

ETHNICITY, CORRECTIONS AND SUPERVISION  
CURRICULUM PROJECT

A rectangular box containing a handwritten signature in cursive script that reads "Patricia Smiley".

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ETHNICITY, CORRECTIONS AND SUPERVISION  
CURRICULUM PROJECT

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in

Education

Adult Education

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by

Joan M. Barfield

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Abstract

ETHNICITY, CORRECTIONS AND SUPERVISION  
CURRICULUM PROJECT

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Under the Supervision of Dr. Patricia Bromley

The educational project titled, ETHNICITY, CORRECTIONS AND SUPERVISION examines the nature of prejudice and discrimination, and their relationship within the Criminal Justice System. Students studying this curriculum will analyze personal behaviors, attitudes, values, and the impact of interactions with diverse populations. Employment/industry trends and a service-learning component are integrated into the curriculum to increase cultural awareness. Practical application situations encouraging effective communication, as well as a variety of assessment methods link theory and practice to encourage and support culturally competent workers in the Criminal Justice field.

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## **Chapter One: Introduction**

In 2007, the American Association for Colleges and Universities (AAC&U) identified the ability to communicate and interact effectively in diverse groups and settings as a fundamental priority for higher education in the twenty-first century (Lee, Williams, & Kilaberia, 2012, p. 200). Relatedly, the Wisconsin Technical College System (WTCS) website states:

Diversity encompasses an array of experience, including, but not limited to, age, race, ethnicity, gender, religion, disabilities, socioeconomic status, sexual orientation,

An appreciative awareness of diversity provides the foundation for the understanding that individuals are shaped by this array of experience. Diversity services focus on addressing the specific needs of students that identify as members of historically under-represented and/or under-served populations defined by federal, state, and local law.

Where the definition of diversity is defined in terms of racial and ethnic identity, a broader definition is relevant and more appropriate to the college community. According to Clayton-Pedersen et al, as cited in Lee, Williams, and Kilaberia (2012), “diversity means the active, intentional, and ongoing engagement with differences in a purposeful manner to increase one’s diversity related competencies and refers to the presence of difference and to the act and process of engaging those differences in an intentional manner” (p. 201).

Likewise, Hyman and Jacobs (2009) assert that diversity expands worldliness, enhances social development, and prepares students for future career success to work in a global society. The study of diversity, including race, ethnicity, gender, religion, sexual orientation, socioeconomic status, and age, is important for college students to explore. Moreover, the ability to communicate with a diverse population can increase awareness and strengthen relationships, increase a student’s knowledge base, promote creative thinking, enhance self-awareness and

enrich multiple perspectives. Students who study diversity and explore values, beliefs, and behaviors and the elements of multi-cultural and diverse environments will be prepared to apply this knowledge and communication skills to the criminal justice workplace.

### **Purpose of the Study**

The curriculum revision will offer a career specific perspective with relevance to diversity and issues affecting the criminal justice system. Additionally, reference to journals and websites will enhance the learning plans and foster critical thinking skills. A service-learning component is integrated into a performance assessment task, which allows for experiential learning and practical applications. Finally, the curriculum is presented electronically.

### **Significance of the Study**

Updated curriculum will inform students of relevant issues and topics related to diversity and the criminal justice profession. Professionals from the Criminal Justice/Corrections advisory committee offer input regarding current trends in the workplace. The advisory committee and instructors discuss the industry trends that affect the current economy, the workplace/employment and the Associate Degree Program. Students will evaluate and reflect upon their personal values, attitudes and behaviors concerning diversity. Furthermore, increased knowledge and awareness of multicultural/diverse environments will benefit students who desire to work as corrections professionals.

### **Statement of the Problem**

The current curriculum at Moraine Park Technical College does not offer students an examination of industry specific topics or a service-learning component. Furthermore, just as evidence-based studies analyze the risks and needs of offenders; it makes sense that a curriculum project on ethnicity, corrections and supervision would encompass a variety of learning theories,

competencies, and learning plans to meet the needs of the students. If students are not able to transfer the learning of knowledge and skills, and do not portray tolerance and acceptance for diverse populations, or if they fail to utilize effective communication skills, it could affect their ability to work in the criminal justice field.

### **Definition of Terms**

Cultural Awareness: a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals that enable them to work effectively in cross-cultural situations (Lee, Williams, & Kilaberia, 2012).

### **Delimitations of Research**

The references used for this educational project were searched through the Karrmann Library at the University of Wisconsin-Platteville and at the Moraine Park Technical College Library over a period of sixty days. ProQuest Criminal Justice and EBSCO HOST search engines were utilized. The key search topics were “diversity,” and “criminal justice system.”

## **Chapter Two: Review of Related Literature**

### **The Importance of Diversity**

According to Lee et al. (2012), diversity is a complex but an essential component at all levels of a college institution, including the classroom (Lee, Williams & Kilaberia, 2012). Every college student enters the classroom with values, beliefs, and personal experience related to diversity. These values and beliefs are learned and can be deeply rooted. Furthermore, topics related to diversity can be sensitive, controversial, and complicated in nature. Coincidentally, if the issues discussed do not align with one's current belief system, dissonance exists. It is important for students in criminal justice/corrections classes to analyze their current perspectives, opinions and biases and develop skills essential to communication, teamwork, and the ability to overcome personal and social barriers to foster the development of diversity skills. Engaging with an open mind for tolerance and respect supports cultural competence for others.

Diversity-related education is imperative to the criminal justice profession. A lack of attention to cultural issues is reported at every point of contact within the system (Osher & Steadman, 2010). In support of education, Closson (2010) suggests an examination of racism in diversity courses with relevance to literature and diversity movements. In addition, professionals serving on the Moraine Park Technical College (MPTC) Criminal Justice/Corrections advisory committee support the critical examination of diversity-related issues consistent with evidence-based practices. Professionals indicate students must employ the ability to communicate and display respect for a diverse culture for the safety and security of the facility, as well as conduct themselves as culturally competent workers in their environment.

In addition to the knowledge and understanding of diversity-related issues, students who investigate and utilize critical thinking skills gain a deeper perspective "crucial for understanding

racial dynamics, particularly the way that current inequalities are connected to earlier, more overt, practices of racial exclusion” (Closson, 2010).

### **Communication and Working with Diverse Populations**

Practitioners and scholars agree on the importance of communication and working with diverse populations. In an article written for corrections professionals, Thelen (2014) advises correctional staff to listen, be positive, mentally prepare and respect when working with offenders, adding, “You have to remember, it is our job to interact with people who don’t want to be interacted with....” (“How to be Successful when Dealing with Inmates,” para. 13). Furthermore, competent communicators must be mindful, tolerate ambiguity, and manage anxiety (Manglia & Nielsen, 2009). In a generation where technology and devices surpass the skillful art of face-to-face communication, students must recognize the communication barriers among the clientele they may be working with. Limited technology resources, age, and generational influences may affect communication. Communicators are aware of barriers and nonverbal cues that may distract or reduce effective communication. In order for criminal justice personnel to achieve intercultural communication competence, it is important to possess knowledge regarding key influences on communication, including the impact of diversity, the power of nonverbal communication, and the importance of the situational context.

Working with a diverse population requires students to identify personal prejudices and stereotypes and acquire knowledge of other cultures. Diversity expands the capacity for viewing issues or problems from multiple perspectives, angles, and vantage points (Hyman & Jacobs, 2009). Knowledge gained through introspection of self and an examination of other diverse communities of people will assist students with critical thinking skills and promote tolerance and acceptance. According to Caffarella and Daffron (2013), the transfer of learning, used in a

behavioral context, encompasses observable changes in knowledge, skills, and attitudes.

Therefore, the ability to communicate among diverse populations is crucial to diversity-related curriculum.

