

COURSE SYLLABUS

CM404: Foundations of Offender Reentry

Course Lecturer: Joseph Williams, MA,
Executive Director of the Correctional Ministries and Chaplains
Association

Course Description

This course will provide participants with knowledge of the biblical foundation for prisoner reintegration ministry and the practical application of reentry research. It will help participants describe the issues, barriers, and challenges to the successful reintegration of those transitioning from prison to society. The course will also describe the phases and key principles of prisoner reintegration with emphasis on making decisions related to practical planning for a ministry, along with the need to understand the various natures of individuals, churches, organizations, government entities and the community as it relates to reintegration from prison back into society.

All meetings for this course will be conducted online. In terms of academic credit, this is a semester-length course, but it is offered in an intensive 8-week format.

Course Objectives

Upon completion of the course, the student should be able to do the following:

- Summarize the biblical foundation for ministering to those reintegrating back into society from prison and practical implications for the individuals, families, the church and para-church ministries.
- Understand the factors that have led to the incarceration of a historical number of U.S. citizens and understand why the U.S. leads the world in the incarceration of its citizens.
- Describe the issues, barriers, and challenges involved with helping people to successfully reintegrate from prison to society.
- Summarize the impact of prisonization on people leaving the prison system and their families as they integrate back to their communities.
- Understand the various natures of individuals, churches, organizations and government entities related to reintegration from prison and make recommendations.

Accessibility

If you have particular accessibility needs, please contact the CUGN Registrar at the beginning of the course. This will allow us to work directly with you to make efforts to accommodate your situation and ensure as full as possible accessibility to the course.

Course Lecturer



Joseph Williams, MA

Education:

- Wayne State University, MA
- William Tyndale College, BEd

Teaching Career:

- Wheaton College, Visiting Professor

Other Career Highlights:

- Founder and CEO of New Creations Community Outreach (formerly Transition of Prisoners), through which he has developed and implemented a number of innovative approaches that have helped others to experience total restoration
- Executive Director, Correctional Ministries and Chaplains Association
- Founder, Christian Association for Prison Aftercare (CAPA)
- Recognized as an outstanding social entrepreneur in 2006 by Ashoka: Innovators for the Public, a global organization that promotes unique ways of addressing pressing social problems, as a result of the innovation and success of the TOP program
- National advisory board, Institute for Prison Ministries

Publications:

- *Sheep in Wolves' Clothing: When the Actions of a Christian Turn Criminal*

Online Professor

Joseph Williams will serve as the online professor for this course. He will be introduced the first week of the course and will guide students through the 8-week study. For the duration of this course, he will be available to enrolled students by email and, at set times, by chat room or other real-time technology.

The following will be done by the online professor in order to stimulate student involvement and to facilitate effective learning:

- Post discussion questions for the online forum
- Interact with students in all discussions
- Evaluate student papers and/or assignments as they are submitted
- Provide assistance with technological problems that may occur
- Issue the students' final grades

For additional help as you work through this course, please read *Succeeding in Your Online Course*, which is provided at the end of this syllabus.

Course Texts

The following textbooks are **required** for this course. You may order them through an online bookstore such as Amazon or Barnes and Noble, or by contacting the publishing company directly.

Thompson, Anthony C. *Releasing Prisoners, Redeeming Communities: Reentry, Race, and Politics*. New York: NYU Press, 2009.

Reentry Today: Programs, Problems, & Solutions. Alexandria, VA: American Correctional Association, 2006. ISBN 1-56991-240-8

What Works and Why: Effective Approaches to Reentry. Lanham, MD: American Correctional Association, 2004. ISBN 1-56991-215-5

Course Reader (provided in your online course materials, with the exception of the Petersilia and Travis excerpts, which must be obtained by the student either through a local library or purchase)

Heitzeg, Nancy A. *Education or Incarceration: Zero Tolerance Policies and the School to Prison Pipeline*. 2009.

