

Eastern Illinois University
REVISED COURSE PROPOSAL
SOC 4790

CGS Agenda Item: 11-31
Effective: Fall 2011

The Correctional Process: A Sociological Analysis

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** SOC 4790
2. **Title (may not exceed 30 characters, including spaces):** The Correctional Process: A Sociological Analysis
3. **Long title, if any (may not exceed 100 characters, including spaces):** N/A
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** (3-0-3)
5. **Term(s) to be offered:** ☒ Fall ☐ Spring ☐ Summer ☒ On demand
6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2011
7. **Course description (not to exceed four lines):** Provides an understanding of the entire field of correctional systems in terms of its official objectives, its actual effects and effectiveness, including special focus on experimental programs.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** None.
 - b. **Prerequisite(s)** SOC 1838 G, Introductory Sociology
SOC 2761, Introduction to Criminology
 - c. **Who can waive the prerequisite(s)?** Department Chair or Instructor
 - d. **Co-requisites** None.
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:
Technology delivered sections of the course are restricted to students in EIU programs that are exclusively online or off-campus.
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: none
9. **Special course attributes:** Not a general education course
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
11. **Instructional delivery method:** ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research
☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

In successfully completing this course, students will:

- (a) Understand the function of a corrections system as it relates to other social structures.
- (b) Recognize social forces that affect the definition and operation of corrections.
- (c) Recognize major current and historical correctional models and major issues in sentencing.
- (d) Describe, analyze/apply sociological and criminological theory and research in developing various societal responses to crime.

- (e) Describe, analyze/apply sociological and criminological theory and research identifying the causes of crime.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Objective	Test 1	Test 2	Test 3	Research Paper
Understand the function of a corrections system as it relates to other social structures	✓	✓	✓	✓
Recognize social forces that affect the definition and operation of corrections	✓	✓	✓	✓
Recognize major current and historical correctional models and major issues in sentencing	✓	✓		
Describe, analyze/apply sociological and criminological theory and research in developing various societal responses to crime	✓		✓	✓
Describe, analyze/apply sociological and criminological theory and research identifying the causes of crime			✓	✓

3. Explain how the instructor will determine students' grades for the course:

Achievement of student learning will be evaluated based on the following:

Exams: 80%. Typical exams will be constructed using a combination of multiple choice, short answer essay, fill in the blank, and true or false question formats

Research paper: 20%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

The Week 1 classes will provide an opportunity for students a) to receive thorough orientation to the course, b) establish online relationships with the instructor and peer students for support and collaboration, c) learn to use the online learning technology, d) become familiar with the course website, e) take assessments and exams, and f) engage in class discussions, receive and provide feedback.

Students take exams online, post short written assignments in the discussion forum, which is accessible to all members of the class (and all of them are expected to provide feedback on others' responses); submit the research paper via the email, and complete their final exam online.

b. Describe how the integrity of student work will be assured:

The content and assignments will be similar to those utilized in the traditional course presentation. Examinations will be administered on-line with a time limit, random presentation of questions, and random presentation of response choices. Security measures available within the course delivery system will be utilized to ensure access only by enrolled students. Login and logout time for each on-line learning activity

is tracked by the online course delivery system. Points are awarded accordingly. Written papers will be evaluated for plagiarism with Turnitin or other similar plagiarism detection software.

- c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

The content will be delivered by a distance modality. An on-line course delivery system such as WebCT will be utilized. Class participation will occur through discussion board for on-line delivery.

When available, other distance delivery mechanisms will be added to provide synchronous and asynchronous content delivery and discussion. For each unit, students will be provided with objectives, learning activities, PowerPoint presentation with audio, as well as other appropriate materials such as links to content-related websites. Email, chat and discussion functions of WebCT will be utilized for instructor/student interactions. Chat rooms will be set up for student/student interactions. The “Who’s Online” function will also be used to allow students to access peers in the course. The instructor will maintain virtual office hours as well as traditional office hours to enhance student access.

