

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST

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

DEPARTMENT: CRIMINOLOGY AND CRIMINAL JUSTICE	COLLEGE: DESIGN AND SOCIAL INQUIRY
COURSE PREFIX AND NUMBER: 603 6021	CURRENT COURSE TITLE: CORRECTIONS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2013	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: CORRECTIONS RESEARCH, POLICY, AND PRACTICE CHANGE PREFIX FROM: _____ TO: _____ CHANGE COURSE NO. FROM: _____ TO: _____ CHANGE CREDITS FROM: _____ TO: _____ CHANGE GRADING FROM: _____ TO: _____ CHANGE DESCRIPTION TO: NO CHANGE	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here.	Departments and/or colleges that might be affected by the change(s) must be consulted and listed here. Please attach comments from each.

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

Approved by: Department Chair: <u>T. V. Hai</u> College Curriculum Chair: <u>[Signature]</u> College Dean: <u>[Signature]</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: _____	Date: <u>9/24/12</u> <u>9/28/2012</u> <u>9/27/12</u> <u>10/10/12</u>	ATTACHMENT CHECKLIST •Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) •Written consent from all departments affected by changes
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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.

CCJ 6021: Corrections Research, Policy, and Practice (3 credits)
Spring Semester: Wednesdays, 6:00 - 8:50 PM
Florida Atlantic University, Boca Raton Campus

Instructor Information

Jeanne B. Stinchcomb, Ph.D.; Professor, Department of Criminology and Criminal Justice, 111 E. Las Olas Boulevard, HEC Building, Rm. 1009E,
(954) 762-5138
e-mail: stinchco@fau.edu.
Since I teach night courses, office hours are generally afternoons in Ft. Lauderdale, but call or e-mail for an appointment at your convenience in Boca.

Course Description

An analysis of policy, theory, and research pertinent to the administration, management, and operation of jails, prisons, and community corrections. Reviews the development of related public policy, current correctional issues, evaluation research, and contemporary correctional trends. During this course, students will examine, analyze, and assess:

1. The formulation, implementation, and impact of policy choices guiding corrections.
2. Administrative challenges ranging from legal issues, to long-range planning, and proactive policy-making in a changing social/political environment.
3. The impact of imprisonment, reintegration into the community, development of privatization, and similar contemporary issues.
4. Evaluation research findings and issues related to correctional practices.
5. Current trends, policies, and issues that have an impact on correctional administration, ranging from professionalization of staff to proactive leadership.

Objectives

This is a competency-based graduate course that emphasizes relevant knowledge, skills, and abilities. Readings and class discussions are therefore designed to achieve specific objectives (competencies), which are provided to students prior to mid-term and final exams. Tests will directly measure these competencies. Because this is a graduate course, however, examinations and assignments emphasize upper-level analytical skills that extend beyond the accumulation of knowledge.

Required Readings

1. Joseph D. Lehman and Lee Ann S. Labecki, "Myth vs. Reality: The Politics of Crime and Punishment and Its Impact on Correctional Administration in the 1990s," in Ted Alleman and Rosemary L. Gido, eds., *Turnstile Justice: Issues in American Corrections* (Upper Saddle River, NJ: Prentice Hall, 1998): 42-70.
2. Jeanne B. Stinchcomb, "The Impact of Sentencing Policies on Corrections," Chapter 2 in *Corrections: Past, Present and Future* (Alexandria, VA: American Correctional Association, 2005): 25-54.
3. Michael Tonry, "Why Are U.S. Incarceration Rates So High?," *Crime and Delinquency*, Vol. 45, (4) October, 1999: 419-437.