Petersilia, Joan. "Who's Coming Home" in *When Prisoners Come Home*. New York, NY: Oxford Press, 2003, p. 21-53. (Not provided in course - Student must find for purchase or in a local library)

Johnson, Byron R. "The Faith Factor and Prisoner Reentry." *Interdisciplinary Journal of Research on Religion*. Vol. 4, 2008.

Rose, Dina R. and Todd R. Clear. *Incarceration, Reentry, and Social Capital: Social Networks in the Balance*. John Jay College of Criminal Justice, 2001.

Marshall, Chris. *Divine Justice as Restorative Justice*. Center for Christian Ethics, 2012.

Travis, Jeremy. "Families and Children" in *But They All Come Back: Rethinking Prisoner Reentry. Sentencing & Corrections: Issues for the 21st Century*. U.S. Department of Justice, Office of Justice Programs, National Institute of Justice. May 2000, p. 119-150. (Not provided in course - Student must find for purchase or in a local library)

Williams, Joseph. *Social Integration and Prison Recidivism*. 1994. Unpublished document.

Wilson, William, J. *When Work Disappears*. 1996.

Balancing Justice with Mercy: A Toolkit for Creating Healing Communities. Anne E. Casey Foundation.

Weizh, Danielle K. *Prisoners vs. the Institution: Resistance in The Shawshank Redemption*.

Stohr, Mary K., Craig Hemmens, Diane Baune, Jed Dayley, Mark Gornik, Kirstin Kjaer, and Cindy Noon. *Residential Substance Abuse Treatment for State Prisoners: Breaking the Drug-Crime Cycle Among*

Parole Violators. U.S. Department of Justice Office of Justice Programs, National Institute of Justice, 2003.

Videos (provided in your online course materials)

Due Process—Prisoner Reentry: Breaking the Cycle (Aired 2/12/12)

<https://www.youtube.com/watch?v=OudmYxCyjw4>

After Prison: Responding with Faith

<https://www.youtube.com/watch?v=8DqNT1kdPSI>

Collaboration Between Faith-Based and Community Organizations and Corrections. National Institute of Corrections, 2007.

<http://www.nicic.gov/Library/022542>

Academic Honesty

At CUGN, we believe all we do is “as unto the Lord” and we thus hold to a high academic standard of honesty; we do not tolerate plagiarism and cheating. Students found guilty of any form of academic dishonesty face consequences ranging from interaction with the Academic Dean to expulsion from CUGN.

Quizzes and Exams: Any student found guilty of cheating on a quiz or exam will automatically receive a score of zero for that quiz or exam. A second offense will result in automatic course failure and possible disciplinary action and/or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of cheating.

Plagiarism: If a student’s work is found to be plagiarized, consequences will vary depending on the nature of the plagiarism.

If an offense is deemed unintentional, the student will have an opportunity to resubmit the work. A second offense will result in an automatic score of zero for that assignment, which may also result in failure of that course.

More serious plagiarism offenses could result in automatic course failure, disciplinary action, or expulsion from CUGN. Please view the [CUGN Academic Catalog](#) for a full definition and examples of plagiarism. If you have questions about plagiarism, or would like to request resources for learning how to avoid plagiarism, please contact our Registrar’s Office at registrar@cugn.org or toll free at (888) 487-5376 ext. 3.

Course Methods

Throughout this course, a number of methods will be used to engage the students in learning and processing information, interacting with other students, and applying the learning to their lives. These methods include the following:

Media/Materials

The course will include media presentations of lectures and supplementary materials to be viewed and/or read throughout the lessons of the course.

- **Video-based teaching**
The primary teaching session in each lesson is provided in Flash (FLV) and HTML5 (MP4) format. For international or domestic students who do not have the bandwidth required to view the video (384 Kbps DSL minimum), we provide the option of reading the lesson from a transcript of the teaching video (found in the lesson's Class Time activity).
- **Multisensory learning**
Because the primary teaching information is provided in video and PDF text documents, students can choose the medium (or combination of media) that most closely aligns with their individual learning styles.
- **Readings and other media**
Reading from the required textbook(s) will be assigned to students each week.

