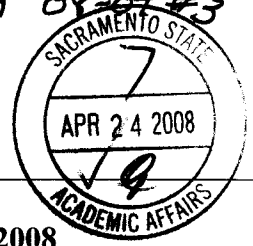




SACRAMENTO
STATE

Course Change Proposal Form A

CRJ 09-09 #3



Academic Group (College): Health and Human Services	Academic Organization (Department): Criminal Justice	Date: March 14, 2008
Type of Course Proposal: New ___ Change <u>X</u> Deletion ___	Department Chair: William Vizzard	Submitted by: Mary Maguire
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <u>X</u>	For Catalog Copy: Yes <u>X</u> No ___ CCE: Yes ___ No <u>X</u>	Semester Effective: Fall <u>X</u> Spring __, 2008__

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.): CrJ 231	Title: Change and Penal Institutions	Units: 3
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Change to:

Subject Area (prefix) & Catalog No. (course no.): No change	Title: Graduate Seminar in Corrections	Units: 3
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JUSTIFICATION:

This change constitutes an updated title and course update for the criminal justice graduate curriculum.
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NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See <http://www.csus.edu/acaf/univmanual/crspsl.htm> - Guidelines for Catalog Course Description)

This course provides a historical analysis and discussion of the current state of corrections and correctional management. Theories of punishment will be addressed and management techniques will be covered. This course goes beyond concepts of institutionalized corrections to explore modern correctional alternatives, correctional policy and special topics relevant to corrections.

Note:

Prerequisite: Enforced at Registration: Yes <u>X</u> No ___ Classified graduate status or instructor permission

Corequisite: Enforced at Registration: Yes ___ No <u>X</u>
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CAN (California Articulation Number):
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Graded: Letter <u>X</u> Credit/No Credit ___	Instructor Approval Required? Yes ___ No <u>X</u>
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Course Classification (e.g., lecture, lab, seminar, discussion): Seminar C-05	Title for SIS+/CMS (not more than 30 characters): Grad Sem Corrections
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Cross Listed? Yes ___ No <u>X</u>	If yes, do they meet together and fulfill the same requirement, and what is the other course.
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How Many Times Can This Course be Taken for Credit? <u>1</u>

Can the course be taken for Credit more than once during the same term? Yes ___ No <u>X</u>
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FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc."
See the example at <http://www.csus.edu/acaf/example.htm>

1. Demonstrate his/her fluency with the current literature and trends in theories of punishment, rehabilitation and restorative justice;
2. Explain the history, currency and future of the United States corrections system;
3. Identify and explain current issues, such as ethics and diversity, that shape correctional policy; and
4. Project and explain potential future trends in correctional policy and practice.

****Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.**

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Students will write a comprehensive term paper on an element of the corrections system and take a midterm and a final exam. Students will also be asked to participate in facilitate some portions of class time to increase their organization and verbal presentation skills.

For whom is this course being developed?

Majors in the Dept Majors of other Depts Minors in the Dept General Education Other

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No

If yes, identify program(s):

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No

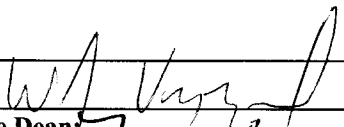
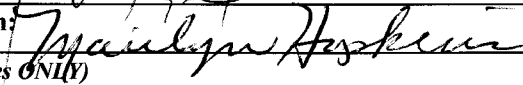
If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). _____

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: 	3/12/08
College Dean or Associate Dean: 	4/23/08
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

Graduate Seminar in Corrections Fall 2008

Professor: Mary Maguire, Ph.D.

Office: Alpine 104

Lecture: M 7:00pm – 9:50pm, Alpine Hall Room 153

Office hours: MW: 9:00am-10:00am; 1:30pm-2:30pm, and by appointment.

Phone: 916.278.7529

Email: maguirem@csus.edu

COURSE DESCRIPTION:

This course provides a historical analysis and discussion of the current state of corrections and correctional management. Theories of punishment will be addressed and management techniques will be covered. This course goes beyond concepts of institutionalized corrections to explore modern correctional alternatives, correctional policy and special topics relevant to corrections.

The course will help the student:

1. Demonstrate his/her fluency with the current literature and trends in theories of punishment, rehabilitation and restorative justice;
2. Explain the history, currency and future of the United States corrections system;
3. Identify and explain current issues, such as ethics and diversity, that shape correctional policy; and
4. Project and explain potential future trends in correctional policy and practice.

REQUIRED BOOKS:

Butterfield, Fox. 1996. All God's Children: The Boskett Family and the American Tradition of Violence. Avon Books, Inc.

Liebling, A. & Matuna, S. (eds) (2005) The Effects of Imprisonment. Portland, OR, Willan Publishing.

Morris, N & Rothman, D. (eds.) (1997) The Oxford history of the prison: The practice of punishment in western society. New York: Oxford University Press.

Additional readings may be assigned throughout the course of the semester.

COURSE REQUIREMENTS:

- | | |
|------------------|-----|
| (2) Examinations | 40% |
| (1) Paper | 60% |

■ Examinations

There are two exams in this course. They will both consist of a series of essay questions that ask you to analyze the reading for the semester. The final exam will include a comprehensive component.

Students are expected to take the exams when they are scheduled. There will be no make-up mid-term exams unless you advise me ahead of the exam day of a valid need to reschedule. There will be no make-up final exams.

Make-up exams, whether necessitated by an excused or non-excused absence, will be docked ten points to compensate for the additional study time the late exam allowed.