### **Integration of Learning Theories, Strategies, and Assessment Methods**

An examination of learning theories, strategies and assessment methods is imperative for curriculum development. In addition, utilizing multicultural teaching approaches including conservative and liberal ideas, and critical examination of the ideas presented, will meet the teacher's specific objectives (Gorski, 2010). Coincidentally, the approaches of teaching the "other," teaching with cultural sensitivity and tolerance, displaying multicultural competence, and teaching sociopolitical awareness, aligns with many learning theories. A behaviorist, cognitivist, constructivist, humanist, or social learning theory focus on behaviors, experiences, and processes pertaining to the learner can only enhance multiculturalism. The combination of theories and approaches, relevant to the usefulness of a diversity-related curriculum project, focuses on diverse groups and strives towards change (Lara, 2007).

Critical Race Theory (CRT) examines critical perspectives to seek change through acknowledging racism and promoting understanding (Merriam & Bierema, 2013). Students who examine critical perspectives will have an opportunity to utilize professional communication skills, a key component of the Ethnicity, Corrections and Supervision course curriculum, to educate others in the social and experiential context of racism. Ortiz and Jani (2010), state that the Critical Race Theory for teaching diversity is where transformations of social relations are conducted through dialogue and social relationships.

Another way educators can promote critical thinking skills and employ practical applications is the engagement in diversity-related issues through tapping multiple intelligences.

Utilizing Howard Gardner's concept of Multiple Intelligences, specifically interpersonal intelligences, allows students to explore various strategies and methods of learning, to promote their own cultural awareness and aid in using more effective communication. Moreover, Strasser and Seplocha (2005) suggest the intelligences of interpersonal and intrapersonal relationships are critical to understanding prejudice, diversity and multicultural perspectives.

The Interactive Model of Program Planning is another resource that supports the importance and relevance of the "transfer of learning" to a work/employment setting (Caffarella & Daffron, 2013). Learners want to know how the skills and knowledge attained will assist them in their personal and professional lives. Providing relevant student-centered learning activities reinforces the skills needed to be successful in the workforce. Expectedly then, learning activities that promote critical-thinking skills and communication skills will accommodate the diverse needs of the student population (Sims, 2006).

Assessment methods can be formative or summative and can measure performance, knowledge, and skills many different ways. Scenario-based training allows students to actively engage in the/an experience, and relate it relate it to the profession by practicing the skill. Currently, the Department of Justice (DOJ) mandates this training for students in the jail certification program. Additionally, an analysis of case studies, cooperative learning activities such as jigsaw or think-pair-share, internet research, journaling or reflections are ways to assess student learning. Utilizing a variety of strategies and assessments will reduce the potential barriers that may exist for the learning transfer (Closson, 2013).

Curriculum that incorporates real life applications specific to the industry encourages one's knowledge base and promotes critical thinking skills. Furthermore, cultural awareness benefits students, teachers, the community, and society as a whole.

### **Chapter Three: Summary and Conclusions**

Diversity enriches the educational experience. The concepts and objectives of this curriculum project are designed to support diversity-related education and inspire students to transfer this knowledge to the work place.

Cultural awareness includes an examination of values, beliefs, and attitudes that allows one to work effectively in cross-cultural situations (Lee, Williams & Kilaberia, 2012).

Professionals from the field identify the trends correctional professionals encounter and support the need for diversity-related education. Obtaining knowledge and awareness of specific issues relevant to the corrections profession will promote awareness of diversity-related issues and encourage students to become culturally skilled workers through effective communication.

Students who understand other people are able to mediate conflicts more effectively, understand and recognize stereotypes and prejudices, and more readily display empathy toward others.

Comparatively, those who understand themselves and can identify strengths and weaknesses will have an understanding of prejudice, diversity, and multicultural perspectives (Strasser & Seplocha, 2005).

Students who study this curriculum will understand the critical importance of multicultural understanding. They will analyze their personal behaviors, attitudes, values, and their impact on interactions with diverse populations. An examination of employment/industry trends and a service-learning component are integrated into the curriculum to increase cultural awareness and offer real-world applications. Ultimately, students will reflect upon their personal experiences and transfer the learning to professional situations

Multiple learning theories, approaches, activities, and resources support diversity-related concepts in this project. Students examine how they can promote cultural awareness, tolerance, and acceptance of others through an examination of research and the review of corrections-

related literature, In addition, they will engage in a service-learning component, and relate the information gleaned in service learning to the criminal justice system.

. According to Merriam & Bierema (2014, p. 39), when the educator's view of the learning process encompasses "changes in behavior, internal mental process, a personal act of fulfilling potential, interactions with and observations of other in social context, and construction of meaning from experience," significant changes in the learner's behavior, thoughts, attitudes, and understanding occur.

The overall intent of this curriculum revision project is to engage critical thinking skills, support interpersonal relations as a skill set required to understanding prejudice, diversity and multicultural perspectives in the criminal justice field. Ultimately, this knowledge and reflection of diverse issues will assist students who intend to pursue a career in the Criminal Justice/Corrections profession to live and work in a multicultural/diverse environment.

Thus, the following proposal for curriculum revision will be submitted to James Brace, Associate Dean of Human Services at Moraine Park Technical College, for consideration as a formal curriculum development project for incorporation into the Criminal Justice/Corrections Program during the 2015-2016 academic years.

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## APPENDIX

**ETHNICITY, CORRECTIONS AND SUPERVISION**

**504-181**

A Proposal for Curriculum Revision

Submitted by Joan M. Barfield

Submitted to James Brace, Associate Dean of Human Services, Moraine Park Technical College

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## **Ethnicity, Corrections and Supervision**

### **Organization**

Moraine Park Technical College

### **Course Number**

504-181

### **Course Title**

Ethnicity, Corrections and Supervision

### **Course Description**

Examines the elements of diversity to assist corrections professionals to broaden perspectives and promote cultural competence. Analyzes distinctions among values, attitudes and behaviors and applies knowledge and skills to correctional environments.

### **Total Credits**

3.00

### **Total Hours**

54.00

### **Types of Instruction**

Classroom Presentation

### **Instructional Level**

Associate Degree

### **Target Population**

This course is designed for Associate Degree Students in Human Service.

## **Core Abilities**

### Core Ability Statement

Your instructors have worked with representatives from business and industry to identify seven skills that are essential to your success in obtaining and keeping a job. You will work toward attaining and improving these skills in all your courses. By helping you develop the core abilities and holding you responsible for their application, your teachers will help you increase the likelihood of career success.

### **Communicate Clearly**

1. You plan and organize communications according to the purpose and audience.
2. You summarize in a brief and concise manner.
3. You provide support materials (e.g., facts, reasons, examples, details, statistics, anecdotes and quotes) to aid in understanding your ideas and information.
4. You participate in discussions, group work modeling active listening, and feedback skills.
5. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage and sentence structure.
6. You model professionalism and etiquette in all communications (e.g., letters, e-mail, voice mail and texting).

### **Act Responsibly**

1. You follow directions.
2. You follow safety procedures.
3. You meet standards for participation.
4. You meet deadlines.
5. You present a professional image in your work and your appearance.
6. You are accountable for your actions.

### **Work Productively**

1. You stay on task.
2. You work independently, as needed, to complete work.
3. You ask for assistance when needed.
4. You set and attain goals.
5. You manage time effectively.
6. You prioritize work to meet deadlines.
7. You strive for continuous improvement in your work.
8. You use resources efficiently.

### **Think Critically and Creatively**

1. You use active problem-solving techniques (Plan, Do, Check, Act).
2. You are creative in exploring possible solutions.
3. You consider the human, interpersonal and factual dimensions of a problem.
4. You distinguish between fact and opinion.
5. You apply global perspective to decisions and actions.

**Adapt to Change**

1. You modify thoughts and actions as situations change.
2. You anticipate changes coming to, or affecting, the situation.
3. You approach change calmly and rationally.
4. You use positive behaviors to foster continual growth.

**Demonstrate Integrity**

1. You demonstrate pride in your work by striving for the highest possible quality.
2. You accept and provide feedback to further individual and group growth.
3. You credit others for their contributions and share credit for tasks requiring a team effort.
4. You demonstrate trustworthiness by being honest, dependable, confidential and reliable.

