

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE

COLLEGE: CDSI

RECOMMENDED COURSE IDENTIFICATION:

PREFIX CCJ COURSE NUMBER 6335 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT NMALDONADO@FAU.EDU)

COMPLETE COURSE TITLE: PRISONER REENTRY POLICY AND PRACTICE

EFFECTIVE DATE

(first term course will be offered)

FALL 2015

CREDITS ²: 3

TEXTBOOK INFORMATION: MATTHEW S. CROW AND JOHN ORTIZ SMYKLA, OFFENDER REENTRY: RETHINKING CRIMINOLOGY AND CRIMINAL JUSTICE, BURLINGTON, MA: JONES & BARTLETT, 2014.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES:

OFFENDER REENTRY IS THE PROCESS OF TRANSITION OF OFFENDERS FROM JAILS AND PRISONS TO THE COMMUNITY. THE SEMINAR PROVIDES STUDENTS WITH AN IN-DEPTH ANALYSIS OF THE SYSTEM AND INTERVENTION ELEMENTS IMPACTING OFFENDER REENTRY.

PREREQUISITES*: NONE

COREQUISITES*: NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
MAJOR: CCJ MASTER OF SCIENCE STUDENTS ONLY

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:

MEMBER OF THE GRADUATE FACULTY OF FAU AND HAS A TERMINAL DEGREE IN THE SUBJECT AREA (OR A CLOSELY RELATED FIELD)

Faculty contact, email and complete phone number:
Rachel Santos: rboba@fau.edu; 561-297-3240

Please consult and list departments that might be affected by the new course and attach comments.³ NA

Approved by:

Department Chair: _____

College Curriculum Chair: _____

College Dean: _____

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

John Ortiz Smykla
John Ortiz Smykla, Ph.D., Director and Professor
of Florida Atlantic University, School of Criminology and
Criminal Justice, email: jmysyka@fau.edu, c-US
2015.02.09 14:18:10 -0500

Robert Santos
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ou=School of Criminology and Criminal Justice,
email=rsantos@fau.edu, c=US
Date: 2015.02.11 14:25:24 -0500

Clark Williams
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Date: 2015.02.11 14:25:24 -0500

Date:

2/9/2015

2/9/2015

2/11/2015

2/18/15 4/2/15

2/20/15

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

Florida Atlantic University
School of Criminology and Criminal Justice
CCJ 6335 Prisoner Reentry Policy and Practice (3 credits)
Boca Raton Campus
Fall 2015 Semester: Monday 7:10 pm – 10 pm
Meeting place: ED 337

John Ortiz Smykla, Ph.D.
Director and Professor
School of Criminology and Criminal Justice
SO 210

Email: jsmykla@fau.edu

Office: 561-297-3173

Cell: 205-862-4027 (please feel free to call me on my cell – just no late calls please)

Office hours: Monday 5 pm – 6:30 pm; Wednesday and Thursday, Noon to 3; other times gladly by appointment. As School Director I may have meetings scheduled during planned office hours for which I apologize in advance.

Course Description:

Offender reentry is the process of transition of offenders from jails and prisons to the community. The seminar provides students with an in-depth analysis of the system and intervention elements impacting offender reentry.

Required Text:

Matthew S. Crow and John Ortiz Smykla, *Offender Reentry: Rethinking Criminology and Criminal Justice*, Burlington, MA: Jones & Bartlett, 2014.

Supplemental Materials:

Supplemental readings are shown on the syllabus. Most of them are accessible online via the University Library website and/or a general Google search.

Course Objectives/Student Learning Outcomes/Academic Learning Plan.

After completing this course you should be able to do the following:

1. Explain the challenges and opportunities in offender reentry (content).
2. Critique reentry research (critical thinking).
3. Prepare a jail reentry plan (communication).
4. Work effectively with others to discuss reentry issues and prepare a jail reentry plan (project management).

Course Evaluation Method:

1. Quizzes. 30 points. At the beginning of three f2f sessions (Weeks 2, 5 and 11) there will be a short quiz on that evening's readings. Each quiz is worth 10 points.
2. Project. 50 points. Miami-Dade Detention Center TJC Reentry Proposal.
3. Written assignments. 27 points. There are three Virtual weeks where a written assignment is due (Weeks 4, 10 and 12) and uploaded to

- Assignments in **BB**. Assignment 1 (Week 4) is worth 10 points. Assignment 2 (Week 10) is worth 8 points. Assignment 3 (Week 12) is worth 9 points.
4. Participation. 24 points. There are eight evenings where we meet f2f. A maximum of 3 participation points can be earned. 3 = exceeded participation expectation, 2 = met participation expectation, 1 = fell below participation expectation
 5. Final Exam. 50 points.

