I. Course Number and Instructor Information

Course: CRIJ 5326 Correctional Policy and Management
CRN: 26526
Meets: Online - Blackboard
Semester: January 17, 2023 – May 4, 2023
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: Mon & Wed 9 a.m to 11 a.m and Tue & Thurs. 1 p.m to 3 p.m. or by appointment.
        Preston Hall, office number 207
Phone: (915) 747-8458

Communication

Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me.

Students will receive feedback in various ways, through the discussion forum, the grade book for exams and a grading rubric for the term paper and discussions. You may E-mail me using the Mail Box in Blackboard, or the virtual instructor’s office in the Discussions forum. I will respond to all student communication to me within 24-48 hours. You may contact me via phone as well.

II. Purpose of the Course

- This course provides an overview and discussion of the various elements that impact operations of corrections, which entails a voluminous body of law, court cases, statutes, regulations, policies, and standards. This course focusses on the Constitution as the major thrust of judicial actions in corrections with emphasis on constitutional rulings that have provided guidelines on most areas where the practices or policies of corrections are impacted by provisions of the Constitution. Further emphasis will be made on the extent to where the legislative branches of federal, state and local governments have enacted statutes that regulate and circumscribe correctional management, practices and policies.
Blackboard

- All the course content will be delivered via the UTEP Blackboard course management system. You can view all materials related to this course on Blackboard (except the textbook).

Educational Philosophy

- My philosophy of teaching is based on a belief that learning needs to be student centered and that students need to be equal partners in the learning process. The goal of my teaching is active and cooperative learning. I find that when I can convey my own enthusiasm for the criminal justice profession, it is often contagious enough that students become engaged in the learning process. Through academic research, I encourage students to tackle problems creatively, which helps them to learn to think outside conventional boundaries and to seek the deeper meaning of a concept or finding. These efforts foster personal and intellectual fulfillment. My emphasis is on helping the student to learn, rather than just dispensing knowledge to them. My role involves using my expertise to put the necessary information in the hands of students so they are well equipped to find and answer their own questions.

What you need to first do?

- On week 1, you need to navigate through the system and get familiar with it. Technical problems need to be handled by the Blackboard Support office and tech support.

  1) Look for the learning modules – you will only see Module 1.
  2) Get your book, you will start using it right away.
  3) In the discussions forum, introduce yourself and begin meeting others in the class. This is your first graded assignment.

III. Course Objectives

After completion of the course, students will be able to:

- Understand the practices of corrections policy and management.
- Understand the sources of corrections law.
- Understand Constitutional law of corrections, to include prisoners’ rights under the Constitution.
- Understand and identify the various Constitutional Amendments that impact corrections law and policy.
- Understand U.S. Supreme Court decisions that impact corrections policy and management.
• Understand Statutory and Administrative law in corrections.

**Text and Materials**

• Required text:

![Image of Legal Aspects of Corrections Management](image)


**IV. Academic Requirements (Course requirements conform with UTEP Policies):**

**Course Requirements**

**Point Value Summary:**

<table>
<thead>
<tr>
<th>Activity or Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam #1 (Mid-Term)</td>
<td>100</td>
</tr>
<tr>
<td>Exam #2 (Final)</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Questions</td>
<td>130</td>
</tr>
<tr>
<td>Policy Research Proposal Paper</td>
<td>125</td>
</tr>
<tr>
<td>Article Review 1</td>
<td>40</td>
</tr>
<tr>
<td>Article Review 2</td>
<td>40</td>
</tr>
<tr>
<td>Group Case Study Presentation</td>
<td>125</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>660</strong></td>
</tr>
</tbody>
</table>
Evaluation Methods

- **Exams (200 points)**
  
  - Students will be given a total of two (2) written examinations to measure their understanding of the course content. Examinations may consist of multiple-choice questions, fill in the blank questions and/or short answer questions. Written exams are valued at 100 points each. Exams must be taken on the date of the scheduled exam.

