The mission of Concord University is to provide quality, liberal arts based education, to foster scholarly and creative activities and to serve the regional community (https://www.concord.edu/About/History-Future.aspx).

Course Prefix, Number and Title: SOWK 336 Corrections

Course CRN # and Section: 10131 (1AS)

Semester Taught (including year): Fall 2019  Professor: Mark A. Mills, MCJ
Credit Hours: 3  Office Location: Admin 129
Prerequisites: N/A  Office Hours: MW 11-12, TR 11-1230
Course Time (if applicable): Online  Email: mamills@concord.edu
Building and Room Number (if applicable): Online  Phone: 304-384-5177

Course Description/Rationale:
This course is an investigation of historical and current community-based correctional practices. Learners examine trends in practice and policy that govern community supervision programs and explore issues surrounding offender rehabilitation and re-entry.

Course Management System: Blackboard

Hardware/Software Needed: Microsoft Word Software

Text requirements:


Concord University Educational Goal(s):
This course addresses the following Concord University Goals:
1. Knowledge/Mastery of Content – Students will demonstrate a depth of knowledge and apply the methods of inquiry in a discipline of their choosing, and they will demonstrate a breadth of knowledge across varied disciplines.

4. Personal, Civic, Cultural, and Global Competence – Students will demonstrate awareness and understanding of the skills necessary to live and work in a diverse world.

National Standards:

Council on Social Work Education (CSWE)
Social Work Competencies

Upon graduation from Concord University’s Social Work program, students will master the following core competencies:

Competency 1: Demonstrate Ethical and Professional Behavior
- Make ethical decisions by applying the standards of the NASW Code of Ethics, relevant laws and regulations, models for ethical decision-making, ethical conduct of research, and additional codes of ethics as appropriate to context
- Use reflection and self-regulation to manage personal values and maintain professionalism in practice situations
- Demonstrate professional demeanor in behavior; appearance; and oral, written, and electronic communication
- Use technology ethically and appropriately to facilitate practice outcomes
- Use supervision and consultation to guide professional judgment and behavior

Competency 2: Engage Diversity and Difference in Practice
- Apply and communicate understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels
- Present themselves as learners and engage clients and constituencies as experts of their own experiences
- Apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies

Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice
- Apply their understanding of social, economic, and environmental justice to advocate for human rights at the individual and system levels
- Engage in practices that advance social, economic, and environmental justice

Competency 4: Engage in Practice-informed Research and Research-informed Practice
- Use practice experience and theory to inform scientific inquiry and research
- Apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings
- Use and translate research evidence to inform and improve practice, policy, and service delivery
Competency 5: Engage in Policy Practice

- Identify social policy at the local, state, and federal level that impacts well-being, service delivery, and access to social services
- Assess how social welfare and economic policies impact the delivery and access to social services
- Apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

- Apply knowledge of human behavior and social environment, person-in-environment, and other multidisciplinary theoretical frameworks to engage with clients and constituencies
- Use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

- Collect and organize data, and apply critical thinking to interpret information from clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies
- Develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies
- Select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

- Critically choose and implement interventions to achieve practice goals and enhance capacities of clients and constituencies
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies
- Use inter-professional collaboration as appropriate to achieve beneficial practice outcomes
- Negotiate, mediate, and advocate with and on behalf of diverse clients and constituencies
- Facilitate effective transitions and endings that advance mutually agreed-on goals

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

- Select and use appropriate methods for evaluation of outcomes;
- Apply knowledge of human behavior and the social environment, person-in-environment, and other multidisciplinary theoretical frameworks in the evaluation of outcomes
- Critically analyze, monitor, and evaluate intervention and program processes and outcomes
- Apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels

Specific Learning Outcomes:
Students will:

- Understand the early history of corrections through the present penal philosophy. (Competency 5)
- Identify and understand the features of court organizations in the United States with a focus on West Virginia court. (Competency 5)
- Identify the major types of prison institutions and differentiate between all of the different models. (Competency 7)
- Explore the development and components of community-based corrections (Competency 7)
- Achieve an understanding of the Juvenile Justice System. (Competency 7)
- Develop an understanding of treatment models and how a social worker would utilize them in a correctional setting. (Competency 8)
- Discuss treatment strategies for substance abusers as well as sex offenders. (Competency 8)

Course Requirements:

Welcome!