Policy on Makeup Tests, Late Work and Incompletes:

Unless there is (1) a documented medical excuse, (2) you are participating in a University-approved activity, or (3) participating in a religious observance, I do not accept late work. The grade of Incomplete is reserved for students who are passing the course but have not completed all the required work because of exceptional circumstances.

Policy on Attendance and Participation:

I assume that graduate students are responsible, mature adults who take their commitment to graduate education seriously. I further assume that graduate students read before coming to class, make notes on the reading, think critically about the reading, and ask intelligent questions about the reading in class. I also assume that graduate students willingly participate in seminar.

I try and vary the activities that we engage in for three hours. Hence, this is not a lecture course. It is discussion, student presentations, and small group work. I also have a few guests scheduled to visit with us and talk about offender reentry.

Course Outline. Please note that dates and content are tentative and subject to change. Any changes in dates and content will be announced in class.

Please Note “BlackBoard” is abbreviated as “BB”

Week 1. Meet f2f.

Welcome!

After introductions and discussing the course, I’ll distribute reentry offender progress reports and reentry court notes from research I am conducting with the United States District Court, Northern District of Florida. You will learn about the importance of the research design as it relates to evidence-based practice. As you read the progress reports and court notes, ask yourself what problems are reentry offenders having? What roadblocks do you see for successful offender reentry? How would you deal with these roadblocks if the offender was on your caseload?

Week 2. Meet f2f.

Theme for the evening: What is reentry? Is reentry really new? What opportunities does reentry present for the 21st Century and what challenges will it face?

Quiz on Week 2 readings

Reading and discussion for Week 2: approx. 55 pp in the textbook

1. Part 1, Crow & Smykla “Reentry in the 21st Century – Challenges and Opportunities”
2. Chapter 1, Papanozzi & Guy, “Reentry: Parole by Any Other Name”
 - a. Explain the socio-economic and political context within which reentry was born.
 - b. Discuss the history of offender rehabilitation and its ebb and flow with regard to applications in corrections and parole
 - c. Discuss the role of social factors in offender success.
 - d. Outline the history of parole supervision.
 - e. Explain why parole was renamed reentry.
3. Part VII, Smykla & Crow, “ More Than Meets the Eye: Unsettled Issues in Reentry”
4. Chapter 16, Wood & May, “Prison, Reentry, and Offenders’ Perceptions of Correctional Punishments”
 - a. Argue why it is important to gain an understanding of how offenders perceive correctional punishments.
 - b. Summarize how the prison/reentry experience impacts offenders’ perceptions of correctional sanctions.
 - c. Explain the methodology the researchers used to understand the experience of imprisonment and reentry on offenders’ attitudes about correctional punishments.
 - d. Outline the policy implications derived from the results of this research.
5. Chapter 17, Garland & Wodahl, “Coming to a Crossroads”
 - a. Illustrate the psychosocial strains of prisoner reentry and why the authors feel these strains are critical for understanding the prison-to-community transition process.
 - b. Sketch a theory (or theories) to explain why some people adjust successfully after prison and others do not.
 - c. Argue whether recidivism is an appropriate outcome measure for post-release adjustment among ex-prisoners.
 - d. Defend the points offered by the researchers that must be considered in advancing a successful and lasting prisoner reentry movement.

Week 3. Virtual.

Theme for the evening: Is jail reentry any different than prison reentry? And if it is different what accommodations have to be made?

This week we do not meet. Answer the following questions about the readings shown below and upload the homework to “Assignments” in **BB**.

Reading for Week 3: approx. 43 pp in the textbook

1. Part III, Bookman & Hood, “Coming Home Quicker”
2. Chapter 5, Parsons, “Addressing the Unique Challenges of Jail Reentry”
 - a. Summarize the challenges that people leaving jail face.
 - b. Relate the kinds of support that may help people leaving jail overcome these challenges.