Students are required to spend three hours per week in on-line activities to receive full credit for participation in these activities.

- 5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit.**

Graduate students enrolling in this course will have one additional essay question on each exam, and will be required to write an additional paper. They will be evaluated using a separate grading scheme as follows.

Evaluation for Graduate Students:

Exam: 60% Typical exams will be constructed using a combination of multiply choice, short answer essay, fill in the blank, and true and false question formats

Research paper #1: 20%

Research paper #2: 20%

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified.**

The course is writing-active. When the course is not technology-delivered, short written exercises during class are used to assess familiarity with course content and what the student seems to be getting out of the class. When the course is technology-delivered, frequent written expression including online discussion is graded and linked to objectives, and is used to demonstrate understanding of course content and to aid the student in developing reflection, problem-solving, collaboration and engagement.

PART III: OUTLINE OF THE COURSE

Course outline

The following outline identifies the major topics covered (based on 150 minutes of class per week, for 15 weeks)

WEEK	<u>CONTENT</u>
	Orientation and Introduction
1	Chapter 1, Review of class syllabus, class expectations, course objectives; orientation to online learning technology; orientation and introduction to conceptions and study of corrections.
2	Chapters 2, History and 3, Overview of Sentencing
3	Issues in Sentencing
	Community Corrections
4	Chapter 4, Diversion and Probation. Speaker, on line activity or field trip related to topic.
5	Chapter 5, Intermediate Sanctions
6	Issues in Community Corrections
	Institutional Corrections
7	Chapter 6, Jails
8	Chapter 7, Prisons. Speaker, on line activity or field trip related to topic.
9	Chapter 8, Parole
10	Issues in Institutional Corrections
	Prison World
11	Chapter 8, Managing the Prison Population
12	Chapter 9, The Inmate Experience
13	Chapter 10, Prisoner's rights Special Prison Populations
14	Chapter 11, Special Prison Populations: Elderly, Mentally Challenged, HIV/AIDS
15	Issues in Corrections

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

Not applicable.

- b. If the course or some sections of the course may be technology delivered, explain why.**

The course is available in a technology-delivered format to maximize accessibility to non-traditional, employed, and off-campus students.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

It is common in many sociology departments to have upper division (4000+) courses that provide a critical analysis of a social institution, such as the corrections system, to be offered at the senior level. The

prerequisites, SOC 1838 G, Introductory Sociology, and SOC 2761, Introduction to Criminology, ensure that students have sufficient exposure to the discipline of sociology before introducing students to a sociological analysis of corrections. Permission of the instructor as an alternative prerequisite enables students in other majors with appropriate academic/occupational background to take the course. The course offers graduate students in the graduate programs for Psychology exposure to critical material and is also relevant to undergraduates in Political Science, Sociology and other programs at both the graduate and undergraduate levels.

3. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

There are no similar courses at EIU.

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

No course is to be deleted. This is a revision of an existing course.

4. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

The course is currently is an approved elective for the Major in Sociology and for the Minors in Sociology and Criminology. No changes are anticipated as a result of this re-approval.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

This course will be an approved elective in any graduate program.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

Faculty members to whom this course initially may be assigned include: Katie Bass or other qualified faculty members in the Department of Sociology/Anthropology.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Dr. Benedict, Dr. Cosbey, Dr. Eckert and Dr. Hendrickson are all members of the graduate faculty from the Department of Sociology and Anthropology. Prof. Bass will be qualified to be a member of the graduate faculty by the time the revised course is offered next fall.

2. Additional costs to students: None.

3. Text and supplementary materials to be used (Include publication dates):

Textbook: Schmalleger, S., and Smylka, J. 2009. Corrections in the 21st Century. 4th ed.

Boston: McGraw-Hill.

PART VI: COMMUNITY COLLEGE TRANSFER

A community college course will not be judged equivalent to this course.

PART VII: APPROVALS

Date approved by the department or school: February 25, 2011

Date approved by the college curriculum committee: March 11, 2011

Date approved by CAA: **CGS:**