Module Exams

Module 1 (Chapters 3, 5, 6, 7, 8, 9, 10, 11, 12)  
Exam 1 = 100 points

Module 2 (Chapters 13-21)  
Exam 2 = 100 points

Total = 200 points

- **Weekly Blackboard Discussion Questions (130 points)**
  
  - During this course, you will have an *Introduction Group Discussion* in the first week (graded assignment) and 12 *Unit discussion questions* (between weeks 2 - 14) to answer in the Blackboard Discussion Board. You will be required to respond *substantively* to the question, and respond *substantively* to two others within the discussion forum as well. This will require a minimum of three substantive posts for each unit discussion (one original post and two response posts per week). Among your three substantive posts, you must post within the forum on at least two days. Original response shall be posted first by Wednesday 11:59 p.m., with the exception of Introduction Discussion Question. You will not see other student posts until you have responded first to the discussion question. I encourage you to post your original response early, and more than just the bare minimum. The instructor will remain active in discussion board. *Look out for follow-up questions to posts from instructor.*

  - Each weekly discussion will be worth up to 10 points. Your collaborative group discussions are theoretical in nature and mostly related to the issues to be covered in the textbook and/or article reading assignments. Please note that both quantity and quality are important considerations when it comes to participation, and substantive posts need to move the discussion forward. For example, a message that restates the post to which you respond, or that essentially says, "I agree," does not constitute participation because it does not add anything new of substance to the discussion. Likewise, off-topic posts do not constitute participation because they do not relate to the original discussion. Discussion posts need to have a ‘meaty’ combination of your insights on the topics and objectives, specific examples from your
experience, and support from the course readings or other scholarly sources. Think of substantive like a formula: *Your Insight + Example from your Experience + Support = Substantive.*

- Students must provide in-text citations in your ORIGINAL POST to support their views/perspectives and provide a full reference at the end of the original post. In-text citations or reference are not required but encouraged in PEER RESPONSES.

- Discussion Board Rules: All of your discussion posts must be substantive. Substantive posts provide your educated opinion based on what you have read and when appropriate, personal experiences combined. Non-substantive posts are passing comments, or a repeat of what another student said. Substantive posts bring new information into the discussion allowing for others to respond to you as well. Discussions are to be collaborative where all of you are educating each other on the topic.

- All module discussions will be open for one week (SUN-SAT midnight), with the exception of the first week as the course begins on Tuesday January 17, 2023. Since discussions are used as a gauge of one’s participation and attendance, there are no make ups for prior unit’s missed discussions. Please do not notify me that you did not know or were mistaken. Print the syllabus and keep it next to your computer if you need to.

- **Academic Policy Research Proposal Paper (125 points)**

  - Students are required to complete an academic policy research proposal paper. Your assignment is to select a problem area in corrections and prepare a policy research proposal to include a diagram identifying independent and dependent variables. You should be thinking of a corrections policy topic that interests you while doing the readings for this course. Research Proposal Paper is worth 125 points.
Why Academic Policy Research Proposals Are Important

- Before we as citizens, government officials or policy analysts can make a difference in solving problems in corrections, we need to understand what causes those problems. It is only when we can identify the suspected causes that we can design interventions to solve the problem or at least lessen the severity of the problem. A policy research proposal is a good way to introduce the rationale for a proposed approach to the investigation of a specific policy problem. One way to get a better grasp of the problem is to “model” the problem, actually “diagram” the problem and include it to support the policy research proposal. In the model, the analyst identifies those factors (independent variables) which the analyst believes is causing or contributing to the problem (dependent variable). The analyst cannot account for all of the variables so only the most significant variables are entered into the model. The analyst looks at the interrelationships among the field of independent variables as well. Based upon the variables chosen by the analyst and resources of the agency, the analyst can then develop “interventions” (also called policies) to produce the goals desired by corrections.