- c. Think about the differences in the location of jail facilities compared to prisons and the specific features of the jail environment and population and explain why jails are important places to provide interventions.
 - d. Recognizing that local jails are increasingly facing budgetary pressures, defend how this chapter could be used to justify increased expenditures on jail reentry services.
 - e. Recommend the kind of research or evaluation data that would help support increased spending on jail reentry services.
3. Chapter 6, Tartaro & Levy, "Factors Associated With Recidivism Among Reentry Program Participants in the Jail Setting"
- a. Summarize the problems associated with reentry programs and how they can be resolved
 - b. Discuss the criminogenic needs that have been identified as significant predictors of recidivism in other reentry program? How have those needs been met in other programs?
 - c. Assess how other reentry programs deal with inadequate staff, training, or resources for their programs.
 - d. Express why jails have been identified as a particularly difficult setting for reentry planning
 - e. Discuss the results of the outcome evaluation and what the researchers recommended to the jail staff to develop a more effective jail reentry program

Week 4. Meet f2f.

Theme for the evening: Start learning about the national model "Transition from Jail to Community" (TJC).

Quiz on Week 4 readings

Reading and discussion for Week 4:

1. Go online to nicic.gov and search for and read the following document:
Transition from Jail to Community (TJC) Initiative, August 2008, 8 pp.
Familiarize yourself with the TJC model.

The TJC initiative is designed to advance coordinated and collaborative relationships between jails and local communities to address reentry, leading to enhanced public safety, reduced recidivism, and improved individual reintegration outcomes. There are eight key components of the TJC model. Five of the eight components are broad system level elements (macro-level). Three components are micro-level elements focusing on what we do with offenders.

The five system/macro-level elements are: (1) Leadership, vision and organizational culture; (2) Collaboration and joint ownership; (3) Data-drive understanding of local reentry; (4) Targeted intervention strategies; and (5) Self-evaluation and sustainability.

The three micro-level (intervention elements) are: (1) Screening and assessment of offenders; (2) Transition plan development; and (3) Targeted transition interventions.

2. Now, Go online to nicic.gov and search for and read the following document:
 - a. *Transition from Jail to Community: Implementation Toolkit*. Revised December 2013, 257.

Scan the document. Pay particular attention to what the document refers to as the “modules.” These are the macro- and micro-level elements discussed in the above document (*Transition from Jail to Community (TJC) Initiative*). It starts with Module 2 Leadership, Vision, and Organizational Change and goes through Module 9 Self-Evaluation and Sustainability.

Each module has objectives and sub-components. Each module also contains career profiles of professionals who work in reentry.

The details are important so take your time.

Why is all of this important? Because **you** will assume the role of reentry **consultant** and create a TJC proposal for the Miami-Dade Detention Center. More details below.

Week 5. Meet f2f.

Theme for the evening: What are the obstacles for implementing TJC in the Miami-Dade Detention Center?

Guest resource speaker: Joel F. Botner, Administrative Officer 3, Miami-Dade County Corrections & Rehabilitation Dept., Reentry Program Services Bureau, Miami, FL.

Mr. Botner will discuss the roadblocks his institution faces in developing a TJC program. Realities are important in proposing a new program. If there is not complete leadership (module 2), collaboration and joint ownership (module 3), reliable data upon which to make decisions (module 4), targeted interventions (module 5), offender screening and assessment (module 6), targeted case management (module 7), and program evaluation (module 8), what kind of jail reentry program can be developed? What will the reentry program you create look like working within these limitations? How much can be done?

These are the issues you will think about as Mr. Botner talks with us.

Following Mr. Botner’s departure, you will be assigned a partner and from 8:30 to 9:30 the two of you will begin discussing how you will proceed in creating a reentry program for the Miami-Dade Detention Center. You will continue this conversation with your partner across the next two weeks. You and your partner will submit your proposal – Date TBA.

Week 6. Virtual

Theme for the evening: Continue developing your TJC reentry program for Miami Dade Detention Center.

Use this evening's time frame to call/skype/oVoo/face time or whatever your partner and begin to create an outline of your Miami-Dade Detention Center reentry proposal using the TJC model and working within the realities expressed by Mr. Botner. Develop an annotated outline with your partner over the next week. Post a copy of your annotated outline to Assignments in **BB** so others in the class can see them and bring a copy of the annotated outline of your reentry proposal to class in Week 7 for the instructor and a copy for yourselves.

Week 7. Meet f2f.

Theme for the evening: In-class draft presentations on your TJC reentry program for the Miami-Dade Detention Center.

Bring the instructor a paper copy of your draft reentry proposal/annotated outline.

Plan to make a brief but comprehensive presentation of your proposal to the class and elicit the class's feedback.