**Work Cooperatively**

1. You complete assigned tasks for teamwork.
2. You demonstrate collaborative strategies.
3. You exchange information, ideas, opinions and solutions in a team/group setting.
4. You respect others.
5. You encourage and assist team members.

## **Performance-Based Instruction**

You, as a learner, are the most important part of instruction. In performance-based instruction, we carefully identify what you need to be able to do because of an instructional experience. Next, we determine how you can show that you have learned these skills. Finally, we plan learning activities that will help you develop the skills.

Performance-based instruction has many advantages for you:

- 1) What you will learn is based on the skills you will need, rather than on outlines of information.
- 2) You can plan how to invest your time and energy. To help you do that, we tell you right up front, **WHAT** you will learn, **WHEN** you will show you have learned, and **HOW** you may go about learning.
- 3) You know the standards for evaluation before the performance test. You earn a grade according to how well you perform the skills rather than according to how well others in the class perform. You are not graded on a curve.
- 4) You are actively involved in the learning. We design learning activities and assignments that teach you to solve problems and to learn on your own.
- 5) When you complete a learning experience, you have documentation showing the skills you have learned. You can use this information when you seek employment, admission to further education, advanced standing, or transfer of credit.

You may find it helpful to learn the basic terminology we use to describe **WHAT**, **WHEN**, and **HOW** you will learn.

### **WHAT**

**Core Ability**--A broad capability that you will develop throughout a course or program rather than in one specific lesson. Core abilities include skills that everyone needs to succeed, such as problem solving, communication, employability, and lifelong learning.

**Competency**--A major skill, knowledge, or attitude that you will learn because of a given learning experience. A competency is specific to a discipline (such as history, math, language) or to an occupational area (such as nursing, accounting, engineering).

**Learning Objective**--A supporting skill, knowledge, or attitude that you will learn as a step toward mastery of a specific competency. Each competency has two or more learning objectives.

### **WHEN**

**Performance Standards**--Observable and measurable specifications by which your performance

will be evaluated, and a description of the situation under which your performance will be assessed.

**Performance Assessment Activity**--A statement that tells you what you must do to show mastery of one or more competencies (instructions for completing assignments, performance assessment tasks, or tests).

## HOW

**Learning Activity**--A statement that describes what you can do to help you master specific learning objectives and competencies. (You may think of them as assignments.)

## Competencies

1. Examine the nature of prejudice and discrimination.
2. Investigate origins of ethnic groups.
3. Analyze personal behaviors, attitudes, values, and the impact of interactions with different cultures.
4. Communicate contributions of ethnic groups to contemporary American culture.
5. Appraise how diverse perspectives influence or affect the criminal justice profession.
6. Increase cultural awareness.
7. Utilize interpersonal communication skills while working with diverse populations.
8. Develop a philosophy reflecting the positive effects of cultural competence.

## Course Grading Information

### Grading Rationale

In order to pass the course, you must complete ALL of the assessment tasks. Assessment tasks will be graded according to the specific competency criteria for each competency. You will fail this course if all of the assessments are not successfully completed.

You will complete the following Performance Assessment Tasks for Ethnicity, Corrections and Supervision:

Module 1	Brown Eye/Blue Eye	25 points
Module 2	Race and the Criminal Justice System	33 points
Module 3	Who I Am Collage Cultural Resume	55 points 100 points
Module 4	Hate Crimes	24 points
Module 5	Industry Trends	25 x 5=125 points
Module 6	Service learning	125 points
Module 7	Culturally Skilled Workers	55 points
Maximum total points for assessments		542 points

## **Grading Scale**

A	100 - 93%
B	92 - 85%
C	84 - 75%
D	74 - 67%
F	66% and lower

## Ethnicity, Corrections and Supervision

### Suggested Course Schedule

Week One	Introductions, Syllabus, Expectations, SL Guest Speaker, Diversity Center Guest Speaker, Role-Play/Scenario
Week Two	Labor Day Holiday
Week Three	Stereotypes, Bias, “isms”
Week Four	Discrimination & Racial Prejudice
Week Five	Discrimination & Racial Prejudice
Week Six	Majority/Minority Cultures
Week Seven	<b>33rd Annual WCA Fall Conference</b> <i>"Teamwork: Many Hands, Many Minds, One Goal"</i> October 5-7, 2014
Week Eight	Majority/Minority Cultures
Week Nine	Cultural Resume Presentations
Week Ten	Hate Crimes
Week Eleven	Industry Trends- LGBTQ
Week Twelve	Industry Trends- Veterans
Week Thirteen	Service Learning Component
Week Fourteen	Industry Trends-Mental Health
Week Fifteen	Industry Trends-Aging and Disability
Week Sixteen	Industry Trends- LGBTQ Article/Literature Review/ Guest Speaker
Week Seventeen	Final Exam/ Explain the importance of ethnic awareness Culturally Skilled Workers

## **Moraine Park Technical College Guidelines**

### *MPTC ADA Statement*

The college will make reasonable accommodations for persons with documented disabilities. Moraine Park Technical College abides by Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act.

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please see the Learning Specialist at your respective campus so that such accommodations may be arranged. You will need to provide documentation of your disability to the Disability Resource Center.

For more information on disability services offered and appropriate contact information at Moraine Park, please go to the Moraine Park website:

<http://www.morainepark.edu/services/student-resources/disability-services/services/>

### *MPTC Course Timeline Changes*

As your instructor, I retain the right to make changes based on the timeline of the class, feedback from students and/or logistical issues and will inform you as soon as a change is made.

### *MPTC Instructor Responsibilities*

As your instructor, I commit to communicating openly and frequently with you about this class. I will maintain a professional, safe learning environment adhering to the policies of the college. You can expect a reply to communication, be it via e-mail, through online discussions, voicemail or in person, typically within 1-2 days, excluding weekends and holidays.

### *MPTC Peer Tutoring*

Moraine Park offers tutorial services to students who are experiencing difficulties in their courses. This service is provided at no charge through a federally funded project to students who are currently enrolled in vocational and/or technical courses. The program recruits students who excel in their subjects and hires them to work as peer tutors. Every effort is made to find a match, however a match is not guaranteed. Tutoring may be individual or group sessions.

For more information on accessing tutoring services at Moraine Park, please go to the Moraine Park website: <http://www.morainepark.edu/services/student-resources/tutoring/>

### *MPTC Student E-Mail*

All students are issued a student e-mail account. This e-mail account is your official means of communication with the College. All communications from the College will be sent to your Moraine Park issued student e-mail account; including eCollege communications, notifications for availability of grades, add/drop registration information, faculty communications and more.

You are responsible for monitoring your student e-mail account. For more information on setting up and accessing your Moraine Park student e-mail account, please go to the Moraine Park website: <http://www.morainepark.edu/admission-and-registration/enroll-in-a-program/open-account/>

### *MPTC Student Outside Effort*

You will need to devote additional time to course work outside of scheduled class sessions in order to successfully complete MPTC courses. The amount of outside effort required varies, dependent on the course instructional level and delivery modality. Your instructor can best advise you what to expect for a given course.

### *MPTC Student Responsibilities*

As a student of MPTC, I expect you to adhere to the policies of the college, as outlined by the Student Handbook (please see below). A link to the Student Handbook can be found on myMPTC, Student tab, in the Student Resources channel or at <http://www.morainepark.edu/services/student-resources/>

You are responsible for the duties set forth in this class and to communicate any questions, comments or concerns you have to me. Acceptable means of communication include Moraine Park student e-mail, voicemail or through online discussion forums. Use of correct grammar and punctuation is required in all written communications.

Plagiarism, cheating and collusion are prohibited at MPTC. Students who fail to observe these standards are subject to disciplinary action. Please refer to the MPTC Student Handbook for further definitions and consequences of these behaviors.

### *MPTC Use of Electronic Devices*

Refer to the Use of Computers section in the Student Handbook for user responsibilities and inappropriate usage of computing resources. Instructors may have additional criteria related to cell phone usage during classroom and/or laboratory sessions. Students can be held accountable for use of electronic devices through the Core Abilities or Critical Core Manufacturing Skills assessments.