The protocol/guidelines for the paper:

- **Identify a problem** - Select a problem in corrections for your topic. Select a problem that you believe needs fixing, e.g., substance abuse treatment, supervision of offenders, prisoner rights, lobbyist influence on legislatures for the creation of new laws and policy, etc.
- **Introduction/Abstract** - Include a one paragraph summary of the proposal covering the significant aspects of the problem addressed, the hypothesis to be tested, the cases used and the expected results.
- **Rationale for the Research** - Explain the rationale for the research to establish the need for the proposed research.
- **Goals and Objectives** – Include how the research project will contribute to the solution of the identified problem.
- **Diagram** - Present a diagram and identify the dependent variable and your field of independent variables. Use arrows, lines, and valences to show the interrelationships among the variables. Conduct research for evidence to support why you included the variables you used. Give a narrative explanation of your model explaining the relationships among the variables.
- **Research Methods** – Provide a detailed plan of how you will gather and analyze the data needed to answer the research questions.
- **Expected Results/Policy Relevance** – Present what type of policy-relevant insight the study is expected to generate and how this insight could be used to lobby for policy change in corrections.
Mechanics of Paper

- Papers should be typed and double-spaced, use Times New Roman, twelve-inch font with one-inch margins, be between 12 to 15 pages in length, and use APA (6th edition) format. I highly recommend that you review the APA style information the instructor will provide in class. Please read UTEP’s plagiarism policy, and research papers must be original and not previously used for a previous course. Use quotes and paraphrasing appropriately.

- Review grading rubric located in Rubrics blackboard link.

• Article Review (80 points)

  - Students are required to conduct (2) article reviews. Article review are worth 40 points each for a total of 80 points. Article review topics should be selected as follows: You are only required to locate and use one scholarly article for each assignment. Students shall only select an article (one article for each Article Review assignment) from any articles located in the syllabus Classroom Calendar’s assigned readings.

• Article Review Guidelines

  Article review shall contain the following content:

  - Provide main point(s) of article (scope of the topic and any arguments author makes on topic).

  - Identify inconsistencies in prior results and potential explanations.

  - Describe research insights, existing gaps, and future research directions/recommendations.

  - Article review is due on the date indicated in the calendar section of this syllabus. Late submissions will not be accepted. Early submissions are accepted and highly encouraged.

  - Article review shall be typed, double-spaced, “Time New Roman” font, 12-point size, 1-inch margins all around, and page number in the upper right corner header. A title page is required; provide your name, your instructor’s name, the course title, and the date in the center of the first page. Article review length shall be at least 3 pages, not including the title and reference pages. Reference citations and reference page is required.
- See rubric located in Rubric blackboard link.

- Late submissions will not be accepted.

**Group Case Study Presentation (125 points)**

- Students will be expected to participate in a case study group presentation. Case studies and groups shall be assigned by the instructor.

- Groups will be required to submit a Powerpoint slide presentation, with audio component. Group presentation will be due by April 29, 2023.

**What are the group members expected to do?** Within each group setting, members will work to divide the work that will be necessary to prepare a 8-10 slide deck that addresses all issues addressed below. It is expected that team members will need to participate in a review of the literature on the assigned case study. All sources must be appropriately cited pursuant to APA with a final slide that will serve as References page for the presentation.

**What will be the final product:** Each group will work together to develop a PPT presentation with an audio lecture (no more than 10 to 15 minutes in length) in which the following (again, at a minimum) information must be present:

**Group Case Study Presentation Guidelines**

Presentation shall contain or answer the following:

1. Who are the parties in the case?
2. What was the plaintiff(s) seeking in this lawsuit?
3. What are the facts of this case?
4. What is the issue to be decided by this court? (What is the legal question?)
5. What proceedings have already occurred in the case?
6. Is there any discussion by the court of legal rulings which have been previously decided, by this court or others?
7. What is the holding of the court? (What is the answer to the legal question, stated in question 4 above?)
8. Why does the court say it arrives at this holding? (What is the reasoning of the court for its conclusion?)
9. How does the court dispose of the case? (What is the exact legal outcome of the case?)
10. Is there any dissenting or concurring opinion? (If so, what does
that mean?)

