive any refund. After that date, there are no withdrawals without special petition for extenuating circumstances.

To officially withdraw from the course, you **MUST** complete the appropriate form and drop or submit to Enrollment Services at the Piqua Campus, Darke County Center, Troy Center, or Eaton Center. Failure to do so will result in a grade of **"F"** and may impact current or future Financial Aid. You also have a choice to submit the form through MYESCC.

Course Expectations

Students will use the internet to access the Blackboard course site. The course has a modular structure, which is easily navigable running from Monday to Sunday at 11:59pm. The assignments folder in Blackboard contains the required readings, videos and other materials, and links to weekly discussion questions and projects.

Instructions and due dates for activities and assignments are clearly articulated so students know what is expected of them and can easily stay on track. Please ensure that all work submitted is original and does not violate any form of the Edison State Academic Honesty Policy. Additionally, keep backup files of all completed work in case submissions are lost or do not properly submit through Blackboard. Be sure any paper submission is properly headed using APA format. See Edison State Resource Links or the [Purdue Owl](#) for assistance should you require or desire it.

Late Work Policy

If you know you will be late in completing any assignment, please contact your instructor to make other arrangements. Late work will be accepted within one week of the due date.

A penalty will be applied for late submissions at 10%-point deduction for every day late.

Work submitted more than one week past the due date will not be graded unless arrangements were made with the instructor prior to the original due date. However, under no circumstances will any work be accepted beyond the last day of the semester. If an emergency arises, please contact your instructor.

Course Changes

Throughout the course there may be additional lectures, videos, articles, etc. added to the weekly folders. This additional information is intended to enhance your comprehension of the subject matter for the week and may be included in corresponding writing assignments and quizzes. If any assignments or requirements of the course change, an email will be sent, the Calendar will be changed, or an announcement will be posted on the homepage. Students are responsible for all announcements and changes to the course communicated by these means, so please check these areas on a regular basis.

Academic Honesty Policy

Academic integrity is submitting one's own work and properly acknowledging the work of others. Any violation of this principle constitutes academic dishonesty and is liable to result in disciplinary action. Forms of academic dishonesty include:

- **Plagiarism** - submitting all or part of another's work as one's own in an academic exercise, such as an examination, computer program, or written assignment.
- **Cheating** - using or attempting to use unauthorized materials on an examination or assignment, such as using unauthorized texts or notes or improperly obtaining, or attempting to obtain, copies of an examination or answers to an examination.
- **Facilitating Academic Dishonesty** - helping another commit an act of dishonesty, such as substituting for an examination or completing an assignment for someone else. *This is considered the same as plagiarism.
- **Fabrication** - altering or transmitting, without authorization, academic information or records.

The Edison Community College Academic Honesty policy will be strictly adhered to in this course. Any violation of plagiarism, Cheating, Facilitating Academic Dishonesty, or Fabrication will result in receiving a zero for the assignment. If you commit a second violation, you will automatically fail the course and be reported to the Department Chair/College Dean/Academic Honesty Committee. Please refer to the Edison Community Student Handbook online https://www.edisonohio.edu/uploadedFiles/Web_Assets/Documents/Handbooks/Student_Handbook_2014.pdf

WRITING EXPECTATIONS

In this class I expect you to write using complete sentences, paragraphs, and correct grammar. This will be expected of you on the job, particularly if you desire to advance in your career. The Learning Center in the library has tutors who can help you. The library also has e-tutoring available, or you could have a friend or family member read your writing before you submit.

You are welcome to reference the writings of others for this class, but you must provide references for any information that is not your original work. Be sure to use APA in text citations and include a references page to avoid plagiarizing the words of others!

AI POLICY

There are a variety of AI programs available to assist writers. AI programs are NOT a replacement for human creativity, originality, and critical thinking. Writing, like any skill, must be developed through practice over time. I encourage you to use AI (such as Word Editor) to help you with spelling and grammar. However, the majority of any submission should be created by the student. Students may not, for example, type a question into an AI platform and copy and paste its response.

Any AI assistance other than basic editing should be tracked and cited within the assignment. Submitting AI-generated work without identifying it as such will be considered academic dishonesty.

Communication**EMAIL**

All students, faculty, and staff are required to use their Edison email account for all college communication. Please do not send an email message to your instructor using any email account other than your Edison email; your instructor does not open emails with personal account addresses, and no subject line. When you email your instructor, please include the course and section you are enrolled in the subject line.