MPTC uses myPrint as its print management system. Each student is credited with a \$40 lifetime print allowance. Students are welcome to add additional money to their accounts with a credit card either online using PayPal at <http://myprinting.morainepark.edu> or using the Cash Processing stations at each campus library. More information about myPrint can be found on myMPTC, Student tab, in the Student Resources channel.

## **Moraine Park Technical College**

### **504-181 Ethnicity, Corrections and Supervision**

#### **Learning Plans**

##### **Module 1 Brown Eye/Blue Eye**

#### **Target Competencies**

- 1 Examine the nature of prejudice and discrimination.

##### **Criteria**

You reflect on the importance of the Brown Eye/Blue Eye role-play for Corrections Professionals.

You summarize individual learning and insights compared to initial expectations. Identify how personal assumptions have been affected and/or provide concrete examples.

You include a quote or “mantra” as part of your reflection that supports your attitude or opinion of cultural awareness.

You reflect on at least three steps you can take to promote cultural awareness, tolerance and acceptance of others.

##### **Learning Objectives**

Illustrate some of the overt and subtle ways that prejudice undermines people of color.

Characterize some of the consequences of prejudice.

Explore the different groups that currently and historically have experienced prejudice.

Discuss diversity-related topics that previously may have been "undiscussable."

Describe corrections core skills.

Examine reasons for why racism persists in society.

Cite the characteristics a prejudiced person usually displays.

Illustrate the basis for the kind of hostile attitudes that prejudiced persons display.

Articulate common characteristics associated with prejudice.

Research theories explaining the existence and persistence of prejudice in American society.

Describe the basic characteristics of stereotypes.

Investigate the contribution of stereotyping on prejudice.

Analyze the types of discrimination that certain groups face.

Portray the links between prejudice and discrimination.

Appraise how group prejudice leads to the patterns of discrimination faced by many groups.

Explain the Critical Race Theory Model.

#### **Learning Activities**

- 1 ROLE-PLAY discrimination.
- 2 LISTEN to a presentation by the instructor on the impact of discrimination.
- 3 ASK/ANSWER questions about the experience of being discriminated against.

- 4 PARTICIPATE in a class discussion.
- 5 READ the poem, "HOW COME?"
- 6 VIEW the documentary, "A Class Divided"  
<http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html>
- 7 CONTRIBUTE in a class discussion analyzing "is prejudice learned through living in and observing a society where prejudice exists?"
- 8 COMPLETE a KWL chart identifying emotions of the role-play
- 9 ANALYZE a scholarly article about the Critical Race Theory.
- 10 UTILIZE the Internet to search for a you tube video regarding discrimination or prejudice.
- 11 SHARE this with the class and discuss the impact of words.
- 12 EXPLORE the Diversity Resource Center.
- 13 EXAMINE your prejudices, biases, and stereotypes.
- 14 CREATE a classroom poster identifying words to promote respect for others
- 15 COMPLETE the performance assessment task.

#### **Assessment Activities**

- 1 COMPLETE PAT 1 (Module 1) Brown Eye/Blue Eye performance assessment task.

## **Moraine Park Technical College**

### **504-181 Ethnicity, Corrections and Supervision**

#### **Learning Plans**

#### **Module 2 Race and the Criminal Justice System**

#### **Target Competencies**

- 1 Appraise how diverse perspectives influence or affect the criminal justice profession.

##### **Criteria**

You research crimes committed. According to the statistics, you identify three crimes that appear to be prevalent.

You investigate the length of prison sentences among race populations.

You determine any observations regarding racial disparity.

You identify a Minimum/Medium/Maximum institution in the State of Wisconsin, compare, and contrast your findings with a southern state.

You identify a minimum of two sentencing laws.

You speculate why WI prisons were faced with overcrowding and why inmates were shipped out of WI prisons.

You identify a minimum of 3 factors to incarceration.

You formulate a conclusion to the following questions, Is race to blame? Is incarceration good?

You support your conclusions.

You identify a strength and a weakness of the internet resources utilized. You summarize this information and identify what you know, or what you have learned during the research that will enhance your ability to work in a diverse environment.

You document the resources used for this research.

##### **Learning Objectives**

Analyze the racial/ethnic composition of inmates.

Develop a code of behavior for interacting with the disproportionate number of minority groups within the criminal justice system.

Determine causes for the disproportionate ethnic representation in corrections populations.

Evaluate crimes and crime statistics.

#### **Learning Activities**

- 1 IDENTIFY racial and ethnic disparities that persist in the US.
- 2 DISCUSS criminal sanctions.
- 3 LISTEN to a presentation by a guest speaker.
- 4 RESEARCH crime statistics.
- 5 FORMULATE predictions regarding sentencing laws.

- 6 IDENTIFY US Supreme Court Cases and legislation that have discriminated based on race, unconstitutional.
- 7 READ scholarly articles pertaining to race and the criminal justice system.
- 8 UTILIZE a mind mapping strategy to categorize the information.
- 9 ENGAGE in critical thinking skills.
- 10 DISCOVER your current definition of Diversity.
- 11 DEFINE vocabulary.
- 12 DISTINGUISH personal and social barriers affecting discrimination.
- 13 DEVELOP a personal goal for developing diversity related skills.
- 14 COMPLETE the performance assessment task.

### **Assessment Activities**

- 1 COMPLETE PAT 2 (Module 2) Crime and the Criminal Justice System performance assessment task.

## **Moraine Park Technical College**

### **504-181 Ethnicity, Corrections and Supervision**

#### **Learning Plans**

#### **Module 3 Majority/Minority Cultures**

#### **Target Competencies**

- 1 Communicate contributions of ethnic groups to contemporary American culture.

Investigate origins of ethnic groups.

#### **Criteria**

You identify three to five events that you feel most shaped your concept of individual identity or made you most aware of your identity.

You list as many concrete memories (people, actions, images, and items) associated with the event, as well as abstract memories (emotions and thoughts).

You identify a pivotal event in your life.

You identify one significant person in your life and discuss why.

You identify a strength/s of yours.

You identify a weakness or struggle.

You investigate your cultural identity by interviewing people in your family and others who share a similar cultural background. Learn about traditions, historic events, important people, and personal stories.

You write a one page written reflection stating what you have you learned, or what might change because of completing the collage autobiography?

You define growth or maturity through the development of your collage.

You create a poster/glogster or a book and share with the class.

You or a member of your group submits an outline or presentation layout to the instructor on or before the specified due date.

You include information regarding Customs and Courtesies.

You include information regarding The People.

You include information regarding Lifestyle.

You include information regarding influences on communication in The Nation.

You include information regarding Useful Words and Phrases or a Quote.

You include music and a visual component.

You include concepts related to Ethnicity, Corrections & Supervision class.

You research and presentation of ethnic group teaches credibility toward the corrections profession.

You describe how you utilized the course instructor or other resources during project development.

You describe the roles of each team member.

You describe each team member's active listening skills.

You identify cultural differences among the group.

You describe the communication style of each team member.  
You support all responses with fact and reason.  
You reflect on the overall experience of working with a group. (positives, challenges)  
You reflect on what you could have done to improve the overall experience of working with your group.

### **Learning Objectives**

Identify the characteristics that determine minority group status.  
Determine the applicability of minority group characteristics to all minority groups.  
Indicate the types of minority groups.  
Discuss how minority group status is imposed on a group.  
Summarize racial theories.  
Explain the sequence of events of the concept of race to institutional racism.  
Describe the Anglo-Centric perspective of assimilation into American society.  
Explain the Melting Pot Theory.  
Explain the Salad Bowl Theory.  
Examine common factors affecting the assimilation process.  
Investigate the reasons for immigration into the United States.  
Examine the factors affecting immigration policies of the United States.  
Discuss historical events prompting the emigration of persons from their native country.  
Describe the experiences of a variety of immigrant groups during their initial period of introduction into the greater society.  
Summarize the degree to which a variety of immigrant/cultural groups has accepted the values and goals of American society as their own.  
Discuss reasons for groups choosing not to assimilate into the Anglo-American culture.  
Examine factors affecting the rate of assimilation by different cultural groups.  
Use attributional thinking skills.  
Distinguish between fact and opinion.  
Review current social and economic conditions of minority groups.  
Appraise similarities and differences in means used to satisfy basic human needs and wants.  
Explore the role of the family.  
Investigate your ethnic heritage.  
Explore Native American Culture.  
Explore African American Culture.  
Explore Asian Culture.  
Explore Latino/Hispanic Culture.  
Discuss reasons why ethnic differences persist in U.S. society.  
Ascertain the opportunities ethnic and cultural diversity provide.  
Examine skills needed to be nonjudgmental when supervising corrections clientele.