- **Grading Scale**

The grading scale is shown below:

<table>
<thead>
<tr>
<th>Points</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>594-660</td>
<td>A</td>
</tr>
<tr>
<td>528-593</td>
<td>B</td>
</tr>
<tr>
<td>462-527</td>
<td>C</td>
</tr>
<tr>
<td>396-461</td>
<td>D</td>
</tr>
<tr>
<td>0-395</td>
<td>F</td>
</tr>
</tbody>
</table>

- **The University Writing Center:** The University Writing Center is located in Library, Room 227. The University Writing Center offers free synchronous online one-on-one writing assistance for UTEP Connect students. Graduate and undergraduate consultants work with writers on projects for a wide variety of classes and provide assistance during all parts of the writing process, including: prewriting, drafting, revising, and editing. Online assistance is available by appointment through the UWC’s website (uwc.utep.edu). Most UWC consultants are bilingual Spanish and English speakers. Consultants will not edit your paper for you, and you are the one ultimately responsible for the work you submit and the grade you earn. Instead, Writing Center consultants will guide you through the writing process and teach you valuable writing skills. They are open M-Th 9:00-5:00 p.m., Fr 9:00-2:00 p.m., and Sundays 12:00-5:00 p.m. Appointments are recommended well before the deadline, but they will take walk-ins. Visit the UWC’s website to learn more about the services they provide, or make an appointment for an online consultation. Online consultations take place during regular business hours (see website) and must be made at least one day in advance.

- **Technical Assistance:** The University of Texas at El Paso offers complete technical information and help desk support at http://issweb.utep.edu/techsupport/.

V. **Instructor’s Policies**

a. **Withdrawal Procedures**

- It is the student’s sole responsibility to withdraw from the course. I will award an “F” for those who do not attend, nor drop the course. See the school catalog for policies and procedures.

b. **Academic Honesty**
Students are expected to conduct themselves in blackboard in a manner that does not violate the UTEP Code of Conduct. Acts in violation of the Code of Conduct will not be tolerated.

Academic dishonesty will not be tolerated. Students should beware of the UTEP Handbook of Operating Procedures. Academic dishonesty may include, but is not limited to cheating on a test, plagiarism, making false statements and collusion.

"Plagiarism" is defined as the appropriating, buying, receiving as a gift, or obtaining by any means another work and the unacknowledged submission or incorporation of it in one's own written work. This course may utilize third party software that has the ability to automatically detect plagiarism on documents submitted for grading.

"Collusion" is defined as the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements.

"Cheating on a test" shall include:
   a. Copying from another student's test paper.
   b. Using test materials not authorized by the teacher.
   c. Collaborating with or seeking aid from another student during a test.
   d. Knowingly using, buying, selling, stealing, or soliciting, in whole or in part, the contents of an unadministered test.
   e. Bringing another person to obtain an unadministered test.

Turning in someone else's work as your own constitutes academic dishonesty. A grade of zero (0) will be assigned on any assignment/test found to be obtained under any of the items listed above in numbers 1-5.

c. Student Accommodations Statements

In Section 504 of the Vocational Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990, if a student needs an accommodation then the Center for Accommodations and Support Services (CASS) located at UTEP need to be contacted. If you have a condition, which may affect your ability to perform successfully in this course, you are encouraged to discuss this in confidence with the instructor and/or the director of the Center for Accommodations and Support Services (CASS) http://sa.utep.edu/cass/. You may call 915-747-5148 for general information about the American with Disabilities Act (ADA) and the rights that you may have as a UTEP student with a disability.

Individuals with disabilities have the right to equal access and opportunity. It is the student’s responsibility to contact the instructor and the Center for Accommodations and Support Services at The University of Texas at El Paso.
d. UTEP Drop Policy

○ If unforeseen circumstances happen where a drop is necessary, students are responsible for initiating any course drop. It is the student’s responsibility to determine how dropping courses may affect financial aid. Students are limited to dropping no more than 6 courses over their entire academic career of all courses taken at any public college or University in Texas.

1. Students who drop a course before the “official census date,” the course will not appear on the transcript, and doesn’t count toward the 6-course drop limit.

2. Dropping a course after the official census date, but before the “course drop date” will generate a “W” in the course—although the drop shows on your transcript, a “W” does not lower your GPA. However, this type of drop counts against your 6 drop limit.