4. Jon Irwin and James Austin, "Who Goes to Prison?," in *It's About Time: America's Imprisonment Binge* (Belmont, CA: Wadsworth Publishing, 2001): 19-61.
5. Marc Mauer, "Comparative International Rates of Incarceration: An Examination of Causes and Trends," in Kenneth C. Haas and Geoffrey P. Alpert, *The Dilemmas of Corrections: Multidisciplinary Perspectives* (Long Grove, IL: Waveland Press, 2006): 79-89.
6. Marc Mauer, "Racial Disparity and the Criminal Justice System: An Assessment of Causes and Responses," in Kenneth C. Haas and Geoffrey P. Alpert, *The Dilemmas of Corrections: Multidisciplinary Perspectives* (Long Grove, IL: Waveland Press, 2006): 98-119.
7. Michael Tonry, "Reconsidering Indeterminate and Structured Sentencing," *Sentencing and Corrections: Issues for the 21st Century* (Washington, DC: National Institute of Justice, September, 1999): 1-10.
8. Michael Tonry, "Stated and Latent Functions of ISP," *Crime and Delinquency*, Vol. 36 (1), January, 1990: 174-191.
9. Jeanne B. Stinchcomb, "From Optimistic Policies to Pessimistic Outcomes: Why Won't Boot Camps either Succeed Pragmatically or Succumb Politically?," *Journal of Offender Rehabilitation*, Vol. 40 (3), 2005: 27-52.
10. Donald Cochran, "The Long Road from Policy Development to Real Change in Sanctioning Practice," in James M. Byrne, Arthur J. Lurigio, and Joan Petersilia, eds., *Smart Sentencing: The Emergence of Intermediate Sanctions* (Newbury Park, CA: Sage, 1992): 307-318.
11. Ellen Schall and Ellen Neises, "Managing the Risk of Innovation: Strategies for Leadership," *Corrections Management Quarterly*, Vol. 2 (4), 1998: 46-55.
12. Ben M. Crouch and James W. Marquart, "Resolving the Paradox of Reform: Litigation, Prisoner Violence, and Perceptions of Risk," in James W. Marquart and Jonathan R. Sorensen, eds. *Correctional Contexts: Contemporary and Classical Readings* (Los Angeles: Roxbury Publishing, 1997): 258-271; (reprinted from *Justice Quarterly* 7, 1990:103-122).
13. Philip J. Cooper, "Prisons: The Cruel and Unusual Punishment Controversy," in Timothy J. Flanagan, James W. Marquart, and Kenneth G. Adams, *Incarcerating Criminals: Prisons and Jails in Social and Organizational Context* (New York: Oxford University Press, 1998): 59-70.
14. James W. Marquart and Ben M. Crouch, "Judicial Reform and Prisoner Control: The Impact of *Ruiz v. Estelle* on a Texas Penitentiary," in Timothy J. Flanagan, James W. Marquart, and Kenneth G. Adams, *Incarcerating Criminals: Prisons and Jails in Social and Organizational Context* (New York: Oxford University Press, 1998): 70-90.
15. Bert Useem and Peter Kimball, "Causes and Effects of Prison Riots," Ch. 10 in *States of Siege: U.S. Prison Riots, 1971-1986*, (New York: Oxford University Press, 1989): 218-231.
16. James Houston, "Unit Management in a Correctional Institution," in Ted Alleman and Rosemary Gido, *Turnstile Justice: Issues in American Corrections* (Upper Saddle River, NJ: Prentice Hall, 1998): 110-125.
17. "Has the Privatization Concept Been Successful?," in Charles B. Fields, ed., *Controversial Issues in Corrections* (Boston: Allyn and Bacon, 1999): 105-122.
18. Eric Schlosser, "The Prison Industrial Complex," *The Atlantic Monthly* (December, 1998): 51-71.
19. Robbin S. Ogle, "Prison Privatization: An Environmental Catch-22," *Justice Quarterly*, Vol. 16 (3) 1999: 579-590.

