

New Graduate Course Proposal

Course Title

Course Title: * Community Reentry and Integration

Proposed Banner Abbreviation: * Comm. Reentry & Integration

Banner limit of 30 characters, including punctuation, spaces, and special characters.

Department/Committee Information

The main contact person for the Graduate Curriculum Committee should fill out this form.

Requestor Name: * Eileen Kirk

Members of the Graduate Curriculum Committee: David Weiss, Eileen Kirk, Katherine Hazen, Randall Grometstein, Richard Wiebe, Marcel Beausoleil

Department / Unit Developing: * Behavioral Sciences

Department Chair: * Dr. Richard Wiebe * rwiebe@fitchburgstate.edu

Academic Dean: Dr. Sara Levine slevine@fitchburgstate.edu

Program Chair The Program Chair for this request is among the people listed above.
* Yes
 No

Course Information

Course Description

* Returning citizens, or individuals who have completed their sentence in a correctional facility and return to the community, are faced with numerous challenges to successful reentry and integration. This course will provide students with an in-depth analysis of the issues impacting reentry of returning citizens, including employment, treatment, family reunification, and housing. Students will also examine public policy that challenge and promote successful reentry and integration, as well as identify resources and strategies to support reentry of returning citizens.

Course Objectives

This course has been designed to help you achieve the following objectives:

- To appreciate the extent to which criminal justice reentry effects returning citizens, family, and the communities to which they return
- To explore the different challenges to reentry, including housing, employment, and participation in civic and community activities
- To appreciate the stigma associated with criminal justice involvement and how it effects reentry and integration
- To examine factors that influence desistence and recidivism of returning citizens
- To critically examine public policy that contribute to barriers to reentry and integration
- To discover resources both nationally and locally that offer reentry and integration services
- To examine strategies that support reentry and integration for returning citizens, their family members, and the community

Rationale and expected outcomes of offering the Course

* Over the last several decades, the number of individuals involved with the criminal justice system has risen exponentially in the United States, and significant attention has been given to the growth in incarceration and the phenomenon of mass incarceration. Less attention, however, is given to the impact of reentry of returning citizens following incarceration. Approximately 95% of individuals who are incarcerated will return to home. The course offers graduate students the opportunity to explore challenges faced by returning citizens and identify resources that professionals in the field of criminal justice may utilize to support reentry.

What are the Learning Outcomes for the Course?

The learning outcomes for the course are:

- Describe the scope to which mass incarceration impacts communities
- Examine challenges to reentry of returning citizens and their families
- Critically think about existing policies that may promote or hinder reentry and integration
- Identify professionals and stakeholders in the field of reentry
- Build a list of local resources that promote and assist in reentry and integration
- Problem-solve solutions to practical issues and policy concerns related to offender reentry
- Effectively communicate knowledge and ideas about reentry and integration using a range of written and data presentation techniques

Number of Credits: * 3

Discipline Prefix or Prefixes:

* CJ

Brief rationale if more than one prefix:

Level of Course:

- * 7000
 8000
 9000

Brief rationale for level choice::

Course deliverables in syllabus (interview/agency project and policy proposal) inform level selected

The course will be:

- Requirement
 Elective

Elective or Requirement Note/Special:

Course is a requirement for the proposed Community Justice concentration in Professional Studies

Is there a similar undergraduate course?

- * Yes
 No

Does this course affect offerings in any other department or program?

- * Yes
 No

Course Enrollment

Expected Average Enrollment:

* 20

This course is a replacement for:

Course # / Name

Has the course been offered previously as a "Topics" course?

- * Yes
 No

Is this an Extended Campus Course?

- * Yes
 No

Which semester will this course be offered for the first time?:

* Spring 2024

How often thereafter to be offered?:

* Annually

Course Requirements

Prerequisite course(s) if any:

Additional Requirements

Laboratory Hours:

Fieldwork Hours:

Pre-Practicum Hours:

Practicum Hours:

Other Requirements (specify):

Syllabus Upload

New Course Syllabus Upload:

Community Reentry & Integration Syllabus.pdf

Signatures

Click on the **Submit Form** button at the bottom of the page after you have signed the form. You should receive an email confirmation that your signature has been completed.

