**Document N: Course and Program Development:**

**IMPACT AND APPROVAL SIGNATURES**

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

**SCHOOL:**
- LAW
- MSB
- CAS
- CPA

**CONTACT NAME:** Andrea Cantora  
**PHONE:** 732-841-8596

**DEPARTMENT/DIVISION:** Criminal Justice  
**DATE PREPARED:** 4/1/14

**PROPOSED SEMESTER OF IMPLEMENTATION:**
- **fall**
- **spring**  
**YEAR:** 2015

**TYPE OF ACTION:**
- add (new)
- deactivate
- modify
- other

**LEVEL OF ACTION:**
- noncredit
- undergraduate
- graduate
- other

**ACTION BEING REQUESTED** (select one category, either Course Actions or Program Actions):

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Original Subject Code/Course Number: CRJU-615</td>
<td>Original Program Title:</td>
</tr>
<tr>
<td>Original Course Title: Inside-Out Prison Exchange Program</td>
<td></td>
</tr>
</tbody>
</table>

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

<table>
<thead>
<tr>
<th>COURSE ACTIONS</th>
<th>PROGRAM ACTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Experimental Course</td>
<td>10. Program Requirements</td>
</tr>
<tr>
<td>2. Course Title</td>
<td>11a. Undergraduate Specialization (Fewer than 24 credits)</td>
</tr>
<tr>
<td>3. Course Credits</td>
<td>11b. Master’s Specialization (Fewer than 12 credits)</td>
</tr>
<tr>
<td>4. Course Number</td>
<td>11c. Doctoral Specialization (Fewer than 18 credits)</td>
</tr>
<tr>
<td>5. Course Level</td>
<td>12. Minor (add or delete)</td>
</tr>
<tr>
<td>6. Pre- and Co-Requisite</td>
<td>13. Closed Site Program</td>
</tr>
<tr>
<td>7. Course Description</td>
<td>14. Program Suspension</td>
</tr>
<tr>
<td>✓ 8. New Course</td>
<td>15. Program Reactivation</td>
</tr>
<tr>
<td>9. Deactivate Course</td>
<td>16a. Certificate Program (UG/G) exclusively within existing degree program</td>
</tr>
<tr>
<td>22. Other</td>
<td>16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)</td>
</tr>
</tbody>
</table>

**ADDITIONAL DOCUMENTATION** (check all appropriate boxes of documents included; review the list of necessary documents):

- ✓ summary proposal (Q)  
- ✓ course definition document (P)  
- □ full five-page MHEC proposal (Q)

- □ financial tables (MHEC) (R)  
- □ other documents as may be required by MHEC/USM (S)  
- □ other (T)
IMPACT REVIEW (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Impacted Entity</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Library</td>
<td></td>
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<tr>
<td>b. OTS</td>
<td></td>
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<tr>
<td>c. University Relations</td>
<td></td>
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<tr>
<td>d. Admissions</td>
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<tr>
<td>e. Records</td>
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<td></td>
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</tbody>
</table>

APPROVAL SEQUENCE (review the list of necessary signatures):

<table>
<thead>
<tr>
<th>Approval Level</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Department/Division (Chair)</td>
<td>Debra L. Stanley</td>
<td>4/7/14</td>
</tr>
<tr>
<td>B. General Education (for No. 7, 8)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Final Faculty Review Body Within Each School (Chair)</td>
<td></td>
<td>4/21/14</td>
</tr>
<tr>
<td>D. Dean</td>
<td></td>
<td>4/21/14</td>
</tr>
<tr>
<td>E. University Faculty Senate (Chair)</td>
<td></td>
<td></td>
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<tr>
<td>F. University Council (Chair)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>G. Provost and Senior Vice President for Academic Affairs</td>
<td></td>
<td>5/9/14</td>
</tr>
<tr>
<td>H. President</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I. Board of Regents (notification only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>J. Board of Regents (approval)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K. MHEC (notification only)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>L. MHEC (approval)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Middle States Association notification</td>
<td>Required only if the University’s mission is changed by the action</td>
<td></td>
</tr>
</tbody>
</table>

1 University Council review (for recommendation to the president or back to the provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.
Document O: Course and Program Development: SUMMARY PROPOSAL

See Course and Program Development Policy and Procedures (www.ubalt.edu/provost) for instructions.

SCHOOL: LAW o MSB o CAS o CPA

CONTACT NAME: Andrea Cantora PHONE: 732-841-8596

DEPARTMENT/DIVISION: Criminal Justice DATE PREPARED: 4/1/14

PROPOSED SEMESTER OF IMPLEMENTATION: o fall o spring YEAR: 2015

ACTION BEING REQUESTED (select one category, either Course Actions or Program Actions):

○ COURSE ACTIONS
○ PROGRAM ACTIONS

Original Subject Code/Course Number:
CRJU-615

Original Program Title:

Original Course Title:
Inside-Out Prison Exchange Program

Select one or multiple actions from one of the lists below (review the list of necessary documents and signatures):

COURSE ACTIONS
1. Experimental Course
2. Course Title
3. Course Credits
4. Course Number
5. Course Level
6. Pre- and Co-Requisite
7. Course Description
✓ 8. New Course
9. Deactivate Course
22. Other