Interaction

Whether sitting in a traditional classroom or studying from a distance, students benefit from interaction and collaboration with other students. In order to meet this need in distance theological education, CUGN offers structures and resources to encourage effective community interaction in this course.

Discussion Forum

This forum fosters peer-to-peer interaction in a global, threaded discussion. Students are required to respond to relevant questions posted by the instructors and to read and respond to the posts of fellow students.

Reflection

Through blogging, CUGN provides many opportunities for students to reflect on what they have learned, what they believe, and where they are challenged. The goal of these reflections is personal spiritual growth and transformation.

Course Requirements

This course consists of a mentor relationship, readings, video lectures, online group discussions, writing projects, quizzes, and blogging. The information regarding these course components and expectations is as follows:

Mentor

This course requires that you seek out a mentor in your community with whom you can communicate by e-mail and/or telephone and with whom you can meet face-to-face at least twice during the course. The purpose of this mentoring relationship is to enable you to assimilate the teaching in this course into your life and ministry. Further definition of the mentor's role in this course can be found in the mentor requirements document available in the Before You Begin section of the course.

Reading

Study assignments covered in this course should be read in the context of the lesson in which they are assigned. In addition to the required textbooks, you may be asked to read supplementary materials.

Video Lectures

Each of the lessons in this course features a lecture delivered by Joseph Williams, founder and CEO of New Creations Community Outreach. These instructional lectures are required and can be viewed as many times as needed. The written text of the lecture as well as a guided outline to assist in note taking are made available in PDF format. There are twenty-four lectures in this course; therefore, three lectures will be presented and discussed each week.

Discussion Forums

Discussion questions related to each week's lectures are integrated into the weekly course requirements. The Discussion Forum for each week will begin on Monday at 12:01 a.m. Eastern Standard Time (EST) and end on Sunday at 11:59 p.m. EST. You must visit the Discussion Forum at least three times during each week of the course and your attendance will be validated by your posts. You are required to post your own original response and two responses to your classmates' posts for one question per lecture. You will have 3 questions to choose from for each lecture. Your answer to the discussion question of your choice must be submitted by Wednesday at 11:59 p.m. EST and your required peer response posts must be submitted prior to Sunday at 11:59 p.m. EST. Each response should consist of a well-conceived short paragraph or two. In addition, your course professor may comment on your posts, and you should be prepared to respond to those comments as well.

Research Paper

Using a minimum of 10 references (books, peer-reviewed articles and government reports), write a research paper that explores the issues facing men and women returning from prison to society. What are their needs and what causes them? What should be the response of the church and community? What areas of ministry are available? Is it necessary? Is it feasible? What are expected outcomes? Propose a plan to establish a group or ministry to aid people in transition from prison. These and other questions need to be answered. Grading will be influenced by the thoughtful consideration of not just these questions, but the development of other issues that need to be considered. (9-10 pages)

ALL ASSIGNMENTS MUST BE TYPED. Course work is due at the assigned due date unless prior arrangements have been made. LATE PAPERS will be penalized half a letter grade for each day late. Written work is expected to be college-level quality, spell-checked, and proofread. Failure to do so will affect the grade on the paper. Use the Turabian style manual. Double space your work, use 12-point type, and 1" margins. (250 words equals one-page of writing). *Contact the professor prior to the deadline if there is a problem.*

Quizzes

You will take a 10-question, multiple choice and/or true/false quiz at the end of each lecture. There is a "remediation" feature built into all quiz questions that allows you to review questions you missed and locate the specific section of the lecture or reading from which the question was drawn. Once you have reviewed the question again, you can attempt to answer a second time. If you are correct, you

will receive half of the normal credit for that question. If you do not attempt to answer the second time, you will not receive credit for that question. You will be given only one attempt to take each quiz. All quizzes are timed (20 minutes) and will be graded automatically.

Reflection

You will be required to keep a blog during the 8 weeks of this course, posting *at least once per week*. Blog entries can be viewed only by you and your online professor, unless you wish to make them available to the rest of the class. The purpose of the blog is to help you reflect on what you are learning, what you believe, and where you may be challenged in your thinking and your life by what is studied in this course. The goal of these reflections is personal spiritual growth. See the *Personal Reflection and Evaluation* section near the end of the syllabus for blogging guidelines.