This is an online class. That means that students must be very organized and use their time efficiently. Please be sure to read the “Technology Services” section of this syllabus, as it provides information that can be very helpful to you if you run into technical difficulties throughout the course.

Introduction of Professor

I was a juvenile probation officer before moving to the federal system in 1989. I retired as a federal probation officer in 2009. I started teaching in higher education the same year. Have fun learning and exploring corrections!

Professor’s Personal Commitment to Students

Students can expect that I will be checking Blackboard and emails on a daily basis and will grade assignments quickly.

Course Format:

The section of this course is offered completely online. All instruction and correspondences will be provided through Blackboard and email. The course is designed for each student to work on his/her own schedule within predetermined modules. Late assignments are not accepted, so plan ahead. Students are strongly encouraged to work ahead and to back up all work. While work schedules and weekends can be planned around, illness and computer or internet crashes are unpredictable.

Course Expectations

Students will be expected to keep up with the weekly requirements. Work ahead if you know you have work commitments or a weekend away from home.

Online Exams

Online multiple choice and true/false exams are to be completed in Blackboard each week. Exams must be completed by midnight on Sunday of the appropriate week, when the exam window will be closed. However, all of the exams (except the final exam) are open at the beginning of the semester so students may work ahead if desired. Depending on the number of questions, there is a time limit for each exam. Once you begin the exam, you may not leave and come back to it.
Classroom Behavior:
Students are encouraged to contact the professor for any clarification of assignments or the syllabus. Students are strongly encouraged to keep a backup copy of ALL work. CU is not responsible for any loss of materials.

Grading Policy and Scale, Make-up Policy, Late Work:

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 online quizzes</td>
<td>300</td>
</tr>
<tr>
<td>1 Intro Post</td>
<td>20</td>
</tr>
<tr>
<td>3 Discussion Posts</td>
<td>60</td>
</tr>
<tr>
<td>4 reaction papers</td>
<td>120</td>
</tr>
<tr>
<td>1 book reaction</td>
<td>50</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>650</strong></td>
</tr>
</tbody>
</table>

90-100
80-89
70-79
60-69
Below 60

A
B
C
D
F

Online Exams/Quizzes

Online multiple choice and true/false quizzes are expected each module/week. Quizzes must be completed by midnight on Sunday of the appropriate week, when the exam window will be closed. All of the exams are open at the beginning of the semester so students may work ahead if desired. Depending on the number of questions, there is a time limit for each exam. Once you begin the exam, you may not leave and come back to it.

Written Assignments

Reaction Papers/Assignments:
Written assignments are designed to help students be introspective and to apply class materials to real life. Students will choose three separate newspaper, magazine, or online articles related to corrections and give a summary of the article and personal reaction to the article. The articles need to have authors and dates of publication. All of the assignments and due dates are found in Blackboard and are to be submitted in Blackboard. Each paper will be double-spaced with 1” margins, using the APA style. The fonts will be 12 point Times New Roman and the letter spacing will be normal (not expanded). It must be submitted on standard 8 ½ by 11 inch white paper for approval. The paper will contain a title page and a “reference” page containing outside sources and formatted in the APA style. Wikipedia and eHow are not credible resources. Handwritten papers will not be accepted. The clarity of expression, the paper’s appearance (neatness, punctuation and proper grammar) is important and will count toward the final grade. **Late assignments will not be accepted.**
# Grading Rubric for Assignments