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20. Charles H. Logan, "Criminal Justice Performance Measures for Prisons," in Timothy J. Flanagan, James W. Marquart, and Kenneth G. Adams, *Incarcerating Criminals: Prisons and Jails in Social and Organizational Context* (New York: Oxford University Press, 1998): 260-68.
21. William D. Burrell, "Probation and Public Safety: Using Performance Measures to Demonstrate Public Value," *Corrections Management Quarterly*, Vol. 2 (3) 1998: 61-69.
22. David P. Farrington, Anthony Petrosino, and Brandon C. Welsh, "Systematic Reviews and Cost-Benefit Analyses of Correctional Interventions," *The Prison Journal*, Vol. 81 (3) September, 2001: 339-359.
23. Doris L. MacKenzie, "Evidence-based Corrections: Identifying What Works," *Crime and Delinquency*, Vol. 46 (4) October, 2000: 457-471.
24. Patricia Van Voorhis, "Correctional Effectiveness: The High Cost of Ignoring Success," in Martin D. Schwartz and Lawrence F. Travis, eds., *Corrections: An Issues Approach* (Cincinnati: Anderson Publishing, 1997): 237-248.
25. Ted Palmer, "Martinson Revisited," *Journal of Research in Crime and Delinquency*, July, 1975: 133-152.
26. Paul Gendreau, "Offender Rehabilitation: What We Know and What Needs to be Done," *Criminal Justice and Behavior*, Vol. 23 (1) March, 1996: 144-61.
27. Dora Schiro, "Correcting Corrections: Missouri's Parallel Universe," *Sentencing and Corrections: Issues for the 21st Century* (Washington, DC: National Institute of Justice, May, 2000): 1-7.
28. Michael Dow Burkhead, "The Science of Sin: Correctional Treatment in the 21st Century," in *The Treatment of Criminal Offenders: A History* (Jefferson, NC: McFarland & Company, 2007): 165-180.
29. Joan Petersilia, "Improving Corrections Policy: The Importance of Researchers and Practitioners Working Together," in Alan T. Harland, ed., *Choosing Correctional Options that Work: Defining the Demand and Evaluating the Supply* (Thousand Oaks, CA: Sage, 1996): 223-31.
30. John J. DiIulio, "Improving Institutional Management," in *No Escape: The Future of American Corrections* (New York: Basic Books, 1991): 38-59.
31. Jeanne B. Stinchcomb, "Developing Correctional Officer Professionalism: A Work in Progress," *Corrections Compendium*, Vol. 25 (5), 2000: 1-4; 18-19.
32. Jeanne B. Stinchcomb, *Corrections: Past, Present, and Future* (Lanham, MD: American Correctional Association, 2005): 574-92.

Reading assignments may be revised at the discretion of the instructor.

Incomplete

An incomplete will be assigned only in a serious, unanticipated, and documented emergency that physically prevents the student from taking the final exam. It must be made up within the next semester or it automatically converts to the grade calculated without credit for the incomplete work.

Examinations

The format for examinations will be open-ended discussion, analysis, or completion items, along with multi-option multiple choice questions. Competencies will be provided as a study guide for exams. Since this is a graduate course, testing emphasizes the application of principles and analysis of concepts, rather than the memorization of facts. *All students are expected to take exams on the dates scheduled.* Everyone is reminded that high personal ethics are emphasized in this course. Cheating on examinations is a very serious offense. In addition to a failing grade, the university penalties are severe for engaging in such activities.

Grading Procedures

25% = Mid-term exam

20% = Written assignment #1 (explained in a separate handout)

20% = Written assignment #2 (explained in a separate handout)

30% = Final exam

5% = In-class written exercises

100%

Grade Distribution

A =	95 -100	C =	73 - 76
A- =	90 - 94	C- =	70 - 72
B+ =	87 - 89	D+ =	67 - 69
B =	83 - 86	D =	63 - 66
B- =	80 - 82	D- =	60 - 62
C+ =	77 - 79	F =	below 60

Attendance

It is assumed that graduate students are responsible, mature adults who arrive on time and notify the instructor whenever they anticipate being absent from class. If that does not prove to be the case, a more specific attendance policy will be established. In any event, students are responsible for all information covered and any assignments made in every class.

Class Participation

Up to three (3) bonus points can be earned for consistent, active, and meaningful participation in classroom discussions throughout the course. Also, anyone who exceeds 5 points on the in-class written exercises can apply the additional credit to bonus points. Students can earn a maximum of 3 total bonus points through the combination of class participation and/or additional written exercises. This is the only opportunity for earning extra credit.

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Schedule of Assignments

Assignments are to be read *before* the date listed, so that students will be prepared to discuss the topic on the dates indicated.

January 7	TOPIC:	Introductions; review of course requirements; historical overview of significant correctional policy developments
January 14	TOPIC:	Correctional policy and politics
	READINGS:	Articles #1-2
January 21	TOPIC:	Myths and realities of current incarceration policies
	READINGS:	Articles #3-5
January 28	PROPOSAL DUE	
	TOPIC:	Sentencing policies
	READINGS:	Articles #6-7
February 4	TOPIC:	Correctional leadership and innovation
	READINGS:	Articles #8-11
February 11	TOPIC:	Prison litigation
	READINGS:	Articles #12-14
February 18	TOPIC:	Prison reform
	READINGS:	Articles #15-16
February 25	MID-TERM EXAM	(NOTE: If it has not already been completed, this is also the point by which you must select your home confinement dates or notify the instructor of your decision to complete the alternate assignment).
March 4		Spring Break
March 11		Internet assignment
March 18	TOPIC:	Privatization
	READINGS:	Articles #17-19
March 25	ARTICLE REVIEW DUE	(be sure to attach a copy of the article)
	TOPIC:	Evidence-based practices
	READINGS:	Articles #20-22
April 1	TOPIC:	Correctional effectiveness
	READINGS:	Articles #23-25
April 8	TOPIC:	Correctional effectiveness (continued)
	READINGS:	Articles #26-28