### **Learning Activities**

- 1 LISTEN to a lecture by the instructor on theories of assimilation.
- 2 ASK/ANSWER questions about theories of assimilation.
- 3 IDENTIFY a benefit and a challenge to an immigrant for adapting to the dominant U.S. culture.

- 4 DIFFERENTIATE separation and segregation.
- 5 COMPARE and CONTRAST your worldviews, values, language and nonverbal communication style with another culture.
- 6 IDENTIFY what barriers might exist in communication between you and another culture.
- 7 DETERMINE ways to overcome barriers.
- 8 COMPILE a list of privileges you ascertain because of the color of your skin.
- 9 VIEW Peggy McIntosh, White Privilege: Unpacking the Invisible Knapsack @ <http://youtu.be/DRnoddGTMTY> and “ How Studying Privilege Systems Can Strengthen Compassion”  
<http://youtu.be/e-BY9UEewHw>
- 10 BRAINSTORM what gifts of different cultures mean for you.
- 11 VIEW “ The Color of Fear” Documentary <http://youtu.be/Vjtbq4Y9dQU>
- 12 VIEW “White like me” <http://youtu.be/oV-EDWzJuzk>
- 13 SHARE personal experiences that relate to minority groups.
- 14 COLLECT current articles that relate to concepts and issues about which you are studying.
- 15 PRACTICE expressing empathy in a roll play exercise.
- 16 ROLE-PLAY scenarios in which your viewpoints on cultural diversity are challenged.
- 17 COMPLETE an oral report for your peers.
- 18 TEACH other class members about ethnic groups in the United States.
- 19 DISCUSS concepts, ideas, and issues regarding ethnicity with outside speakers.

### **Assessment Activities**

- 1 COMPLETE PAT 3-A (Module 3) Who I Am Collage performance assessment task.  
COMPLETE PAT 3-B (Module 3) Cultural Resume performance assessment task.

## **Moraine Park Technical College**

### **504-181 Ethnicity, Corrections and Supervision**

#### **Learning Plans**

##### **Module 4 Hate Crimes**

##### **Target Competencies**

- 1 Analyze personal behaviors, attitudes, values, and the impact of interactions with different cultures.

Appraise how diverse perspectives influence or affect the criminal justice profession.

##### **Criteria**

You research the 1969 Federal Hate-Crime Law.

You research the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act.

You identify the nature of hate.

You analyze the statistical picture of hate crimes in America, compare the new law to the previous hate- crime legislation, and cite penalties for hate crimes.

You consider and reflect on what future expansion of the law may include.

You identify a hate group nearest your community, provide documentation through a printed copy of the home page or copy, and paste the URL.

You analyze the site and respond to the following questions:

-What appears to be the goals of the hate group?

-How does this group try to rationalize and “market” hate?

-What prejudices, stereotypes, and “isms” are revealed in the Web site?

You document your findings in a written report.

##### **Learning Objectives**

Explain the impact of white ethnic groups on the American culture.

Appraise how group prejudice leads to the patterns of discrimination faced by many groups.

Analyze the types of hate certain groups face.

Identify how hate affects behavior, attitudes, and beliefs among people.

##### **Learning Activities**

- 1 LISTEN to a lecture by the instructor on Hate.
- 2 ASK/ANSWER questions about the nature of Hate.
- 3 PARTICIPATE in a group discussion.
- 4 VIEW the popular film, “American History X.”
- 5 ENGAGE in a class discussion analyzing the observable themes and contributions to hate crimes.
- 6 ANALYZE the impact of Hate Crimes and the criminal justice system.
- 7 UTILIZE the internet to investigate hate crimes, laws enacted, and the statistical picture of

hate crimes.

- 8 EVALUATE hate crime literature from the Southern Poverty Law Center.
- 9 VIEW [https://www.ncjrs.gov/spotlight/hate\\_crimes/facts.html](https://www.ncjrs.gov/spotlight/hate_crimes/facts.html)
- 10 RESEARCH online articles pertaining to hate crimes.
- 11 STUDY court cases pertaining to hate crimes.
- 11 COMPLETE the performance assessment.

### **Assessment Activities**

- 1 COMPLETE PAT 4-A (Module-4) Hate Crimes performance assessment task.

**Moraine Park Technical College**  
**504-181 Ethnicity, Corrections and Supervision**

**Learning Plans**

**Module 5 Industry Trends**

**Target Competencies**

- 1 Appraise how diverse perspectives influence or affect the criminal justice profession.  
Increase cultural awareness.  
Utilize interpersonal communication skills while working with diverse populations.

**Criteria**

You write a reflection on each of the industry trend discussions.

**Learning Objectives**

Identify industry trends relevant to the criminal justice profession.  
Analyze the importance of relevant topics to the industry.  
Research administrative codes relevant to industry trends.

**Learning Activities**

- 1 LISTEN to a lecture on industry trends in the criminal justice profession.
- 2 DEVELOP a list of industry related concerns in a think-pair-share activity.
- 3 PARTICIPATE in case study activities.
- 4 VIEW a power point presentation/s presented by your instructor.
- 5 IDENTIFY the WI Administrative Codes and (DHS) relevant to this issue in a correctional setting.
- 6 UTILIZE the internet for research.
- 7 LISTEN to a guest speaker/s.
- 8 VIEW the you tube video To This Day Project - Shane Koyczan  
<http://youtu.be/ltun92DfnPY>
- 9 EXPLORE mental health issues in the criminal justice system.
- 10 EVALUATE impressions of you tube videos presented.
- 11 VIEW the you tube video Coming out of your closet: Ash Beckham at TEDxBoulder  
<http://youtu.be/kSR4xuU07sc>
- 12 RESEARCH current events related to industry trends.

- 13 ANALYZE scholarly articles relevant to industry trends.
- 14 REVIEW the website  
<http://www.pbs.org/wgbh/pages/frontline/teach/divided/assignment3.html>
- 15 ASK questions related to industry trends and the criminal justice system.
- 16 VIEW the film “No Kidding! Me 2!!”
- 17 UTILIZE communication skills in industry trend scenarios
- 18 CREATE a “tool kit” of resources to assist corrections professionals.
- 19 JOURNAL your attitudes, values, and beliefs before and after presentations.

### **Assessment Activities**

- 1 COMPLETE PAT 5 (Module 5-A) LGBTQ + Bullying performance assessment task.  
COMPLETE PAT 5 (Module 5-B) Veterans performance assessment task.  
COMPLETE PAT 5 (Module 5-C) Trauma Informed Care performance assessment task.  
COMPLETE PAT 5 (Module 5-D) Mental Health performance assessment task.  
COMPLETE PAT 6 (Module -6-E) Aging and Disability performance assessment task.

## **Moraine Park Technical College**

### **504-181 Ethnicity, Corrections and Supervision**

#### **Learning Plans**

#### **Module 6 Service Learning Engagement**

#### **Target Competencies**

- 1 Analyze personal behaviors, attitudes, values, and the impact of interactions with different cultures.

Appraise how diverse perspectives influence or affect the criminal justice profession.

Increase cultural awareness.

Utilize interpersonal communication skills while working with diverse populations.

#### **Criteria**

You actively engage in a service learning activity.

You demonstrate cultural competence.

You reflect upon the experience and the impact it will have on you to live and work in a diverse environment.

#### **Learning Objectives**

Seek out strengths in individuals and communities.