Use the class's feedback and go back and revise your proposal.

Submit a formal copy of your reentry proposal for the Miami-Dade Detention Center to the Assignments page in **BB**.

Week 8. Virtual

Theme for the evening: How can offenders with special needs successfully participate in and learn from reentry?

Do not forget...you and your partner upload one copy of your reentry proposal for the Miami-Dade Detention Center to the Assignments page in **BB**.

This week we do not meet. Answer the following questions about the readings shown below and upload the homework to "Assignments" in **BB**.

Reading for Week 8: approx. 44 pp in the textbook

1. Part V, Bingham & Freeman, "Handle with Care"
2. Chapter 11, Manchak & Cullen, "When Troubled Offenders Come Home"
 - a. Explain how mental illness is related to recidivism when offenders reenter society.
 - b. Justify why is it important to address both offenders' mental health problems and their criminogenic needs.
 - c. Construct a strategy for how practitioners can foster community involvement in offenders' reentry.
 - d. Defend the six strategies to better facilitate the reentry of offenders with mental illness.

3. Chapter 12, Grommon & Rydberg, "Managing the Reentry Transition with Substance Use Propensities"
 - a. Judge the strengths and limitations of substance abuse treatment when considering the proportion of offenders who are exposed to various forms of treatment and the role of personal agency in shaping treatment and reentry experiences.
 - b. Design a reentry program to effectively assist future populations of prisoners who will be released to your community.
 - c. Design a study to examine the role of recovery capital and personal agency in the reentry process.
 - d. Explain what the researchers uncovered when they interviewed male parolees as they engaged in the process of transitioning from prison back into the community

Week 9. Meet f2f.

Theme for the evening: How can correctional agencies, supervision officers, and employers support successful reentry?

Quiz on Week 9 readings

Reading and discussion for Week 9: approx. 75 pp

1. Part IV, Szafran and Davis, "They're Out...Now What?"
2. Chapter 7, Rukus & Lane, "Unmet Need"
 - a. Summarize the services corrections agencies should provide for reentering offenders.
 - b. Appraise the belief that benefits of providing greater reentry assistance are greater than the costs.
 - c. Evaluate whether incarceration would lose its deterrent effect if formerly incarcerated individuals were provided substantial social service packages upon release.
 - d. Discuss the resources states provide offenders upon release uncovered by the researchers.
3. Chapter 8, Lowenkamp, Alexander and Robinson, "Using 20 Minutes Wisely"
 - a. Evaluate whether STARR skills and other similar training programs change the nature of supervision.
 - b. Argue whether changing client's behavior should be part of a probation officer's responsibilities, or should probation be focused on monitoring clients' behaviors?
 - c. Defend which STARR skills seem the most beneficial.
 - d. Explain the modifications to STARR training that are informed by other existing curricula and research and what the researchers have learned from listening to the end-users of these skills.
4. Chapter 9, Swanson, Schnippert & Tryling, "Reentry and Employment"
 - a. Explain why it is difficult to predict a simple and direct relationship between employment and crime desistance.
 - b. Argue whether there should be a limit on employers' use of criminal background checks and questions about prior arrests and convictions on job applications.

- c. Develop strategies to meet the needs of both ex-offenders and employers.
- d. Discuss what the researchers discovered when they studied the attitudes of employers toward hiring formerly convicted felons in Northwest Florida.

Week 10. Virtual

Theme for the evening: Familiarize yourself with the *What Works in Reentry Clearinghouse*.

Navigate the What Works in Reentry Clearinghouse website and familiarize yourself with the information on how to use the site.

<http://whatworks.csgjusticecenter.org/>

1. What is the project's history?
2. What is the review process that determines which studies are included in the clearinghouse? How does the research review process work?
3. Which focus areas are included?
4. What are intervention pages? What qualifies as a reentry intervention? What types of outcomes are considered in reviewing reentry interventions? Why is qualitative research excluded? What is the exception?
5. What are evaluation pages?
6. What three basic elements must a study meet to be included in the clearinghouse? Why are these three standards in place? Why not review studies published before 1980?
7. How is the rigor of a study rated?
8. Take a quick look at the studies that did not meet basic or high methodological ratings (or the senior reviewer rated them otherwise) [http://csgjusticecenter.org/documents/0000/1458/List of ineligible studies.pdf](http://csgjusticecenter.org/documents/0000/1458/List_of_ineligible_studies.pdf) What are some of the reasons that studies on Housing, Employment, Mental Health, Physical Health, and Brand Name Programs were not included in the clearinghouse's database?