TELEPHONE

The instructor's office phone number and other contact information are included in this document. However, email is the best way to reach the instructor.

BLACKBOARD

The entire course will be hosted using Blackboard. When students have a question that is relevant to the class on the whole (i.e. clarification on general assessment guidelines), those questions should be posted to the Discussion Board entitled "General Questions." Furthermore, when new posts are made, other students are encouraged to comment and read these postings as they are made available.

Below are summaries of the types of course communication that may arise in Blackboard:

Announcements

The announcements page is the home page for our course and will update students on any changes to the course and reminders for upcoming deadlines. Announcements may also be emailed to student's ESCC email addresses.

Discussion Forum

The discussion forum is the heart of our online course. It is where you will submit many of your assignments, and where you will discuss your work with your classmates. All forums are visible to all members of the course. Therefore, whatever is posted can be seen by everyone in the course. If you want to send a private message, use email.

Instructor Feedback

As your instructor, I am committed to providing a quality learning experience through thoughtful planning, implementation, and assessment of course activities. I am also committed to being readily available to students throughout the semester by returning emails within 24 to 48 hours (depending on holidays) and to returning graded course work with feedback within 7 days of each assignment's due date. Emails sent after 5pm on Friday may not be responded to until Monday morning, please send any communication before that time to ensure a timely response.

ACADEMIC ALERT

In order to support your success, the instructor of this course may contact your career pathways advisor regarding your attendance and academic performance. This academic alert may be initiated at designated times during the first half of the term or at any time your success is in jeopardy. If you find yourself struggling for any reason, please contact your instructor or advisor for support.

Netiquette

First and foremost, students are expected to complete all work for the course in a timely manner. Prompt assessment submissions will help with timely feedback.

Also, use of proper network etiquette – “Netiquette” – is crucial due to the developing communication on digital networks. Some recommendations which are viable in order to build a positive online classroom environment include: 1) Referring to colleagues by their first name when addressing comments, 2) Responding promptly to messages, 3) Using appropriate language when making comments and submitting assessments and 4) Offering assistance and recommendations to colleagues to better enhance the experience of all in the course.

Finally, be respectful to all colleagues and understand there will be different levels of understanding due to varying experiences.

Academic Accommodations

ACCESSIBILITY AND DISABILITY SUPPORT SERVICES POLICY

Edison State Community College will make reasonable accommodations for students with documented disabilities. If you believe you may need an accommodation based on the impact of a disability, contact the instructor privately with your self-identification letter. If you do not have a self-identification letter, contact Accessibility and Disability Support Services by emailing accessibilitysupport@edisonohio.edu or by calling 937.381.1548.

Accessibility and Disability Support Services is located on the Piqua Campus in Room 160. For additional information, visit the [Accessibility and Disability Services page](#).

TESTING YOUR FAITH ACT POLICY

Edison State Community College is committed to providing an environment respectful of students' beliefs. Students are permitted to be absent for up to 3 days each semester based on their faith, religion, or spiritual belief system with no academic penalty.

Students must complete the Testing Your Faith Act Accommodations Form, <https://www.edisonohio.edu/services-support/registration-records>, located in "Forms" and provide a copy to their individual faculty within 14 days from the start of the course. The entire policy can be found in the student handbook at <https://www.edisonohio.edu/services-support/student-resources>.

Edison State Community College Campus Resources

ADVISING SERVICES

Edison State's career pathway advisors are your partners in success. A career pathway advisor is the first advisor that you will meet with once you have made the decision to further your education. Together, you and your career pathway advisor will:

- Identify the right academic major to set you on your desired career path.
- Identify the courses you'll need to accomplish your academic goals.
- Help you develop a student plan tailored to your lifestyle and work schedule.
- Prepare you to navigate your first semester at Edison State.

You can find your career pathway advisor and faculty advisor information, including their email address, by logging into MyESCC and clicking on Student Planning. Go to Plan and Schedule and click on the Advising tab. You may also call 937-778-7850 to connect via phone call.

CAREER AND JOB SERVICES

Our Career and Job Services advisors are dedicated to helping students and alumni advance their professional development as they make career decisions, develop job search strategies, pursue experiential opportunities and secure employment. Career and Job Services also provides career assessments, career information, resume and cover letter help, job postings and resources, tips for interviewing and more. Visit <https://www.edisonohio.edu/Career-and-Job-Services/> for more information.