Respond to diverse situations thoughtfully.

Resolve disagreements with empathy.

Appreciate the differences in other people.

Identify strengths and weaknesses of the experience.

Summarize learning and insights.

Articulate the experience, noting goals and expectations.

Incorporate knowledge.

Seek clarification and understanding in situations.

#### **Learning Activities**

- 1 LISTEN to a presentation on Service Learning. (Instructor or Service Learning Coordinator)
- 2 EXAMINE opportunities and objectives.
- 3 DETERMINE if the Service Learning Component will be completed individually or as a group.
- 4 ASK questions pertaining to the expectations.
- 5 IDENTIFY goals of the experience.
- 6 UNDERSTAND the issues surrounding your Service Learning placement.
- 7 GAIN leadership skills

- 8 ENGAGE in Service Learning activity
- 9 UNDERSTAND role as an active citizen and change agent.
- 10 REFLECT on the activity and the experiences.
- 11 IDENTIFY how this experience will affect you in the Criminal Justice Field.
- 12 COMPLETE performance assessment per instructor directions.
- 13 PRESENT evidence of learning through a written reflection and/or power point presentation.

**Assessment Activities**

- 1 COMPLETE PAT 6 (Module 6) Service Learning performance assessment task.

## **Moraine Park Technical College**

### **504-181 Ethnicity, Corrections and Supervision**

#### **Learning Plans**

#### **Module 7 Culturally Skilled Workers**

#### **Target Competencies**

- 1 Increase cultural awareness.

Utilize interpersonal communication skills while working with diverse populations.

Develop a philosophy reflecting the positive effects of cultural competence.

#### **Criteria**

You evaluate the core ability standards.

You provide an example of how you met each core ability standard.

You reflect the importance of demonstrating the core ability in your future career in corrections.

You explain what diversity means to you and how it affects you as corrections professional.

You reflect on the class activity/experience that affected you the most.

You develop a Philosophy of life and describe at least three benefits of cultural diversity.

Your Philosophy of life describes “sphere of influence” as a corrections professional and in his/her personal life.

Your Philosophy of life describes at least three methods the learner will use to promote cultural awareness, tolerance, and acceptance of others.

You explain the importance of effective communication skills in the criminal justice field.

You identify personal strengths and weaknesses.

Your written assignment demonstrates evidence of learning.

#### **Learning Objectives**

Explore “Sphere of Influence.”

Reflect upon diversity related issues and demonstrate evidence of learning through a written reflection.

#### **Learning Activities**

- 1 WRITE a reflection on what skills and concepts you have learned and how they will influence you as a corrections professional.
- 2 ENGAGE in an individual, face-to-face interview with your instructor.

#### **Assessment Activities**

- 1 COMPLETE PAT 7 (Module 7) Culturally Skilled Workers performance assessment task.

## Assessments

### Module 1: Scoring Guide 1 – Brown Eye/Blue Eye



#### Target Competency(ies):

Evaluate the nature of prejudice and discrimination.

Increase cultural awareness.

Strategy: Written Reflection

Location: Role-play in classroom/Outside written assignment

Evaluator: Instructor

**Directions to Learners:** Reflect on the role-play experiment and “A Class Divided”. Complete a minimum of one and a half page/double-spaced reflection using the criteria listed below. This assessment is valued at 25 points.

Criteria	Values			
1. Your reflection discusses the importance of the Brown Eye/Blue Eye role-play for Corrections Professionals.	5	3	1	0
2. Summarize individual learning and insights compared to initial expectations. Identify how personal assumptions have been affected and/or provide concrete examples.	5	3	1	0
3. You include a quote or “mantra” as part of your reflection that supports your attitude or opinion of cultural awareness.	5	3	1	0
4. Your reflection identifies at least three steps you can take to promote cultural awareness, tolerance and acceptance of others.	5	3	1	0
5. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	5	3	1	0

**Module 2: Scoring Guide 2 – Race and the Criminal Justice System**



**Target Competency(ies):**

Increase cultural awareness.

Appraise how diverse perspectives influence or affect the criminal justice profession.

Strategy: Internet Research  
 Location: Computer Lab  
 Evaluator: Group Discussion/Instructor

**Directions to Learners:** Using reliable sources, explore race and the criminal justice system. Review and analyze the statistics and answer the questions below. This assessment is valued at 33 points.

<b>Criteria</b>	<b>Values</b>
1. You research crimes committed. According to the statistics, you identify three crimes that appear to be prevalent.	3 2 1 0
2. You investigate the length of prison sentences among race populations.	3 2 1 0
3. You determine any observations regarding racial disparity.	3 2 1 0
4. You identify a Minimum/Medium/Maximum institution in the State of Wisconsin, compare, and contrast your findings with a southern state.	3 2 1 0
5. You identify a minimum of two sentencing laws.	3 2 1 0
6. You speculate why WI prisons were faced with overcrowding and why inmates were shipped out of WI prisons.	3 2 1 0
7. You identify a minimum of 3 factors to incarceration.	3 2 1 0
8. You formulate a conclusion to the following questions, Is race to blame? Is incarceration good? Support your conclusions.	3 2 1 0
9. You identify strength and a weakness of the internet resources utilized.	3 2 1 0

You summarize this information and identify what you know, or what you have learned during the research that will enhance your ability to work in a diverse environment.	
10. You document the resources used for this research.	3 2 1 0
11. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	3 2 1 0
<b>Comments:</b>	

**Module 3: Scoring Guide A– Who I AM**



**Target Competency(ies):**

Analyze personal behaviors, attitudes, values, and the impact of interactions with different cultures.

Investigate origins of ethnic groups.

Increase cultural awareness.

Strategy: Create a collage/Glogster

Location: Outside assignment

Evaluator: Instructor

**Directions to Learners:** Reflect on the assessment task questions below. Utilizing the magazines available to you, identify pictures, words or phrases that are descriptive of you and put together in a collage or poster or book. Select those events you feel were important in the realization of one or more of identities. To gain a better understanding of others it is important to begin with yourself! This performance assessment is worth 55 points.

<b>Criteria</b>	<b>Values</b>		
1. You identify three to five events that you feel most shaped your concept of individual identity or made you most aware of your identity.	5	3	1
2. You list as many concrete memories (people, actions, images, and items) associated with the event, as well as abstract memories (emotions and thoughts).	5	3	1
3. You identify a pivotal event in your life.	5	3	1
4. You identify one significant person in your life and discuss why.	5	3	1
5. You identify a strength/s of yours.	5	3	1

6. You identify a weakness or struggle.	5	3	1
7. You investigate your cultural identity by interviewing people in your family and others who share a similar cultural background. Learn about traditions, historic events, important people, and personal stories.	5	3	1
8. You write a one page written reflection stating what you have you learned, or what might change because of completing the collage autobiography?	5	3	1
9. Your collage defines growth or maturity.	5	3	1
10. You create a poster/glogster or a book and share with the class.	5	3	1
11 Your collage is completed on the due date.	5	3	1
<b>Comments:</b>			

**Module 3: Scoring Guide B – Cultural Resume**



**Target Competency(ies):**

Articulate contributions of ethnic groups to contemporary American culture.  
Increase cultural awareness.  
Utilize interpersonal communication skills while working with diverse populations.

**Rating Scale:**

5 Points = Criteria met with no omissions  
3 Points = Criteria met with some omissions  
1 Point = Criteria met with many omissions  
0 Points = Criteria not met

2 Points = Core Ability met  
0 Points = Core Ability not met

Scoring Standard:  
60% is the minimal passing grade for this assessment.

**Directions:**

Create a “cultural resume” that describes a different culture’s communication.  
As you familiarize yourself with the specific culture, the intent is to develop increased sensitivity toward people of the culture and their communication style.  
It is recommended, though not required, to interview a member of your selected culture or observe a cultural practice for a deeper, more personal understanding of the culture.  
You will work in a group and present this information to the entire class. The presentation should be approximately 10-15 minutes and should include music and/ or visual aids.