Now look at **one** of the seven focus areas (1. brand name programs, 2. education, 3. employment, 4. family-based, 5. housing, 6. mental health, 7. substance abuse). Provide written answers to the following questions and upload your work to the Assignments page in **BB**.

1. In general, what does the research say about that one focus area?
2. How many reentry programs have been evaluated in that focus area?

Now click and open one of the interventions in the focus area you selected.

3. What level of rigor did the intervention receive?
4. Briefly describe the program.
5. Summarize the evaluation findings.
6. What, if any, are the recommendations for practice?
7. What are the suggestions for future research?

8. Click “View Evaluation Details” and report on the study’s methodological limitations
9. What is your opinion of the intervention? If you were a South Florida policy maker what confidence would you have in implementing that intervention here in Palm Beach County or Broward County, or Miami-Dade County, Monroe County.

Week 11. Meet f2f.

Theme for the evening: Learn what GEO, one of the world’s largest and leading providers of correctional and detention management and community reentry services to federal, state and local government agencies, is doing in the area of reentry services.

Guest resource speaker: John Thurston, Divisional Vice President, Continuum of Care, GEO . Learn more about Mr. Thurston at http://www.geogroup.com/john_thurston

Evening schedule TBA

Week 12. Virtual.

Theme for the evening: Circle back now and let’s build bridges... Review the Miami-Dade Detention Center reentry proposal you and your partner submitted. Also review what you learned about research methodology from Week 10 when we studied and discussed What Works in Reentry Clearinghouse. Now bridge the two assignments and you and your partner design a research methodology to evaluate the Miami-Dade Detention Center reentry proposal.

Week 13. Meet f2f.

Theme for the evening: (1) You and your partner will give a brief oral presentation of the methodological design you will use to evaluate the Miami-Dade Detention Center reentry proposal. (2) Together we will watch “Pull of Gravity,” a 60 minute video that follows three men in different stages of reentry from prison to society, offering compelling insights that can help shape responses from family members, parole officers, law enforcement officials, and the social networks upon which reentry is dependent.

Week 14. Virtual.

Theme for the evening: At-home study preparation for next week’s final.

Week 15. Meet f2f.

Theme for the evening: Reentry final

Other Course Resources You May Find Helpful/Interesting.

1. About roadblocks to employment review the website of the National Employment Law Project (NELP) at <http://www.nelp.org/> In the Search box type "Ban the Box" and learn what cities and states are doing to reduce unfair barriers to employment for persons with criminal records. The September 2014 publication can be found at <http://www.nelp.org/page/-/SCLP/Ban-the-Box.Current.pdf?nocdn=1>

Listen to several short audio files of National Public Radio news stories about Ban the Box: <http://www.npr.org/2014/07/14/330731820/how-banning-one-question-could-help-ex-offenders-land-a-job>;
<http://www.npr.org/templates/story/story.php?storyId=243213641>

2. US Department of Justice, Bureau of Justice Statistics, latest report on the number of persons on probation and parole in the United States, 2013 (last year for which data are available)
<http://www.bjs.gov/index.cfm?ty=pbdetail&iid=5135>
3. How does race impact post-prison job prospects? Decker, S., Spohn, C., Ortiz, N.R., & Hedberg, E. (2014). Criminal Stigma, Race, Gender and Employment: An Expanded Assessment of the Consequences of Imprisonment for Employment. <https://www.ncjrs.gov/pdffiles1/nij/grants/244756.pdf>
4. Using technology to reform community supervision:
<https://www.texastribune.org/2014/04/29/lawmakers-urged-reform-criminal-justice-technology/>
5. A nationwide study by Pew Charitable Trusts finds that Florida leads all states in so-called "max-outs," the number of prison inmates who serve their full sentences and are released to the community with no supervision or support. <http://www.pewtrusts.org/en/research-and-analysis/reports/2014/06/04/max-out>
6. Reentry Court Solutions. RCS is designed to provide critical information, resources, and assistance to those interested in developing effective Reentry Courts and Evidence-Based Sentencing Systems.
<http://www.reentrycourtsolutions.com/>
7. Reentry services by state, an annotated bibliography: uploaded to **BB**

If you attend this class regularly, take good notes, and read the assignments, you should succeed. If you are having problems understanding lectures, reading assignments, or having difficulty with exams or quizzes, please see your instructor during office hours or contact your instructor via e-mail. It is imperative that you contact your professor early in the term if you are having problems with this course. Do not wait until the end of the term to seek assistance.

