

University of Texas at El Paso
Instructor's Course Requirements
Summer 2021

I. Course Number and Instructor Information

Course: CRIJ 5326 Correctional Policy and Management
CRN: 35200
Meets: Monday/Wednesday 6:00 p.m – 8:50 p.m
Semester: June 7, 2021 – July 30, 2021
Instructor: Juan F. Campos
Email: jfcampos3@utep.edu
Office Hours: By appointment, Education Bldg., Suite 111;
contact instructor via email to set appointment
Phone: (915) 861-8852

Communication

Should you have any questions or concerns throughout the course, please do not hesitate to call, visit or email me. I am available via phone 9 a.m. to 5 p.m. (MST) Monday through Friday.

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.
- **Note:** This class will be delivered in Face-to-Face (F2F) format on Mondays and Wednesdays from 6:00 pm – 8:50 pm at Education Building, Room 402 with strict adherence to COVID-19 guidelines, room and seating capacity. Social distancing and face covering will be observed during F2F classes. This class should be able to meet as a whole, adhering to social distance capacity and guidelines of said classroom. Faculty and learners will adhere to UTEP Guidance on Wearing Face Masks and Social Distancing

while on the UTEP Campus: [file:///C:/Users/User/Downloads/3a.-Faculty-Statement-on-Face-Masks,-LongDraft%20\(1\).](file:///C:/Users/User/Downloads/3a.-Faculty-Statement-on-Face-Masks,-LongDraft%20(1).)

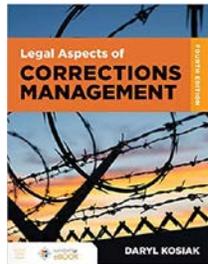
III. Course Objectives

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:



Kosiak, Daryl JD. *Legal Aspects of Corrections Management 4th Edition*. Jones & Barlett Learning, 2022. ISBN: 9781284211535. Available at UTEP bookstores.

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

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.

Course Requirements

Point Value Summary:

Activity or Assignment	Point Value
Exam #1(Mid-Term)	100
Exam #2 (Final)	100
Policy Research Proposal Paper	100
Article Review 1	25
Article Review 2	25
Group Case Study Presentation	100
Participation	50
Total Points	500

Evaluation Methods

- **Exams (40%)**
 - 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. Each exam is **worth 100 points, for a combined total of 200 points.**

- **Academic Policy Research Proposal Paper (20%)**
 - Students are required to complete one 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.
 - Students shall conduct research on a specific policy problem in corrections of your choice. You should be thinking of a corrections policy topic that interests you while doing the readings for the class. Research Proposal Paper is worth **100** points.

- **Academic Policy Research Proposal Protocols**
 - 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 is below:

- **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.
- Instructor will provide and discuss grading rubrics in class.

- **Article Review (10%)**

- Students are required to conduct (2) article reviews from credible sources of information. Article review is **worth 25 points** each for a total of **50 points**. Article review topics should be selected as follows: You are only required to locate and use one scholarly article for this assignment. Students shall select an article from any assigned articles for this course.

- **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.
- The Internet may be used to access information from scholarly journals, libraries, etc. *Google Scholar* is an excellent research database for scholarly and professional materials.
- Grading rubric will be provided and discussed by instructor in class. Late submissions will not be accepted.

- **Group Case Study Presentation (20%)**

- 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 present a multi-media

presentation (for example, in Powerpoint or Presi). Group presentation will be due by July 26, 2021.

- **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?)

- **Participation/Attendance (10%)**

- Students are expected to attend class with the required textbook. They should also have note taking materials available. Students are required to read the scheduled chapters in advance in order to participate in classroom discussion. Five (5) points will be deducted for each class missed after second missed class. Participation in classroom discussion or classroom activities are also required for participation points. **Total possible participation points: 50.**

- **Grading Scale**

The grading scale is shown below:

Points	Letter Grade
450-500	A
400-449	B
350-399	C
300-349	D
0-299	F

- **Writing Center Information**

- The University Writing Center is located in Library, Room 227. It is a great place to receive help with editing your written papers, and with APA style assistance. They are open M-Th 9:00-5:00 pm, Fr 9:00-2:00 pm, and Sundays 12:00-5:00pm. Appointments are recommended well before the deadline, but they will take walk-ins.

IV. 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 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

Week 1: June 7 – June 9

Introduction to Course and Syllabus Review

Topics and/or Discussion

Ch.3: Habeas, Torts, and Section 1983

Ch.5: A General View of Prisoners’ Rights Under the Constitution

Assignments/Exams

Syllabus Review

Readings

Week 2: June 14 – June 16

Topics and/or Discussion

Ch. 6: Access to Courts

Ch. 7: First Amendment: Inmate Mail

Article: Knight, M. (1988). Censorship of inmate mail and the first amendment:

The way of the circuits. *Texas Tech Law Review*, 19(3), 1057-1090.

Ch. 8: First Amendment: Inmate Association Rights

Assignments/Exams

Readings

Week 3: June 21 – June 23

Topics and/or Discussion

Ch. 9: First Amendment: Religion

Article: Solove, D. J. (1996). Faith profaned: The religious freedom restoration act and religion in the prisons. *Yale Law Journal*, 106(2), 459-492

Ch. 10: Fourth Amendment: Search and Seizure, and Privacy

Article: Taylor, B. (2021). Rethinking reasonable: Recognizing prisoner's expectation of privacy under the fourth amendment. *Federal Lawyer*, 68(1), 18-21.

Assignments/Exams

Readings

Article Review 1 (due June 23)

Week 4: June 28 – June 30

Topics and/or Discussion

Ch. 11: Fifth and Fourteenth Amendments: Due Process – Inmate Discipline

Article: Hlaio, A.M., & Taylor, R.J. (1999). Parole, probation and due process. Pennsylvania Bar Association

Ch. 12 – Fifth and Fourteenth Amendments: Due Process, Classification, Transfers, Personal Injuries, and Property Loss

Assignments/Exams

Exam #1

Readings

Exam #1 – June 30

Chapters 3 and 5 through 11

Week 5: July 5 – July 7

Topics and/or Discussion

Ch. 13: Fourteenth Amendment: Equal Protection – Female Offenders and Others

Ch. 14: Eighth Amendment: The Death Penalty and Other Sentencing Issues

Ch. 15: Eighth Amendment: Conditions of Confinement-Cruel and Unusual Punishment

Article: Ramos, R. X. (2008). Crime and (cruel and unusual) punishment: policy Recommendation. *Revista de Derecho Puertorriqueno*, 47(2), 205-226.

Assignments/Exams

Readings

Week 6: July 12 – July 14

Topics and/or Discussion

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).

Ch. 17: Probation and Parole, Community Corrections, and Fines

Assignments/Exams

Readings

Article Review #2 (Due July 14)

Week 7: July 19 – July 21

Topics and/or Discussion

Ch. 18: Statutory and Administrative Law

Ch. 19: Federal Statutes: Equal Employment, Disabilities, and Tort Claims

Ch. 20: Jails

Ch. 21: Juveniles and Young Offenders

Assignments/Exams

Readings

**Policy Research Proposal Paper
(Due July 21)**

Week 8: July 26 – July 28

Topics and/or Discussion

Ch. 23: Loss of Rights of Convicted Felons

Exam 2

Readings

Assignments/Exams

Group Case Study Presentation - July 26

Exam 2 – July 28

Chapters 13 through 21 and Chapter 23

Calendar is subject to change