Due Dates

Each week of the course begins on Monday at 12:01 a.m. EST and ends on Sunday at 11:59 p.m. EST. Unless noted otherwise, all assignments are due at 11:59 p.m. EST on the Sunday of the week in which the assignment is due. For example, if an assignment is due during Week 2, you must complete and submit it by 11:59 p.m. EST on Sunday, the last day of Week 2. It is at your online professor's discretion to penalize late work.

Course Grading and Requirements

All coursework must be completed and turned in to your online professor within five days of the end of Week 8. Please note that it is at your online professor's discretion to penalize late work. Your grade for the course will be determined as follows:

| | |
|-----------------------|---------------------|
| Online Participation* | 30% of Course Grade |
| Writing Projects | 30% of Course Grade |
| Lesson Quizzes | 25% of Course Grade |
| Reading | 10% of Course Grade |
| Mentor Meetings | 5% of Course Grade |

*Note: All students are expected to attend all online sessions.

Grading scale will be as follows:

| | | | | | |
|---|--------|----|-------|----|-------|
| A | 94-100 | A- | 90-93 | B+ | 87-89 |
| B | 84-86 | B- | 80-83 | C+ | 77-79 |
| C | 74-76 | C- | 70-73 | D+ | 67-69 |
| D | 64-66 | D- | 60-63 | F | 0-59 |

Weekly Topics and Assignments

Week 1:

- Take the Moodle tutorial for online instruction.

- Post introduction of yourself in the Student Introductions discussion forum.
- Listen to the following lectures:
 - #1: *Mass Incarceration*
 - #2: *Prisoner Demographics*
 - #3: *Deterioration of Urban Landscapes*
- Read the following:
 - Thompson, Chapter 1
 - *Balancing Justice with Mercy*, Chapter 2
 - Petersilia
 - Wilson
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 1, 2, and 3.
- Identify and contact your mentor.

Week 2:

- Listen to the following lectures:
 - #4: *School to Prison Pipeline*
 - #5: *Prisonization*
 - #6: *Families and Children*
- Read the following:
 - Heitzeg
 - Weizh
 - Travis
 - Williams
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 4, 5, and 6.
- Have first meeting with your mentor.

Week 3:

- Listen to the following lectures:
 - #7: *Phases of Reentry and Corrections*
 - #8: *Reentry Theory*
 - #9: *Criminogenic Risk/Need*
- Read the following:

- *What Works and Why*, Ch. 1 and 3
- Rose & Clear
- *What Works and Why*, Ch. 4
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 7, 8, and 9.

Week 4:

- Listen to the following lectures:
 - #10: *Program Models*
 - #11: *Issues, Barriers, and Challenges*
 - #12: *Biblical View of Justice*
- Read the following:
 - *Reentry Today*, Ch. 20-27
 - Marshall
- Watch the following:
 - *Due Process—Prisoner Reentry: Breaking the Cycle*
 - *After Prison: Responding with Faith*
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 10, 11, and 12.

Week 5:

- Listen to the following lectures:
 - #13: *Stigmatization*
 - #14: *Gender-Specific Programming*
 - #15: *Mentoring and Church Support*
- Read the following:
 - Thompson, Ch. 2-3
 - *Balancing Justice with Mercy*, Ch. 3
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 13, 14, and 15.

Week 6:

- Listen to the following lectures:
 - #16: *Housing*

#17: *Physical and Mental Health*

#18: *Employment*

- Read the following:
 - Thompson, Ch. 4-6
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 16, 17, and 18.

Week 7:

- Listen to the following lectures:
 - #19: *Substance Abuse*
 - #20: *Evidence-Based Practices*
 - #21: *Supervised Release*
- Read the following:
 - *Residential Substance Abuse Treatment for State Prisoners*
 - *Reentry Today*, Ch. 8-19
 - Thompson, Ch. 8
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 19, 20, and 21.