COMPUTERS

If you are working on campus, computers with internet access are available in the internet café. The Library and Tutoring Center has computers and printers available for your use.

LIBRARY SERVICES

The Edison State library is not only a comfortable place to study, we have an expansive collection of online resources available to help you with your research. Check out the library webpage here: <https://www.edisonohio.edu/Library/>.

Libguides and short instructional videos are available to help you use these resources and can be found at: <https://libguides.edisonohio.edu/>. Please contact the library staff with any library questions you may have at library@edisonohio.edu, 937-778-7950, or stop in!

TUTORING SERVICES

All Edison State students are eligible to receive free tutoring and learning support services through our Tutoring Center. Available services include Edison State tutors, both online and in-person, covering a wide variety of courses including various levels of math and paper reviews, online tutoring through OhioLINK eTutoring, distraction-reduced study rooms, and the use of Tutoring Center resources including subject-specific and general study guides.

For more information on tutoring services, visit the Tutoring Center in the Library, email us at tutoringcenter@edisonohio.edu, call 937-778-7959, or visit our webpage at <https://www.edisonohio.edu/tutoring-center/>

STUDENT WELLNESS CENTER

College is stressful! Feeling burnt out, anxious, frustrated? When challenges arise, it's helpful to have someone to talk to. We have partnerships established with many local mental health providers and can connect you with area resources.

The Student Wellness Center helps students navigate obstacles which might cause issues or create a sense of distress during your school year. Edison State has built a network of health professionals to support students. With these partnerships, the Student Wellness Center can assist students who need support in areas such as:

- o Recovery and Counseling referral
- o Housing
- o Food
- o Physical well-being

Information and education are also provided on the topics of:

- o Alcohol and drug abuse and prevention
- o Sexual assault prevention and awareness
- o Building healthy relationships
- o Inclusion and belonging
- o Survivor support

- o Self-care
- o Anti-Hazing

If there is a medical emergency, please call 911. If there is a mental health emergency, please call 988.

STUDENT RESOURCE CENTER AND CHARGER STATION FOOD PANTRIES

Edison State Community College is proud to assist students needing help to obtain basic necessities. The Student Resource Center and Food Pantry is stocked with all kinds of grab-and-go snacks, meal supplies, toiletries, household needs, and community resources. Stop by and check out our Charger Stations in Room 060 at Piqua, in the student lounge at Troy, in the Brooke-Gould Learning Resource Center at Eaton, and in Room 121 (for personal care items) and pantry items in the student lounge at Greenville. If you need additional assistance, please reach out at ResourceCenter@edisonohio.edu.

TECHNICAL SUPPORT SERVICES

For Blackboard Assignment issues, the instructor should be the first point of contact.

For Log-in or other technology issues:

There are several steps you can follow if you have issues logging in to Blackboard or Office.

During business hours:

- Password reset: Log onto office.com with your Edison email and follow the “forgot password” prompts.
- Reach out for help during regular business hours (9-5 Monday-Thursday, 9-4 Friday)
 - o email to support@edisonohio.edu
 - o call 937-778-8600 and ask for IT Help Desk

After hours:

- Password reset: Log onto office.com with your Edison email and follow the “forgot password” prompts
- Go to www.edisonohio.edu into the Resources tab and click "IT Help Desk" then click "Chat".
- Call 937-778-7957 and talk to the off-campus Blackboard company to get help

ADDITIONAL SUPPORT SERVICES

For additional help, please click the ASSIST tab on Blackboard or the Edison State Student Resources folder within your course.

TITLE IX STATEMENT - Anti-Discrimination, Harassment and Bullying

It is the policy of the College to maintain a learning environment free from bullying, discrimination, sexual harassment or sexual violence. Title IX federal law protects students, employees and third parties with a relationship to the college.

All Edison State Community College employees are required to report all knowledge of incidents that violate the Title IX policy to the Title IX Coordinator or Deputy Title IX Coordinator immediately. Student and employee confidential consultation is available through the Coordinator of Health and Wellness Services.

Title IX Policy and procedure language as well as contact information for the Coordinator of Health and Wellness, Title IX Coordinator and Deputy Title IX Coordinator can be found at www.edisonohio.edu/TitleIX/.