

## New Graduate Course Proposal

### Course Title

Course Title: \* Beyond Incarceration: Community Justice Practices in Corrections

Proposed Banner Abbreviation: \* Beyond Incarceration

*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: \* David Weiss

Members of the Graduate Curriculum Committee:  
David P. Weiss, Chair  
Randall Grometstein  
Richard Wiebe  
Kate Hazen  
Eileen Kirk  
Marcel Beausoleil, Adjunct

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

\*This course considers the present and future of corrections, community justice, and rehabilitation in the United States through a problem-solving approach. This course will provide an overview of current and emerging theory and application of best practices, policy and ongoing prison reform, community justice, and the connection between correction practices and rehabilitation through a humanistic lens. This course will consider contemporary topics including but not limited to mental health and community justice; trauma-informed justice; the evolution of intervention, evaluation, and research in community justice; the sociology of correctional environments and impact on behavior; global perspectives and intervention on community justice; and interdisciplinary approaches to balancing security and care.

#### Course Objectives

#### Rationale and expected outcomes of offering the Course

1. Analyze and contrast US correctional policy with global correctional policy
2. Analyze the strengths and weaknesses of a person-centered rehabilitative model of justice
3. Apply and integrate a trauma-informed model of care into practice
4. Assess and address current issues in the field of institutional and community-based corrections
5. Practice skills of critically analyzing, interpreting, and changing policies and laws at local, state, and national levels that influence service delivery systems, in comparison to systems in other countries
6. Identify and analyze interdisciplinary and innovative macro-level approaches to contemporary issues in corrections

What are the Learning Outcomes for the Course?

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: \* Students will complete advanced case studies which will require policy analysis, as well as interview a professional in the community corrections field or a previously-incarcerated individual.

The course will be:  Requirement  Elective

Elective or Requirement Note/Special:

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?: \* SU23

How often thereafter to be offered?: \* Annually

Course Requirements

Prerequisite course(s) if any: none

Additional Requirements Laboratory Hours: 0 Fieldwork Hours: 0

Pre-Practicum Hours: 0 Practicum Hours: 0

Other Requirements (specify): Interviewing of a field professional or previously-incarcerated individual; approx. 2 hrs.

Syllabus Upload

New Course Syllabus Upload: Beyond Incarceration\_Syllabus\_KRyan.docx

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.

David Weiss 03/06/2023 Requester Signature Date

Sara Levine 03/07/2023 Academic Dean Signature Date

Richard Wiebe 03/06/2023 Department Chair Approval Date

Becky Copper Heng 03/31/2023 SGOCE Dean Signature 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**

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Approval of the President

Date

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SGOCE Dean Initials

Date

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Reviewed by the Registrar:

Date



# FITCHBURG STATE UNIVERSITY

Beyond Incarceration: Community Justice Practices in Corrections

**(CJ 8xxx CRN: xxxxx)**

Department of Behavioral Sciences, Criminal Justice Graduate Program

Summer 2023

**Instructor:** Kori Ryan, Psy.D. (*she, her*)

**Office + Hours:**

**Contact:** 978.665.4148 (please leave a message); kryan33@fitchburgstate.edu

## **Course Description**

This course considers the present and future of corrections, community justice, and rehabilitation in the United States through a problem-solving approach. This course will provide an overview of current and emerging theory and application of best practices, policy and ongoing prison reform, community justice, and the connection between correction practices and rehabilitation through a humanistic lens. This course will consider contemporary topics including but not limited to mental health and community justice; trauma-informed justice; the evolution of intervention, evaluation, and research in community justice; the sociology of correctional environments and impact on behavior; global perspectives and intervention on community justice; and interdisciplinary approaches to balancing security and care.

## **Course Objectives**

*Upon completion of this course, students will be able to:*

1. Analyze and contrast US correctional policy with global correctional policy
2. Analyze the strengths and weaknesses of a person-centered rehabilitative model of justice
3. Apply and integrate a trauma-informed model of care into practice
4. Assess and address current issues in the field of institutional and community-based corrections
5. Practice skills of critically analyzing, interpreting, and changing policies and laws at local, state, and national levels that influence service delivery systems, in comparison to systems in other countries
6. Identify and analyze interdisciplinary and innovative macro-level approaches to contemporary issues in corrections

**Textbooks: TBD**

**Assigned readings will be posted/available via Blackboard**

### ***Instructional Methods***

To maximize your mastery of the learning objectives, various methods will be used to encourage your active participation in the class:

**Assigned readings** will prepare the student for class work and material;

**Lectures** will clarify text material and introduce new material;

**Discussions** in large and small groups will provide the opportunity to reflect upon, clarify, and apply lecture material and assigned readings

**Experiential exercises** will allow for engagement in the material via active learning

**Case studies** and **videos** to illustrate and apply information

### ***Course Assignments***

<b>Assignment/Activity</b>	<b>% of Grade</b>	<b>Description</b>
Case Studies	30%	Students will complete 2 case study/policy analyses
Reflective Responses/Discussion Boards	10%	Students will respond to module-based discussion board questions and reflect up on the course material
Interview Assignment	20%	Students will complete an interview assignment with a professional in the field, or someone formerly incarcerated
Training Presentations	40%	Students will create a high-quality training presentation on a topic relevant to the course
Total:	100%	

## Class Schedule

(Please note: The instructor retains the right to make changes to the syllabus as necessary. All changes will be announced in class and on blackboard. You are responsible for any changes to the course schedule or syllabus.)