...3233383039

Eileen Kirk

Requester Signature

03/03/2023

Date

...3834383136

Sara Levine

Academic Dean Signature

03/03/2023

Date

...3930303530

Richard Wiebe

Department Chair Approval

03/03/2023

Date

...3837353136

Becky Copper Heng

SGOCE Dean Signature

03/31/2023

Date

Graduate Council

The Graduate Council Chair Signature indicates that the Council has discussed this proposal and has decided it should move forward.

Graduate Council Chair Signature Date

Notifications

Approval of the President

Date

SGOCE Dean Initials

Date

Reviewed by the Registrar:

Date

Fitchburg State University
Behavioral Sciences Department, Criminal Justice Program
CJ 8XXX: Community Reentry and Integration
Online Asynchronous

Instructor: Professor Eileen Kirk
Office: McKay 226
Email: ekirk@fitchburgstate.edu
Office Hours: TBD

Course Description:

Returning citizens, or individuals who have completed their sentence in a correctional facility and return to the community, are faced with numerous challenges to successful reentry and integration. This course will provide students with an in-depth analysis of the issues impacting reentry of returning citizens, including employment, treatment, family reunification, and housing. Students will also examine public policy that challenge and promote successful reentry and integration and identify resources and strategies to support reentry of returning citizens.

Course Objectives:

This course has been designed to help you achieve the following objectives:

- To appreciate the extent to which criminal justice reentry effects returning citizens, family, and the communities to which they return
- To explore the different challenges to reentry, including housing, employment, and participation in civic and community activities
- To appreciate the stigma associated with criminal justice involvement and how it effects reentry and integration
- To examine factors that influence desistence and recidivism of returning citizens
- To critically examine public policy that contribute to barriers to reentry and integration
- To discover resources both nationally and locally that offer reentry and integration services
- To examine strategies that support reentry and integration for returning citizens, their family members, and the community

Required Text:

Two books are required for this course:

- Burton, S., & Lynn, C. (2019). *Becoming Ms. Burton: From prison to recovery to leading the fight for incarcerated women*. The New Press.
- Harding, D. J., Morenoff, J. D., & Wyse, J. J. (2019). *On the outside: Prisoner reentry and reintegration*. University of Chicago Press.

Additional readings/podcasts/documentaries are posted on Blackboard and/or listed in the syllabus.

Course Requirements (Total 1000 points): Three elements contribute to the final course grade, described below.

1. **Ms. Burton commentary (300 points):** Students are expected to read *Becoming Ms. Burton: From prison to recovery to leading the fight for incarcerated women* over the course of the semester and participate in Blackboard discussions. Specifically, students are expected post observations to six of the seven assigned *Becoming Ms. Burton* readings over the course of the semester (180 points total; 30 points each) and respond to six posts by other students (120 points total; 20 points each).
2. **Reentry agency assignment (350 points):** Students are expected interview a professional working in reentry services. Students can identify a reentry professional using their own resources or through class resources, such as the “Coming Home Directory” posted as a Week 5. There will be three elements to this assignment:
 - a. Interview questions – Draft questions to be shared with the class (50 points);
 - b. Interview report – Write a report that describes the work of the agency of the interviewee, interview write-up, and reflection on interview (200 points); and
 - c. Presentation to the class – Record short video (5-6 min) on agency and interview to be shared with the class (100 points).
3. **Policy proposal (350 points):** Students are expected to develop a policy proposal to promote successful reentry an integration. The proposal should be 12-15 page double-spaced paper (excluding references). Students are expected to defend the proposal with relevant class readings and additional supporting literature. There are two elements to this assignment:
 - a. Proposal paper – The written report is due during finals time (250 points); and
 - b. Proposal presentation – Record short video (5-6 min) outlining the policy proposal to be shared with the class (100 points).

Class Policies:

Academic Integrity Policy. Following is an excerpt from the FSU Academic Integrity Policy. The full policy can be found in the Student Handbook which can be downloaded from the Student Affairs webpage: <https://www.fitchburgstate.edu/student-support/student-affairs>.

Every member of the university community is expected to maintain the highest standards of academic integrity. A student shall not submit work that is falsified or is not the result of the student's own effort. A student who is in doubt regarding standards of academic integrity in a course or assignment should consult the faculty member responsible for that course or assignment before submitting the work. A student's lack of understanding of the academic integrity policy is not a valid defense to a charge of academic dishonesty.

Late submissions. Unexcused late submissions and missed exams will automatically be deducted by 10% of the total points available for the first day late. If one week late, unexcused late submissions will automatically be deducted by 25% of total points available. Based on tardiness of submission, assignments may be deducted up to 50% of the total points available.