If you need individualized help or tutoring in reading, writing, taking notes, or

other academic issues, please see one of the help centers listed below:

Syllabus subject to change.

In compliance with the Americans with Disabilities Act (ADA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) -- in Boca Raton, SU 133 (561-297-3880); in Davie, LA240 (954-236-1222); in Jupiter, SR 110 (561-799-8010); or at the Treasure Coast, CO 117 (772-873-3441) –and follow all OSD procedures. Any student with a documented disability which may require special accommodations should self-identify to the instructor as early as possible in order to receive effective and timely accommodation. If you have any questions about accommodations for a disability, please contact the Office for Students with Disabilities (OSD). The OSD office at FAU offers college constituents equity and excellence in education. By working with students, as well as faculty and staff members, on all FAU campuses, OSD ensures that appropriate academic adjustments are made to allow all students equal opportunities online, inside the classroom and around campus.

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see University Regulation 4.001.

Continuation in the program requires satisfactory progress toward degree completion. Evidence of such progress includes maintenance of an overall 3.0 cumulative GPA. For each course, no grade lower than “C-” is acceptable to fulfill program requirements. Students who do not maintain the required 3.0 cumulative GPA are placed on academic probation during the semester immediately following the one in which their cumulative GPA dropped below 3.0. Failure to regain a 3.0 cumulative GPA within two successive semesters thereafter will result in dismissal from the program. Students may also be dismissed at any time that they are not making satisfactory progress toward completion of the degree.

The grade of “Incomplete” will be given only in the case of a serious, unanticipated, and documented emergency that prevents the student from finishing a small part of the course. If a majority of the course cannot be completed, the incomplete will not be given. The student must be passing the course in order to receive an incomplete. The work must be made up within the next semester or it will automatically convert to the grade received without credit for the incomplete work. “Incompletes” do not erase any grades already earned.

UNIVERSITY CENTER FOR EXCELLENCE IN WRITING

<http://www.fau.edu/UCEW/WC/>

LEARNING COMMUNITY

<http://www.fau.edu/class/LearningCommunity/>

TUTORING, STUDY HELP, & ACADEMIC SUPPORT

<http://www.fau.edu/ctl/TutoringStudyHelpAndAcademicSupportStudentResources.php>

CENTER FOR LEARNING AND STUDENT SUCCESS

<http://www.fau.edu/CLASS/>

CAREER DEVELOPMENT CENTER

<http://www.fau.edu/cdc/>

STUDENT INVOLVEMENT AND LEADERSHIP

<http://www.fau.edu/sil/>

If you are having personal problems and need guidance or help, please contact one of the centers listed below:

OFFICE OF HEALTH AND WELLNESS

<http://www.fau.edu/wellness/index.php>

<http://www.fau.edu/wellness/staff.php>

COUNSELING CENTER

<http://www.fau.edu/counseling/>

STUDENT INTERVENTION TEAM

<http://www.fau.edu/studentsindistress/index.php>

<http://www.fau.edu/studentsindistress/aboutus.php>

<http://www.fau.edu/studentsindistress/SITrole.php>

STUDENT CRISIS AWARENESS COMMITTEE

<http://www.fau.edu/studentsindistress/SCACROLE.php>

MCCJ GRADUATE PROGRAM

<http://www.fau.edu/sccj/mccj/>

LIBRARY

<http://www.fau.edu/library/> is the main site, and you can do almost everything at

Searchwise.

- I'd also suggest becoming familiar with the electronic database portal

- <http://www.fau.edu/library/ecollect/ecollect.php> particularly:
- *Criminal Justice Abstracts* | 1968-present. Contains comprehensive coverage of international journals, books, reports, dissertations, and unpublished papers on criminology and related disciplines.
 - *Criminal Justice Collection* | 1980-present | Some Full Text This collection offers more than 700 journals in the legal and criminal justice field.
 - *Criminal Justice Periodicals* | 1981-present | Some Full Text
 - Criminal Justice Periodical Index (CJPI) provides cover-to-cover access for 45 criminal justice journals, plus complete abstracts for over 100 additional titles.
 - *Criminology: A SAGE Full-Text Collection* | 1999-present | Full Text
 - [See Sage Journals Online]