**Suggestions:**

**Customs and Courtesies-** Greetings, Visiting, Eating, Gestures, Personal Appearance.  
**The People-** Attitudes, Population, Holidays, Religion, Language, Values.  
**Lifestyle-** Family, Dating, Courtship, Marriage, Social and Economic Levels, Recreation and Work, Diet and Food Customs, Music.  
**The Nation** (*Influences on Communication*) - History and Government, Educational Systems, Land and Climate, Economy, Transportation & Communication Systems, Health, and Sanitation.

**Useful Words or Phrases.**

You do not have to include all of the suggestions. Choose the items that are unique to the culture and will assist with evidence of learning. Most importantly, how is this information relevant to future corrections professionals and intrapersonal communications?

<b>Criteria</b>	<b>Values</b>
You or a member of your group submits an outline or presentation layout to the instructor on or before the specified due date.	5 3 1 0
Your cultural resume includes information regarding Customs and Courtesies.	5 3 1 0
Your cultural resume includes information regarding The People.	5 3 1 0
Your cultural resume includes information regarding Lifestyle.	5 3 1 0
Your cultural resume includes information regarding influences on communication in The Nation.	5 3 1 0
Your cultural resume includes information regarding Useful Words and Phrases or a Quote.	5 3 1 0
Your presentation includes music and a visual component.	5 3 1 0
You include concepts related to Ethnicity, Corrections & Supervision class.	5 3 1 0
Research and presentation of ethnic group teaches credibility toward the corrections profession.	5 3 1 0
You describe how you utilized the course instructor or other resources during project development.	5 3 1 0
You describe the roles of each team member.	5 3 1 0
You describe each team member's active listening skills.	5 3 1 0
You identify cultural differences among the group.	5 3 1 0
You describe the communication style of each team member.	5 3 1 0
You support all responses with fact and reason.	5 3 1 0
You reflect on the overall experience of working with a group. (positives, challenges)	5 3 1 0

You reflect on what you could have done to improve the overall experience of working with your group.	5 3 1 0
You follow directions	2 0
You meet deadlines	2 0
You plan and organize communications according to the purpose and audience.	2 0
You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	2 0
You model professionalism and etiquette in all communications (letters, e-mail, voice mail, texting, etc.)	2 0
You credit others for their contributions and share credit for tasks requiring a team effort.	2 0
You document resources used for this project according to APA style. (minimum of 5)	1 0
You respect others.	2 0
<b>Comments:</b>	

**Module 4: Scoring Guide 4 – Hate Crimes**



**Target Competency(ies):**

Analyze personal behaviors, attitudes, values, and the impact of interactions with different cultures.

Appraise how diverse perspectives influence or affect the criminal justice profession

Strategy: Internet Research/Written Reflection

Location: Computer Lab or Out of class Assignment

Evaluator: Instructor

**Directions to Learners:** Hate groups have proliferated in recent years. According to the Southern Poverty Law Center, 888 hate groups were active in the U.S. in 2007. Since 2000, such groups have increased by nearly 50 percent. Many of these groups use the Internet to attack or malign entire categories of people.

Investigate the 1969 Federal Hate-Crime Law and the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act. Complete a written document of your findings. This performance assessment is worth 24 pts.

<b>Criteria</b>	<b>Values</b>
You research the 1969 Federal Hate-Crime Law	3 2 1 0
You research the Matthew Shepard and James Byrd, Jr. Hate Crimes Prevention Act	3 2 1 0
You identify the nature of hate.	3 2 1 0
You analyze the statistical picture of hate crimes in America, compare the new law to the previous hate- crime legislation, and cite penalties for hate crimes.	3 2 1 0
You consider and reflect on what future expansion of the law may include.	3 2 1 0
You identify a hate group nearest your community, provide documentation through a printed copy of the home page or copy, and paste the URL.	3 2 1 0

<p>You analyze the site and respond to the following questions:</p> <ul style="list-style-type: none"> <li>- What appears to be the goals of the hate group?</li> <li>- How does this group try to rationalize and “market” hate?</li> <li>- What prejudices, stereotypes, and “isms” are revealed in the Web site?</li> </ul>	<p>3 2 1 0</p>
<p>You document your sources. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.</p>	<p>3 2 1 0</p>
<p><b>Comments:</b></p>	

**Module 5: Scoring Guide 5 – Industry Trends**



**Target Competency(ies):**

Appraise how diverse perspectives influence or affect the criminal justice profession.

Increase cultural awareness.

Utilize interpersonal communication skills while working with diverse populations.

Strategy: Written Reflection

Location: Classroom/Outside written assignment

Evaluator: Instructor

Directions to Learners: Complete the pe

<b>Criteria</b>	<b>Values</b>
You write a reflection on each of the industry trend discussions.	3 2 1 0
You evaluate attitudes, values, and belief systems and evaluate the impact of professional communications as a corrections professional.	
You document your sources. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	3 2 1 0

**Comments:**

Module 6: Scoring Guide 1 –6 Service Learning



**Target Competency(ies):**

Increase cultural awareness.

Utilize interpersonal communication skills while working with diverse populations

Strategy: Active participation in Service learning activity/Reflection

Location: As determined

Evaluator: Instructor

**Directions to Learners:** **Service-Learning** is a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities that will help you, as the learner build skills, attitudes, and behaviors of community involvement and awareness.

***Service Learning connects to MPTC Goals***

1. **Enhance Student Success:** Promote a learning environment dedicated to student achievement.
2. **Achieve Performance Excellence:** Promote an environment of continuous improvement and sustainability.
3. **Strengthen Community Connections:** Seek and develop opportunities that positively impact our communities.

***Service Learning enhances ones' success through applying the course objectives within implementation, reflection, and discussion of community civic involvement while promoting sustainable community awareness through one's own self- improvement during this process and strengthening community connections that have a positive impact on our community.***

This performance assessment is worth 125 points.

20 Advanced	12 Proficient	8 Developing	4 Beginning
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**Respect for Diversity**

Seeks out strengths in individuals and communities. Is able to identify with multiple individuals and groups. Responds to situations of diversity thoughtfully. Resolves disagreements keeping others' feelings in mind. Actively reaches out to people different from oneself and appreciates the differences.	Recognizes strengths in individuals and communities. Is able to identify with multiple individuals and groups . Responds to situations with empathy by addressing difficult or delicate situations thoughtfully. Works well with people different than oneself and accepts these differences.	Recognizes strengths in individuals. Is able to identify with individuals and groups. Responds to situations with sympathy by sometimes addressing difficult or delicate situations. Beginning to work with people different than oneself and is beginning to accept these differences.	Is not able to recognize strengths, individuals, or community organizations. Avoids disagreements and attempts to work individually versus group projects and activities.
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**Command to Issues and Commitment to Action**

Is able to identify strengths and weaknesses to the project and offers resolutions for change. Develops and begins to implement a plan for sustainability.	Is able to identify issues that arise and discusses these issues with group members for the possible changes in the future. Sustainability is discussed.	Can identify some issues within the project, but bases these issues on opinions and judgments. Is beginning to understand the responsibility of why changes are needed.	Is not able to identify issues of problems that occurred during the SL project and does not demonstrate a desire to advocate for change or sustainability.
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**Demonstrate critical thinking skills**

Summarize individual learning and insights compared to initial goals and expectations. Clearly articulate how personal assumptions have been affected, and how new connections regarding complexity of societal issues have emerged	Summarize individual learning and insights compared to initial goals and expectations. Summarize how personal assumptions have been affected, and how new connections regarding complexity of societal issues have emerged	Summarize individual learning and insights compared to initial goals and expectations. Identify how personal assumptions have been affected, and how new connections regarding complexity of societal issues have emerged as a result of	Summarize individual learning and insights compared to initial goals and expectations. Fails to identify how personal assumptions have been affected and/or provide concrete examples.
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as a result of the SL experience providing a minimum of 4 examples of connections of theories or concepts.	as a result of the SL experience providing a minimum of 2-3 examples of connections of theories or concepts.	the SL experience providing a minimum of 1-2 examples of connections of theories or concepts.	
20 Advanced	12 Proficient	8 Developing	4 Beginning