Week 8:

- Listen to the following lectures:
 - #22: *Collateral Sanctions*
 - #23: *Faith-Based Programming*
 - #24: *Collaboration between Faith-Based Organizations and Government Agencies*
- Read the following:
 - Thompson, Ch. 7
 - Johnson
- Watch the following:
 - *Collaboration Between Faith-Based and Community Organizations and Corrections*
- Write and submit the following:

Write the Research Paper in accordance with guidelines provided in the syllabus.
- Participate in the Discussion Forums.
- Complete blog entry(ies).
- Complete quizzes 22, 23, and 24.
- Have final meeting with your mentor.

Week 8 Follow-Up:

- Complete and post all reflective blog entries.
- Complete Discussion Participation, Reading Completion, and Mentor Meetings Validations.
- Complete and submit course survey form.

Research Guide

Peer-Reviewed Articles

Peer-reviewed articles are found in “Journals” and have been reviewed by others in the same field of study.

Government documents and research studies are also credible resources.

Professional organizations and research websites

American Correctional Association

<http://www.aca.org>

American Jail Association

<http://www.aja.org/>

American Probation and Parole Association

<http://www.appa-net.org/>

Correctional Education Association

www.cenational.org

National Institute of Corrections

<http://www.nicic.org/>

National Criminal Justice Reference Services

<http://www.ncjrs.gov/>

National Reentry Resource Center

www.nationalreentryresourcecenter.org

Office of Justice Programs: Reentry

www.reentry.gov

Pew Center

<http://www.pewcenteronthestates.org>

Prisoner Reentry Institute

http://www.jjay.cuny.edu/centers/prisoner_reentry_institute/2704.htm

Reentry Policy Council
www.reentrypolicy.org

Urban Institute
www.urbaninstitute.org

Personal Reflection and Evaluation

The following guidelines may be of help to you as you prepare to make blog entries throughout the course.

To integrate academic studies with the walk of faith, you are asked to reflect on the content of the course and evaluate your life in light of what has been learned. These questions may help to guide your reflection process.

Step 1: Review

Think about the material you have studied in the course. Then ask these questions: What are two things you learned that you did not know before this study? What, if anything, in the course made you look at the church or something in the Bible in a new way?

Step 2: Assess

Think about your life, both past and present. Given the insights or understanding that you gained in this course, what changes do you need to make in the way you think or behave?

Step 3: Apply

What specific steps will you take in order to put these positive changes (from Step 2) into practice in your life?

Step 4: Record

Write your responses to the above reflections in your blog.

Notes Regarding This Syllabus

This syllabus is designed to provide learners with an overview of the course. CUGN will provide specific instructions related to assignments for each lesson, specific discussion question postings, and interactive involvement with all students.

Succeeding in Your Online Course

1. Remember that this is a full semester's study completed in eight weeks. Therefore, expect that there will be a significant time commitment needed in order to complete all the requirements.
2. If you have any questions about the Moodle program, the course requirements, schedule, or assignments, please contact the online professor who is ready and willing to help you have a successful online learning experience.

3. Technological problems may occur. Be sure to have a back-up plan in case of computer failure or late arrival of textbooks.
4. The satisfaction you get from this course will, in large part, depend on relationships you develop with other participants. So interact honestly, thoughtfully, considerately, and often. Lively discussion challenges the mind and energizes the soul!
5. Before you post a comment or a response to another student's comment, be sure you have read the material and listened to the lectures related to the topic under discussion.
6. Think about how you can promote additional discussion by the comments you post.
7. When you post, respond directly to the question under consideration and express your points clearly and concisely, making only one main point per post.
8. Participate in the threaded discussion at least three different times during each week.
9. Engage fellow students and the professor in dialogue, responding to comments made to your posts.
10. If you find sources related to the topic being discussed, please share them with the class. By the end of the course, we may be able to build a bibliography of books, articles, and Internet sources related to our topic.
11. Practice good "netiquette": Disagree respectfully, stay on point, and don't post anything that is derogatory or inflammatory.
12. Enjoy, learn, challenge, and be challenged!