Health and Safety:

Students are expected to comply with the health and safety protocols outlined by Fitchburg State University as related to Covid-19. This includes complying with vaccination and masking requirements, and testing protocols, if appropriate. For more details, please see details on Covid-19 protocols at: <https://www.fitchburgstate.edu/student-support/health-and-wellness/student-access-health-care/coronavirus-information-2022-23>.

Disability Services:

<https://www.fitchburgstate.edu/student-support/disability-services>

Fitchburg State University is committed to providing equitable access to learning opportunities to students with documented disabilities (e.g., mental health, attentional, learning, chronic health, sensory, or physical). Individuals who have any situation/condition, either permanent or temporary, which might affect their ability to perform in class or access class materials, are encouraged to register with Disability Services. Please contact the Director of Disability Services to engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom. Accommodations are not provided retroactively. Students are encouraged to register with Disability Services as soon as they begin their program. Fitchburg State University encourages students to access all resources available through Disability Services for consistent support and access to their programs. More information can be found online at www.fitchburgstate.edu/disability, or by visiting Disability Services at Hammond Hall 303 or contacting them via phone at 978-665-4020, or via email at disabilityserviceslist@fitchburgstate.edu. If you have a letter of disability from Disability Services, please share with the instructor to support accommodations.

Academic Support:

<https://www.fitchburgstate.edu/student-support/academic-support>

FSU offers academic and support services to the Academic Coaching and Tutoring Center and the TRIO Student Support Services Program.

Title IX:

<https://www.fitchburgstate.edu/about/campus-planning-and-policies/equal-opportunity-diversity-and-affirmative-actiontitle-ix>

Fitchburg State University is committed to a policy of non-discrimination, equal opportunity, diversity, and affirmative action. We strive for a campus free from all forms of sexually harassing and violent behavior. The University is dedicated to providing an educational, working, and living environment for students, employees, and other members of the campus community.

**** Syllabus adjustments:** The instructor reserves the right to amend this syllabus, as needed. Students will be notified via email and announcement in class if revisions are made. **

Date	Topic	Readings
Week 1	Course introductions	N/A
Week 2	State of criminal justice involvement	Enns, P. K., et al. (2019). What percentage of Americans have ever had a family member incarcerated?: Evidence from the family history of incarceration survey (FamHIS). <i>Socius</i> , 5, 2378023119829332.
Week 3	Factors of incarceration	Harding et al., Introduction & Chapter 1 Burton & Lynn, Introduction
Week 4	Transition home	Harding et al., Chapter 2 Burton & Lynn, Part I, Chapters 1-4
Week 5	Community supervision & reentry resources	Dawley, et al. (2022). Promoting success on community supervision: Strategies for improving outcomes and reducing revocations. Crime and Justice Institute report. Resource: "Coming home directory": https://www.cominghomedirectory.org/
Week 6	Housing	Harding et al., Chapter 3
Week 7	Housing (continued)	McKernan, P. (2017). Homelessness and prisoner reentry: Examining barriers to housing stability and evidence-based strategies that promote improved outcomes. <i>Journal of community corrections</i> , 27(1), 7-14. Burton & Lynn, Part I, Chapters 5-9
Week 8	Role of families	Harding et al., Chapter 4
Week 9	Neighborhood context	Harding et al., Chapter 5 Burton & Lynn, Part I, Chapters 10-14
Week 10	Reentry resources presentations	N/A Reentry agency paper and presentation due!

Date	Topic	Readings
Week 11	Education & employment	Harding et al. Chapter 6 Pager, D., Bonikowski, B., & Western, B. (2009). Discrimination in a low-wage labor market: A field experiment. <i>American sociological review</i> , 74(5), 777-799.
Week 12	Education & employment (continued)	Oakford, P., Brumfield, C., Goldvale, C., diZerega, M., & Patrick, F. (2019). Investing in futures: Economic and fiscal benefits of postsecondary education in prison. Burton & Lynn, Part I, Chapters 15-18
Week 13	Women and reentry	Leverentz, A. (2010). People, places, and things: How female ex-prisoners negotiate their neighborhood context. <i>Journal of Contemporary Ethnography</i> , 39(6), 646-681. Burton & Lynn, Part II, Chapter 19-23
Week 14	New Way of Life program	Burton & Lynn, Part II, Chapter 24-39
Week 15	Class wrap-up;	N/A Policy proposal presentation due!