- April 15 **HOME CONFINEMENT PROJECT (OR ALTERNATIVE RESEARCH ASSIGNMENT) DUE**
TOPIC: Improving policy and practice
READINGS: Articles #29-30
- April 22 TOPIC: Improving policy and practice (continued)
READINGS: Articles #31-32
- April 29 **FINAL EXAM**

Syllabus subject to change.

Regulation 4.001 Code of Academic Integrity. Students at Florida Atlantic University are expected to maintain the highest ethical standards. 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. 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.

As a check against plagiarism and other forms of academic irregularity, students are required to submit all written products (both assignments) to *turnitin.com*, an Internet-based, plagiarism-detection service. A separate handout describes procedures for submitting your work to *turnitin*. *Please note that turnitin will accept only one electronic file from each student, so do not break your paper up into separate documents.* (All submitted papers will be included as source documents in the *turnitin* reference database solely for the purpose of detecting plagiarism, with use subject to the terms and conditions posted on the *turnitin.com* website). To access the system, you will need an access code and password.

The class ID code is 2548372

The password is CORRECTIONS (Note: ALL CAPS)

NOTE: Electronic submission of your paper to turnitin does *not* substitute for also submitting a hard copy in class. However, papers will not be graded until they have been submitted to turnitin. To avoid a late penalty, both the electronic version and the in-person hard copy must be submitted by the due dates.

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

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semester or it will automatically convert to the grade received without credit for the incomplete work. "Incompletes" do not erase any grades already earned.

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, LA 240 (954-236-1222); or in Jupiter, SR 110 (561-799-8010)– and follow all OSD procedures.

Recording of classes will not be allowed without permission from the professor or as part of disabilities requirements.



FLORIDA ATLANTIC UNIVERSITY
SCHOOL OF CRIMINOLOGY & CRIMINAL JUSTICE

Approved by:	Date:
School Director: <u>William V. V. V. V. V.</u>	<u>9/24/2012</u>
College Curriculum Chair: <u>[Signature]</u>	<u>9/28/2012</u>
College Dean: <u>[Signature]</u>	<u>9/27/12</u>
UGPC Chair: _____	_____
Graduate College Dean: _____	_____

To: Graduate Programs Committee University

From: Dr. Khi Thai, Director, School of Criminology and Criminal Justice
Contact Person: Dr. Rachel Santos, Graduate Coordinator

RE: Forms and Syllabi for Course Name and Course Description Changes

Date: September 20, 2012

In Spring 2012, the School of Criminology and Criminal Justice revised its Masters of Science in Criminology and Criminal Justice (MSCCJ) program with full approval from all levels of the university. However, due to time constraints, syllabi were not prepared for seven of the courses for which changes were necessary to only their names and/or their course descriptions.

Thus, this packet contains the forms and the required syllabi for only those seven courses that still require their names and/or descriptions to be changed to match the rest of the program changes that have already been approved. Note that the course descriptions have been changed primarily to match the new course name and adhere to the required three line maximum for the university catalog. The substance of the courses has not been changed.

The following are a list of the courses with their original course numbers that have not been changed and their NEW names that are being proposed for change. A note in [brackets] highlights the necessary changes for a particular course.

1. CCJ 6056 Understanding Criminal Behavior [Name and Course Description Change]
2. CCJ 6902 Criminal Justice Research and Policy Foundations [Name and Course Description Change]
3. CJC 6021 Correction Research, Policy, and Practice [Name Change Only]
4. CJJ 6046 Juvenile Justice Research, Policy, and Practice [Name Change Only]
5. CCJ 6142 Restorative Justice Research, Policy, and Practice [Name and Course Description Change]
6. CCJ 6456 Leadership in Criminal Justice Agencies [Name and Course Description Change]
7. CCJ 6485 Applying Criminal Justice Theory, Research, and Policy [Name and Course Description Change]