3. If the course is dropped after the “course drop date” or if the student just stops coming/taking tests, etc., UTEP requires the instructor to issue an “F” in the course that permanently remains on the transcript. This type of drop counts against the 6 drop limit.

4. UTEP also allows instructors to administratively drop any student because of excessive absences, lack of effort, or disciplinary reasons. In this case, the student will be notified of the course drop through their UTEP email account. A “W” will be issued if the drop occurs before the course drop date, and an “F” will be issued if a student is administratively dropped for disciplinary reasons or after the course drop date. This type of drop counts against the 6 drop limit.

5. If circumstances occur where a student must miss an excessive number of classes and/or is unable to submit multiple assignments (e.g., student medical reasons, medical conditions of a family member, death of a family member, active military service), they should first discuss the possibility of withdrawal from all classes with their academic advisor. Complete withdrawals from all classes in the same semester do not count against the 6 drop limit.

VI. Classroom Calendar

NOTE: Each week starts on Sunday and ends on Saturday. Discussions and exams are open on Sundays (12am) and close on Saturdays (12 midnight), with the exception of Exam 2, which is due Thursday (11:59 p.m)

Weekly Classroom Activities and Exams
<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading Assignment</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/Week 1</td>
<td>Ch.3: Habeas, Torts, and Section 1983</td>
<td>Intro Group Discussion</td>
</tr>
<tr>
<td>JAN 17 – JAN 21</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(THUR-SAT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/Week 2</td>
<td>Ch.5: A General View of Prisoners’ Rights Under the Constitution Ch. 6: Access to Courts</td>
<td>Group Discussion 1</td>
</tr>
<tr>
<td>JAN 22 – JAN 28</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(SUN – SAT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JAN 29 – FEB 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUN – SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEB 5 – FEB 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUN – SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEB 12 – FEB 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUN – SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FEB 19 – FEB 25</td>
<td></td>
<td>Article Review 1 (Due SAT)</td>
</tr>
<tr>
<td>SUN – SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/Week 7</td>
<td>Ch. 12 – Fifth and Fourteenth Amendments: Due Process, Classification, Transfers, Personal Injuries, and Property Loss</td>
<td>Group Discussion 6</td>
</tr>
<tr>
<td>FEB 26 – MAR 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUN – SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/Week 8</td>
<td>Ch. 13: Fourteenth Amendment: Equal Protection – Female Offenders and Others Ch. 14: Eighth Amendment: The Death Penalty and Other Sentencing Issues</td>
<td>Exam 1 (Module 1) (Due SAT-11:59 p.m)</td>
</tr>
<tr>
<td>MAR 5 – MAR 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SUN – SAT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/Week 9</td>
<td>SPRING BREAK</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>MAR 12 – MAR 18</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Topics</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Week 10    | MAR 19-MAR 25 | Ch. 15: Eighth Amendment: Conditions of Confinement-Cruel and Unusual Punishment  
| Week 11    | MAR 26-APR 1 | Ch. 16: Eighth Amendment: Health Care  
**Article:** Wagner, K. N., Doctoring an inmate's basic rights: Inmate healthcare and Fourte v. Faulkner County, 41(2) Okla. City U. L. Rev. 307 (2016). | Group Discussion 9  
Article Review 2 (Due SAT) |
| Week 12    | APR 2-APR 8 | Ch. 17: Probation and Parole, Community Corrections, and Fines  
Ch. 18: Statutory and Administrative Law | Group Discussion 10                   |
| Week 13    | APR 9-APR 15 | Ch. 19: Federal Statutes: Equal Employment, Disabilities, and Tort Claims | Group Discussion 11                   |
| Week 14    | APR 16-APR 2 | Ch. 20: Jails                                                           | Group Discussion 12  
Policy Research Proposal Paper (Due SAT) |
| Week 15    | APR 23-APR 29 | Ch. 21: Juveniles and Young Offenders                                  | Group Case Study Presentation (Due SAT) |
| Week 16    | APR 30-MAY 4 | Ex. 2 (Module 2) (Due THUR by 11:59 p.m)                                |                                       |