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Number of Pages (2-3)</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate Number of Sources (3-4)</td>
<td>3</td>
</tr>
<tr>
<td>Title Page</td>
<td>1</td>
</tr>
<tr>
<td>Reference Page (APA)</td>
<td>3</td>
</tr>
<tr>
<td>Citations in Paper (APA)</td>
<td>6</td>
</tr>
<tr>
<td>Quality of Writing</td>
<td>14</td>
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</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening</td>
<td>1.5</td>
</tr>
<tr>
<td>Logic &amp; Clarity</td>
<td>8</td>
</tr>
<tr>
<td>Punctuation/Grammar</td>
<td>3</td>
</tr>
<tr>
<td>Conclusion</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Total Points Possible:** 30

**Final Exam:** The final exam is comprehensive. All of the questions will come from the chapter quizzes.
Course Timeline (Schedule of Assignments/Assessments/Presentations)

**Alignment Worksheet**

The following outline is intended to serve as a general guideline for the course and is subject to modification as deemed necessary by this instructor.

<table>
<thead>
<tr>
<th>Session Title</th>
<th>Chapters</th>
<th>Assessments</th>
<th>Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 19</td>
<td>1. Philosophical &amp; Ideological Underpinnings of Corrections</td>
<td>Quiz-1</td>
<td>Textbook</td>
</tr>
<tr>
<td>Module 1/Week 1</td>
<td></td>
<td>Intro Post</td>
<td>Chapter 1</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Powerpoint-1</td>
</tr>
<tr>
<td>August 26</td>
<td>2. Corr History: Ancient Times to Colonial Jails</td>
<td>Quiz-2</td>
<td>Textbook</td>
</tr>
<tr>
<td>Module 2/Week 2</td>
<td>3. History; The 17th to 20th Centuries</td>
<td></td>
<td>Chapters 2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Powerpoints 2-3</td>
</tr>
<tr>
<td>September 2</td>
<td>4. Ethics and Corrections</td>
<td>Quiz-3</td>
<td>Textbook</td>
</tr>
<tr>
<td>Module 3/Week 3</td>
<td></td>
<td>Reaction Paper-1 due 9/8</td>
<td>Chapter 4</td>
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<td></td>
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<td>Powerpoint 4</td>
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<tr>
<td>September 9</td>
<td>5. Sentencing: Application of Punishment</td>
<td>Quiz-4</td>
<td>Textbook</td>
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<tr>
<td>Module 4/Week 4</td>
<td></td>
<td>Discussion Post-due 9/15</td>
<td>Chapter 5</td>
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<td>Powerpoint 5</td>
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<tr>
<td>September 16</td>
<td>6. Jails and Detention Centers</td>
<td>Quiz-5</td>
<td>Textbook</td>
</tr>
<tr>
<td>Module 5/Week 5</td>
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<td>Chapter 6</td>
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<td>Powerpoint 6</td>
</tr>
<tr>
<td>September 23</td>
<td>7. Probation &amp; Intermediary Sanctions</td>
<td>Quiz-6</td>
<td>Textbook</td>
</tr>
<tr>
<td>Module 6/Week 6</td>
<td></td>
<td>Reaction Paper-2 due 9/29</td>
<td>Chapter 7</td>
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<td>Powerpoint 7</td>
</tr>
<tr>
<td>September 30</td>
<td>8. Prisons &amp; the Correctional Client</td>
<td>Quiz-7</td>
<td>Textbook</td>
</tr>
<tr>
<td>Module 7/Week 7</td>
<td></td>
<td>Discussion Post-due 10/6</td>
<td>Chapter 8</td>
</tr>
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<td></td>
<td></td>
<td></td>
<td>Powerpoint 8</td>
</tr>
<tr>
<td>Date</td>
<td>Module/Week</td>
<td>Topic</td>
<td>Quiz</td>
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<tr>
<td>October 7</td>
<td>Module 8/Week 8</td>
<td>9. Correctional Experience for Staff</td>
<td>Quiz-8</td>
</tr>
<tr>
<td>October 14</td>
<td>Module 9/Week 9</td>
<td>10. Parole &amp; Prisoner Reentry</td>
<td>Quiz-9</td>
</tr>
<tr>
<td>October 21</td>
<td>Module 10/Week 10</td>
<td>11. Women and Corrections</td>
<td>Quiz-10</td>
</tr>
<tr>
<td>October 28</td>
<td>Module 11/Week 11</td>
<td>12. Minorities and Corrections</td>
<td>Quiz-11</td>
</tr>
<tr>
<td>November 4</td>
<td>Module 12/Week 12</td>
<td>13. Juveniles and Corrections</td>
<td>Quiz-12</td>
</tr>
<tr>
<td>November 11</td>
<td>Module 13/Week 13</td>
<td>14. Legal Issues in Corrections</td>
<td>Quiz-13</td>
</tr>
<tr>
<td>November 18</td>
<td>Module 14/Week 14</td>
<td>15. Correctional Programming and Treatment</td>
<td>Quiz-14</td>
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<tr>
<td>November 25</td>
<td>Week 15</td>
<td>Happy Thanksgiving</td>
<td></td>
</tr>
<tr>
<td>December 2</td>
<td>Module 15/Week 16</td>
<td>16. The Death Penalty</td>
<td>Quiz-15</td>
</tr>
<tr>
<td>December 9</td>
<td>Module 16</td>
<td>Final Exam</td>
<td>Comprehensive</td>
</tr>
</tbody>
</table>
**Accessibility/Accommodations:**