■ Paper

You will prepare an original paper that examines one topic or issue that deepens understanding of correctional theory, policy or practice. It must address the following points:

- I. Introduction. Set the broad social, historical and intellectual framework for the work.
- II. Review of Literature. Organize your review of the relevant literature into subsections that reflect not just an analysis of the work completed on your topic but a synthesis of that work. What are the underlying assumptions, major contributions to the topic, related schools of thought, an up-to-date review of policy related to your issue (if appropriate).
- III. There should be a clear theme in your paper. It should flow systematically moving to develop a particular way of thinking about or explaining a topic. There should also be something original to your paper, going beyond reviewing existing literature. For example, it might apply a theory to a type of crime or some issue to which it has not been previously applied; you might collect some pilot data or complete a focus group related to your topic and report those findings.

The paper should be approximately 20-25 pages with 15+ references. References should primarily be from sound academic journals and the paper should conform to APA Style guidelines. Model your paper after journal articles such as in the journal Criminology, sponsored

by the American Society of Criminology.

Grades will be assigned for the course paper to reflect the final quality of the work and the thoroughness, quality, and timeliness of each assignment during the writing process. Your paper will also be presented to the class in the latter part of the course.

■ Seminar Participation

This course is designed to promote a learning community that embodies the social construction of knowledge. Therefore, you will be evaluated on participation and might receive an adjustment to your final average. The final grade will be adjusted on the basis of a qualitative assessment of participation in the seminar. Adjustments may be upward or downward and range from one to five points. The expectation and criteria for the evaluation are that each student regularly contributes to class discussions in a way that reflects that they have done the assigned readings and are analyzing them. While I may provide some feedback regarding participation in the form of comments on exams or papers, it is the responsibility of each student to consult with the professor if there is any uncertainty about what is expected or the extent to which expectations are being met. Upward grade adjustments will be reserved for class members whose participation is commendable. No adjustment will be made for meeting the expectation of adequate participation. Point deductions will be for class members falling short of the expectation of routine informed participation.

GRADING SCALE:

A = 93-100	B+ = 87-89	C+ = 76-79	D+ = 66-69	F = below 60
A- = 90-92	B = 83-86	C = 73-75	D = 63-65	
	B- = 80-82	C- = 70-72*	D- = 60-62	

Grading Rubric: Written work will be graded on both substance and quality of writing. The following grading rubric is generally followed:

A grades are awarded by work that goes above and beyond the required assignment. This includes work that has been carefully edited and contains no grammatical errors, work that uses multiple sources outside of assigned course material, and that provides a solid analysis and synthesis of material in a well organized manner.

B grades are awarded to work of excellent quality. This includes work that is well organized, has few grammatical errors, and that provides a strong analysis of the material studied.

C grades are awarded to average work. This includes work that meets the requirements of the assignment, is organized in a cohesive and acceptable manner and that illustrates a command of the material studied.

D grades are awarded to below average work but work that indicates an attempt was made at a C grade. This includes work in which minimal assignment requirements were almost, but not quite met. This work is completed on time but it appears there was no attempt to edit, leaving it difficult to read.

F grades are awarded for assignments that are not completed; that are not close to meeting the assignment requirements or are not coherent.

Incomplete grades will not be given unless there is a legitimate reason why the student cannot complete the required work during the semester. A failing grade is not considered a legitimate excuse.

CLASS POLICIES AND MISCELLANEOUS SURVIVAL SKILLS:

ATTENDANCE; PARTICIPATION; BEING ON TIME: This course is designed to promote a learning community. To this end, we will strive to build a cohesive learning group in which everyone's perspective is not only welcome but needed. Therefore, it is important that all members of the class can express their ideas in a respectful environment. Any actions that might tend to limit freedom of expression are highly discouraged.

Class participation is an important part of research methods. Participation means you have prepared for class by reading and thinking about the material. Being on your computer or cell phone for any reason other than class business is not allowed. If you need to take a call, please put your phone on vibrate and take your call in the hall. **If you miss class, please see a friend to get what you missed.**

LATE WORK: **Papers must be turned in on or before their due date.** If you are going to miss class on an assignment due date it is your responsibility to turn in your paper early. Late papers will be docked five points for every day they are late. On time constitutes the beginning of the class the paper is due.

AMERICAN DISABILITIES ACT: Students with any form of disability requiring academic accommodation must register with the Services to Students with Disabilities, and speak with me about special needs within the first week of class. Official documentation will be required to verify any necessary accommodations. The SSWD web address is: <http://www.csus.edu/sswd/> and the phone number is 916-278-6955.

ACADEMIC DISHONESTY: All materials submitted in fulfillment of course requirements must conform to the Academic Integrity Code and to the usual academic standards governing appropriate testing behavior. If you are caught cheating, you will automatically receive a failing

grade for this course, among other possible consequences.

TENTATIVE TOPICS AND READING SCHEDULE:

Week 1:	Sept 10	Introduction to course and historical themes of United States corrections
Week 2:	Sept 17	Historical patterns of correctional ideology
Week 3:	Sept 24	Correctional Law
Week 4:	Oct 1	Prison organizational theory
Week 5:	Oct 8	Prison administration: stakeholders and competing factors
Week 6:	Oct 15	Security threat groups; inmate and staff assault; prison rape
Week 7:	Oct 22	Prison programs: mental health, drug addiction, vocational and educational programs
Week 8:	Oct 29	Midterm Exam
Week 9:	Nov 5	Paper Draft Due; Juvenile corrections
Week 10:	Nov 12	Community Corrections: probation and parole
Week 11:	Nov 19	Contemporary Issues: privatization; prison radicalization
Week 12:	Nov 26	Comparative corrections: A look at our place in the world
Week 13:	Dec 3	Paper presentation & class discussion; Final Paper Due
Week 14:	Dec 10	Paper presentation & class discussion of independent work
Week 15:		FINALS WEEK