<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
Module 1	<b>History of Corrections and Current Best Practices</b> Overview of History of Corrections <ul style="list-style-type: none"> <li>• Why reform? What happened?</li> <li>• MA CJ Reform act of 2018</li> <li>• US Reform</li> <li>• Global prison reform (comparative practices between the US and other counties)</li> </ul>	<i>DB/Reflection Questions</i>
Module 2	<b>Moving Toward a Person-Centered Rehabilitative Model of Justice</b> <ul style="list-style-type: none"> <li>• Trauma informed community justice and an interdisciplinary approach to care</li> <li>• A humanistic approach to justice</li> <li>• Sensitive needs populations               <ul style="list-style-type: none"> <li>○ LGBTQ+</li> <li>○ Aging/compassionate care</li> <li>○ Women</li> <li>○ Parents</li> <li>○ Racial/ethnic identity</li> <li>○ Persons with disabilities</li> <li>○</li> </ul> </li> </ul>	DB/Reflection Questions Case Study #1
Module 3	<b>Risk Assessment</b> <ul style="list-style-type: none"> <li>• Risk, Needs, Responsivity Model</li> <li>• Mental Health of inmates and correctional officers</li> <li>• The sociology of the prison</li> <li>• Training models</li> <li>• Suicide</li> <li>• Hiring reform and the complexities of the worker in community justice</li> <li>• Security versus Case Management</li> </ul>	<i>DB/Reflection Questions Due</i> <i>Case Study #2 Due</i>

<p>Module 4</p>	<p><b>Interventions, Policy, Evaluation, and Research</b></p> <ul style="list-style-type: none"> <li>• Considering a micro, meso, macro approach</li> <li>• Current practice community justice interventions and reform</li> <li>• Key players in the legal system</li> <li>• Specialty courts and diversion</li> <li>• Reentry and recidivism</li> <li>• Current models in community justice from entry to exit</li> </ul>	<p><i>DB/Reflection Questions Due</i> <i>Interview Assignment Due</i></p>
<p>Week 5</p>	<p><b>Future Directions</b></p> <ul style="list-style-type: none"> <li>• Future directions in community justice interventions and reform</li> <li>• Anticipating future correctional needs</li> </ul>	<p><i>DB/Reflection Questions Due</i> <i>Training Presentation Due</i></p>

## Course Policies

### Attendance

This is an online course, so attendance is monitored via module submissions.

### Assignments Submissions

- All assignments are expected to be completed on the identified due date by 11:59 pm. Late assignments will be marked down 5 points for each day overdue.
- It is always better to have some points than no points – sometimes it makes more sense to take a late penalty and do a better job.
- If you are absent when an assignment is due, you are still expected to submit it via Blackboard on the day it is due.

### Communication

Communication will be done through your Fitchburg State email account. Please be sure your account is up to date and please check your email regularly. Assignments and announcements on Blackboard, so be sure to check frequently for updates.

### Modifications to Syllabus

You are responsible for any/all changes to the syllabus announced during any class, announced in an email or posted on Blackboard; absence from class does not exempt you from this responsibility.

### Academic Integrity

I will follow the university's policies on academic integrity, as outlined in the Code of Conduct and Disciplinary Processes Handbook, which may be downloaded at:

(<http://www.fitchburgstate.edu/judicial/campuspolicies.cfm>).

### Professionalism Statement:

In this class, program, and department, we are committed to inclusive practices, meaning we embrace sociocultural identity and diversity in all forms. I believe inclusive teaching is respecting the diverse strengths and needs of individuals and groups through a transparent, involved relationship to obtain stated goals and objectives in a learning environment.

Inclusive teaching is about appreciating self-determination, listening, engaging, and understanding. I believe in setting high expectations for you, and helping you to achieve them.

My goal as your instructor is to respect your social and cultural identity, and work with you to achieve your goals in a professional and inclusive environment. My intention as your instructor is to work with you to understand and appreciate where you are academically and personally, as comfortable as you are with sharing. I expect members of the class to also consider and respect the experiences of their classmates, keep an open mind, and work to identify and challenge our biases and stereotypes of others.



If you find...

- classroom discussions and readings are stirring up uncomfortable feelings and conflicts that you may prefer not to discuss openly in class,
- you have a specific pronoun or alternative to your legal name that you wish you use,
- you have disability accommodations or need them,
- if you are experiencing health, family, financial, or any other concerns that you believe will impact your class performance,
- that additional accommodations need to be discussed,

please speak with me rather than suffer in silence. I sincerely request professionalism and respect of all members of the class, as the topics we discuss can be difficult to explore. Please do not hesitate to contact or discuss these concerns with me via email or in person. You may also contact Dr. Richard Wiebe, chair of the department of behavioral sciences, at [rwiebe@fitchburgstate.edu](mailto:rwiebe@fitchburgstate.edu) . I also encourage use of the University Counseling Center, and the Academic Coaching and Tutoring Center.

### **Students with Disabilities**

Fitchburg State University encourages the full participation of individuals with disabilities in all aspects of campus living and learning. To support access and inclusion, FSU offers reasonable accommodations to students who have documented disabilities. If you require accommodations for this class, please provide me with a copy of your Accommodation Agreement as soon as possible so that we can discuss your specific needs. Any information that you share with me will be held in confidence, unless you give me permission to do otherwise. If you require academic accommodations but do not have an Accommodation Agreement, please contact Disability Services as soon as possible to establish your eligibility for services.

### **Grading Policy**

*(Please note, I follow the Fitchburg State University Grading Policy)*

4.0	=	95 + %
3.7	=	92-94%
3.5	=	89-91%
3.3	=	86-88%
3.0	=	83-85%
2.7	=	80-82%
2.5	=	77-79%
2.3	=	74-76%
2.0	=	71-73%
1.7	=	69-70%
1.5	=	67-68%

*When a grade falls between intervals and the decimal is 0.5 or greater, the grade will be rounded to the higher number (e.g., a grade of 85.5 would translate to a 3.3 rather than a 3.0).*