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU’s Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

**Academic Dishonesty**

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one’s own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Academic_Dishonesty.)

**Concord University Honor Code**

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

**Class/Online Attendance Policy**

Regular class attendance is part of a student’s academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures at http://catalog.concord.edu/content.php?catoid=10&navoid=582#Class_Attendance.)

**Emergency Alert System**

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please go to https://concord.omnilert.net/subscriber.php to sign up for the Emergency Alert System or contact the IT Help Desk for further assistance (304-384-5291).

**Emergency Information**
Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is located on the bottom floor of the Rahall Technology Center. For further emergency information go to https://www.concord.edu/Student-Life/Office-of-Public-Safety/Alert-Systems.aspx.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

  University Closure
  No students or employees are to report.

  Classes Cancelled
  Students do NOT report BUT employees are expected to report to work at their normal time.

  Operating on an Inclement Weather Delay
  Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See https://www.concord.edu/Student-Life/Office-of-Public-Safety/Inclement-Weather-Schedule.aspx for Athens/Beckley Inclement Weather Schedules.)

  *Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Mental Health Resources

Concord University recognizes that being a student can be stressful at times for a number of reasons some of which may be related to the challenge of balancing your role as a student with other facets in your life. There are a number of resources to help you cope if you find that you are overwhelmed. The first is the CU Counseling Center which is located on the third floor of the Jerry and Jean Beasley Student Center on the Athens Campus. The center is staffed by a licensed mental health professional, graduate students, and student employees. Appointments are available Mon-Fri from 9:00 AM – 4:00 PM. Appointments at the Erma Byrd Higher Education Center in Beckley may be made by arrangement. Students may call the counseling center at 304-384-5290 or make their own appointment through the electronic scheduling system which may be found on Counseling Center section of the Student Services tab on CU’s main page. Counseling services are free of charge. Other resources available are Student Support Services and the Academic Success Center on the Athens campus.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking,
sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384-5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or https://www.concord.edu/Student-Life/Title-IX.aspx. Reports to Campus Security can be made at (304-384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

**Technology Services**

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You can find additional information at https://www.concord.edu/About/Important-Offices-Centers/Technology-Services/Help-Desk-Support.aspx.

**Syllabus Disclaimer**

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

**Miscellaneous (for example):**

- Sources of Help
- Glossary of Terms
- Related Research/Professional Organizations