PROGRAM ACTIONS
10. Program Requirements
11. Undergraduate Specialization (Fewer than 24 credits)
11b. Master's Specialization (Fewer than 12 credits)
11c. Doctoral Specialization (Fewer than 18 credits)
12. Minor (add or delete)
13. Closed Site Program
14. Program Suspension
15. Program Reactivation
16a. Certificate Program (UG/G) exclusively within existing degree program
16b. Certificate Program (UG/G) outside of or across degree programs (12 or more credits)
17. Off-Campus Delivery of Existing Programs
18a. Undergraduate Concentration (24 credits or more)
18b. Master's Concentration (12 credits or more)
18c. Doctoral Concentration (18 credits or more)
19. Program Title Change
20. Program Termination
21. New Degree Program
22. Other

For changes to existing courses:

OLD TITLE

NEW TITLE

SUBJECT CODE/COURSE NO. CREDITS

SUBJECT CODE/COURSE NO. CREDITS

Summer 2010
DESCRIBE THE REQUESTED COURSE/PROGRAM ACTION (additional pages may be attached if necessary):

The Inside-Out Prison Exchange course is a national program implemented in 38 states, with over 130 academic institutions sponsoring classes in state and local correctional facilities. The Inside-Out Program brings “outside” students—college undergraduates and graduates, particularly those pursuing careers in criminal justice and related fields—together with “inside” students—incarcerated men and women—to study as peers behind prison walls. The semester-long course provides a life-altering experience that allows the outside students to contextualize and rethink what they have learned in the classroom, gaining insights that will help them pursue the work of creating an effective, humane, restorative criminal justice system.

The Inside-Out course proposed will be offered over a 15-week semester, with the first three classes focused on orientation, joining the two groups, and separate debriefing sessions. The remained of the semester is focused on criminal justice content including: examining the questions “What are prisons for?” and “Why do people commit crime?”. Additional classes critically assess the criminal justice system, the realities of prison life, punishment and rehabilitation, victimization, and restorative justice. The last few weeks of the semester are focused on developing group projects with mixed groups (inside and outside students).

Developing community among those in the class is the core objective of the course. Some of the core pedagogy techniques used in the course are designed to develop a safe space for open dialogue. These include a five-component methodology of 1) dialogue—students share subjective ideas and experiences and integrate them with course content during group discussion, 2) group process—integrating the two student groups is done through group activities that encourage collaborative problem-solving, 3) facilitation—instructor facilitates discussion and helps students make connections, 4) shared learning—using community dialogue circles to allow for an atmosphere of equality and shared power, and 5) perceived others—eliminating the use of stereotypes and “othering” comments.

SET FORTH THE RATIONALE FOR THIS PROPOSAL:

Students often do not have the opportunity to engage in lengthy experiential activities outside the classroom. Learning about crime and justice in a classroom without field exposure limits students world view about the criminal justice discipline. The opportunity to engage in classroom discussion about crime and justice issues with incarcerated people will expose students to many different perspectives. Students will not only benefit from classroom dialog, but will also be exposed to the administrative functions of a prison system. Seeing firsthand how a criminal justice institution (prisons) operate will be a large part of the experience.
Inside-Out brings "outside" students – college undergraduates and graduates, particularly those pursuing careers in criminal justice and related fields – together with "inside" students – incarcerated men and women – to study as peers behind prison walls. The semester-long course provides a transformative experience that allows the outside students to contextualize and rethink what they have learned in the classroom, gaining insights that will help them pursue the work of creating an effective, humane, restorative criminal justice system.
are unsure of the correct entry)

Seminar in the field

12. FACULTY QUALIFIED TO TEACH COURSE

Andrea Cantora

13. CONTENT OUTLINE

- Introducing course to outside and inside students (students separated)
- Bringing groups together (overview of program; icebreakers; review syllabus; group discussions)
- Debriefing sessions (students separated)
- Joint classroom session topics: What are prisons for?, Why do people commit crime? Analysis of criminal justice system, Myths and realities of prison life, Punishment and rehabilitation, Victims and victimization, Restorative justice
- Group work (two-three weeks of group preparation)

14. LEARNING GOALS

- To create an environment that will facilitate the honest exchange of ideas in a dialogic format.
- To provide an experiential setting for students to test and hone their theoretical understanding about various criminal justice and correctional issues.
- To assist students in further developing their capacities for both written and oral self-expression.
- To create a connection between those on the outside and those on the inside.

15. ASSESSMENT STRATEGIES

- Reflective journaling of students expectations prior to joint classes;
- Reflective journaling of students perceptions of the joint classroom sessions;
- Short writing assignments on course content (linking theory with policy and practice);
- Evaluations of course halfway through and at conclusion of semester

16. SUGGESTED TEXT(S) and MATERIALS (e.g. textbooks, equipment, software, etc., that students must purchase)

One or two books will be required (or series of articles)

17. SPECIAL GRADING OPTIONS (if applicable)

18. SUGGESTED CLASS SIZE

15 students (includes both undergraduates and graduates)

19. LAB FEES (if applicable)

Summer 2010