

UNIVERSITY CURRICULUM COMMITTEE

4/30/99 Gen. Ed. Subcommittee

APPROVED

NOT APPROVED

COMMENTS:

W-I states, + new HEGIS number for W-I section

Jametta Reeves
SIGNATURE

5/12/99
DATE

SENATE

Date announced at Senate 5/11/99

Voted upon at Senate:

Approved

Not Approved

Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:

STUDENT CREDIT HOURS _____ FACULTY LOAD HOURS _____ EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST

C. M. Otteson 5/26/99

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED 2105.116

DATE/SIGNATURE OF REGISTRAR

Robert A. Kulat 6/8/99

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSONS

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

**Application for Inclusion as Writing Intensive Course for:
Introduction to Corrections (22105115)**

1. Details:

- a. **Course Title:** Introduction to Corrections *JLS-116*
- b. **Sponsor:** Michael S. Vigorita, Law and Justice
- c. **Credit Hours:** 3
- d. **Course Level:** Freshman/Sophomore
- e. **Prerequisites:** 1501:112 (College Comp. II)
- f. **When Offered:** The course with the writing intensive designation will be offered once per year.
- g. **Curricular Effect:** The course's implementation will not affect other school or departmental course offerings. The Law and Justice department will continue to offer the same number of Corrections classes.
- h. **Staff Effects:** The implementation will not add any additional costs to the College or the Department.
- i. **Library Resources:** There are no additional library resources needed with this course.

2. Rationale

Criminal justice is a writing intensive discipline. We believe our majors should have as much writing experience as possible. Further, such a change will allow our students to better meet the University requirement of writing intensive courses.

3. Essence of the Course

- a. **Objectives:** The students will have mastery of correctional theory and practice. The student will understand the theoretical, political, and operational ramifications of correctional policies and laws.
- b. **Topical Outline:** Please see the attached syllabus.

- c. **General Writing Requirements:** At minimum the students will be required to write a detailed research paper. Ungraded rough drafts and an outline of the paper will also be required prior to the final draft. Such a process is used to show the student the proper steps in writing a research paper. There will also be, at a minimum, bi-weekly writing assignments (e.g., summary and analysis of a newspaper article), and a journal or book critique. Further, all tests and quizzes will be in essay format.
- d. **Evaluation:** The evaluation will be left up to the individual professor. It is expected, however, that there will be graded and ungraded writing assignments.
- e. **Course Evaluation:** At a minimum student evaluations will be used to assess the effectiveness of the course. It is also recommended that the professor use an additional, more qualitative, instrument to assess course outcomes.

4. **Consultation**

This course is a not a general education course. It is not similar to other courses offered at the University.

5. **Additional**

We are requesting a new HEGIS number so that we may offer the WI Corrections class in addition to non-WI Corrections sections

6. **Catalog Description**

Please see attached sheet.

**Catalog Description for
Introduction to Corrections
2105115**

This course studies the historical development of correctional practices in the handling of criminals from early to modern times. Students survey contemporary correctional organizational structures and treatment processes, as well as institutional and community based programs.

PREREQUISITE: 1501.112 (College Composition II)

**Syllabus for
Introduction to Corrections
2105115**

Course Description:

The course is designed to analyze contemporary issues in corrections. Primary emphasis will be put on scientific evaluation of various treatment milieus, especially “alternatives to incarceration.” Topics to be discussed include purposes of punishment, AIDS in prison and jails, education of offenders, evaluation of boot camps, shock incarceration, electronic monitoring, and other forms of community corrections, women in corrections, as well as current issues within traditional prison, probation and parole.

Outcome Goals of the Course:

The primary goal of this course is to introduce you to the myriad of issues surrounding the various correctional treatments.

Upon completion of this course you will:

1. Be cognizant of the many types of correctional treatment being used within the United States and around the world;
2. Be cognizant of the effectiveness of most correctional treatments being used today;
4. Be aware of the many issues surrounding corrections, from the viewpoint of offenders and the criminal justice practitioner;
5. Have written an in-depth research paper on an issue relating to the field of corrections;

Learning Assessment:

There will be two exams, several (4-6 quizzes), bi-weekly writing assignments, two research papers and one field visit to a correctional facility or other similar assignment. These assessment tools are designed to test your ability to evaluate and analyze the problems, issues and materials covered in class. You will be tested on how well you understand the material and your ability to critically evaluate and analyze the material and problems discussed in class.

All tests and quizzes will be essay format. As many of you are probably fearful of essay exams, we will take time to discuss what makes a good essay and how to answer the questions appropriately.

The papers will be your opportunity to examine, in detail, some of the topics discussed in class. You will need to conduct extensive research to properly write the papers -- so start early! We will discuss exactly what the paper entails within the next few weeks. You will be required to hand in rough drafts. The rough drafts will be ungraded.

Every two weeks you will be required to hand in a two page analysis of a current correctional policy issue. This will be discussed in greater detail in class.

Grading:

Your grade will be based on the exams, paper, presentation, field visit and participation.

Your final grade for the course will be based on the following:

Exam 1:	20%
Final Exam:	20%
Quizzes:	15%
Bi-weeklys	15%
Paper 1	15%
Paper 2	15%

Required Text & Reading:

There is only one required text, however, I will make available to you many other readings that we will discuss in class. These readings will be either on reserve, outside my office, or available on-line.

Remember: **DO THE READINGS PRIOR TO COMING TO CLASS.** I am not here to lecture at you but rather to engage in discussion with you. Okay?!

The required text is: *American Corrections* by Clear and Cole.

Topics to Be Covered:

Notice that these are “topics to be covered” and not “weeks.” We will cover one topic and then move on. There is no rush. Just pay attention to what topic we’re on and do the readings.

TOPIC

One: **What needs correcting?** A review of theories of crime. Discussion of crime causality and its relationship to corrections. Trends in corrections.

Readings: Chapter 5 and 17

Two: **Why Punish?**
Purposes of punishment. History of correctional theory and where we are today. Is “getting tough” the right way to go?

Readings: Chapters 1-4.

Three: **The politics of Corrections.**
Emerging issues and trends that are at the core of Corrections. Special-needs clients and needs of female clients

Readings: Chapters 18-20

Four: **The Effectiveness of Correctional Treatment**
The “What Works” debate. A review of the literature.

Five: **Emergence of Intermediate Sanctions**
Why there is a need. Obstacles to overcome. Scaling punishments. Perceptions of severity. Net widening.

Readings: Chapters 7-8

- Six: Jail Issues.**
Funding problems. Purpose? Aids, women, preventive detention.
Readings: Chapter 6
- Seven: Prison Issues.**
Purpose? Privatization. Classification and special needs.
Readings: Chapter 9
- Eight: Prison Issues.**
Subcultures. Violence. Gangs. Recidivism. Aids. Managerial concerns.
Readings: Chapter 10, 13-14
- Nine: Parole.**
As Geraldo once asked (this is true!): “Parole, are we just letting convicted felons back onto the street?” Why yes, that’s exactly what we’re doing Mr. Rivera. Issues: Prediction devices and their accuracy. The importance of after-care!
Readings: Chapter 15-16
- Ten: Electronic Monitoring and ISP**
Evaluation of programs and ethical concerns.
- Eleven: Boot Camps**
Evaluation of programs.
- Twelve: Day Fines and Day Reporting Centers: United States and Europe**
Evaluation of programs
- Thirteen: Shock Incarceration**
Evaluation of programs.
- Fourteen: Special Needs of Female Clients**

Date: April 30, 1999

To: Dr. M. Vigorita

From: Richard Ambacher, Chr General Education Subcommittee

Re: Curriculum Proposal #99-812 and 813

Your curriculum proposals "Application for Inclusion as Writing Intensive Course for Theories of Crime and Criminality" (812) and "Application for Inclusion as Writing Intensive Course for Introduction to Corrections" have been

 X Passed

It will be announced at Senate and forwarded to the Provost.

_____ Passed contingent upon minor changes detailed below. Please make the changes and re-submit two copies to the Senate office.

_____ Tabled for the following reasons:

Please contact me if you have any further questions.

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