### Critical Inquiry

Incorporates knowledge by asking various people and immersing self in various experiences to understand the culture of the situation. Asks for clarification and checks for understanding of another's perspective before stating or reasoning for an alternative position.	Bases opinion and judgments on site based experiences. When communicating disagreement with another's perspective, states and provides reasoning for and alternative position.	Shows some consideration of site based experiences, and program content. Communicates disagreements with other perspectives respectfully.	Often relies on personal opinion and judgments and shows little consideration of site based experiences. Grapples with multiple perspectives, and voices disapproval at other perspectives.
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### Think Creatively

Includes a minimum of 3 visuals, quotes, or stories as a reflection on your personal journey through this SL opportunity.	Includes a minimum of 2 visuals, quotes, or stories as a reflection on your personal journey through this SL opportunity.	Includes a minimum of 1 visuals, quotes, or stories as a reflection on your personal journey through this SL opportunity.	Does not include a visual, quotes, or stories as a reflection on your personal journey through this SL opportunity.
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### Demonstrate Integrity/ Pride in work

The layout is aesthetically pleasing and includes appropriate use of headings, line spacing, margins, etc. An introduction, body and conclusion are clearly defined OR PowerPoint is well defined and well organized.	The layout is uncluttered and easy to follow. An introduction, body or conclusion are not clearly defined. PowerPoint has necessary aspects yet is not organized.	The layout is cluttered, but readable. PowerPoint lacks creativity and organization.	The layout is cluttered, confusing, and difficult to follow. PowerPoint does contain necessary content, demonstrates lack of effort with simplistic information and organization.
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5 Advanced	4 Proficient	3 Developing	1 Beginning
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**Cite Sources**

Sources of information are properly cited to determine the credibility and authority of the information presented.	Most sources of information are properly documented to make it possible to check on the accuracy of information.	Sometimes sources are properly documented.	No way to check validity of information.
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**Act Responsibly/ Follow Directions**

1,500-2,000 words PowerPoint 25-30 slides	1,000-1,499 words PowerPoint 20-25	750-1,000 words PowerPoint 15-20	<750 words PowerPoint less than 15 slides
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**Communicate Clearly/ Writing Mechanics**

The text is written with no errors in grammar, capitalization, punctuation, and spelling.	The text is clearly written with little or no editing required for grammar, punctuation, and spelling (1 error).	Spelling, punctuation, and grammar errors (2-3 errors).	Errors in spelling, capitalization, punctuation, usage and grammar (3 or more errors).
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**Time Sheets are submitted (as soon as hours are complete) and reflect a total of X (minimum) hours completed.**

YES=20 points	NO=0 points
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## Service Learning Peer Scoring Guide Evaluation

Presenter:

Service Learning Site:

New information that I learned:

I thought it was awesome that the presenter:

What I will not forget:

I am able to see the correlation between Service Learning and the Criminal Justice System because:

Anything else?

**Module 7: Scoring Guide –7 Culturally Skilled Workers**



**Target Competency(ies):**

Increase cultural awareness.

Utilize interpersonal communication skills while working with diverse populations.

Develop a philosophy reflecting the positive effects of cultural competence

Strategy: Written Reflection

Location: Classroom

Evaluator: Instructor

<b>Criteria</b>	<b>Values</b>
You evaluate the core ability standards.	5 3 1 0
You provide an example of how you met each core ability standard.	5 3 1 0
You reflect the importance of demonstrating the core ability in your future career in corrections.	5 3 1 0
You explain what diversity means to you and how it affects you as corrections professional.	5 3 1 0
You reflect on the class activity/experience that affected you the most.	5 3 1 0
You develop a Philosophy of life and describe at least three benefits of cultural diversity.	5 3 1 0
Your Philosophy of life describes “sphere of influence” as a corrections professional and in his/her personal life.	5 3 1 0
Your Philosophy of life describes at least three methods the learner will use to promote cultural awareness, tolerance, and acceptance of others.	5 3 1 0
You explain the importance of effective communication skills in the criminal justice field.	5 3 1 0
You identify personal strengths and weaknesses.	5 3 1 0

Your written assignment demonstrates evidence of learning.	5 3 1 0
You document your sources. You demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.	5 3 1 0
<b>Comments:</b>	

## Characteristics of Culturally Skilled Worker

- I. A Culturally Skilled Worker is one who has moved from being culturally unaware to being aware and sensitive to his/her own cultural heritage and to valuing and respecting differences.
- II. A Culturally Skilled Worker is aware of his/her own values and biases; and how they may affect minority clients.
- III. A Culturally Skilled Worker is comfortable with differences that exist between him/herself and clients in terms of race and beliefs.
- IV. A Culturally Skilled Worker is sensitive to circumstances (personal biases, stage of ethnic identity, sociopolitical influences, etc.) that may dictate referral of the minority client to a member of his/her own race/culture or to another worker, in general.
- V. A Culturally Skilled Worker acknowledges and is aware of his/her own racist attitudes, beliefs and feelings.
- VI. A Culturally Skilled Worker must possess specific knowledge and information about the particular group s/he is working with.
- VII. A Culturally Skilled Worker will have a good understanding of the sociopolitical system's operation in the US with respect to treatment of minorities.
- VIII. A Culturally Skilled Worker must have a clear and explicitly knowledge and understanding of the generic characteristics of the helping relationship.
- IX. A Culturally Skilled Worker is aware of institutional barriers within the system that prevent minorities from utilizing the services "available" and "offered".
- X. A Culturally Skilled Worker must be able to generate a wide variety of verbal and nonverbal responses.
- XI. A Culturally Skilled Worker must be able to send and receive both verbal and nonverbal messages accurately and appropriately.
- XII. A Culturally Skilled Worker is able to exercise institutional intervention skills on behalf of his/her client when appropriate.

- XIII. A Culturally Skilled Worker is aware of his/her helping style, recognizes the limitations s/he possesses and can anticipate the impact upon the culturally different client.

Adapted from Counseling the Culturally Different, Sue and Sue

## **CORRECTIONS SCIENCE “CORE SKILLS”**

### **DEFINITION:**

“Core Skills” are those skills identified by current practitioners, Corrections Science program (CSP) faculty, and past CSP graduates that seem both necessary and useful in the various functions, duties, and tasks performed in entry-level corrections positions.

### **PURPOSE:**

It is hoped that all corrections professionals will exercise professional humility, integrity, and a high degree of commitment to specific skills that allow one to enjoy and be effective in the PROCESS involved in corrections positions.

Process equals the use of “Core Skills” to develop, enhance, or maintain our focus on the why, the how, and the what we do to provide safety/security and/or to reintegrate offenders/clients/inmates. It is a belief that many whom we supervise may not show immediate or tangible change; however, the process and skills used by us are still worthy and enjoyable in and of themselves. It is also the belief that a corrections worker may not be rewarded extrinsically for correct behaviors but the process, once again, seems worthy. To live day-by-day with motivation from the intrinsic reward of helping to help others and ourselves to help them/ourselves.

### **PRACTICAL APPLICATION:**

It is hoped that many of the skills developed and enhanced will increase the quality of one’s personal, interpersonal, and professional lives. Students who are able to identify, recognize, and develop competence in the “Core Skills” will greatly enhance their ability to both interview for, and secure positions in, corrections upon graduation from the CSP. Students are strongly encouraged to keep this list, make appropriate notations, and practice the “Core Skills” therein. Although much skill development will be accomplished through the curricula and classroom, it is very important that students use introspection and self-motivation outside of the classroom to develop and apply the “Core Skills.” Measurement of skill development will be done through tests, quizzes, role plays, scenario development, personal growth projects, and from instructor, peer, and self-evaluation instruments and processes.

### **RELATEDNESS TO MORAINÉ PARK TECHNICAL COLLEGE:**

“Core Skills” are Corrections specific, yet similar to Competencies, Instructional Objectives, Learning Activities, and Evaluation Processes recognized in most competency-based instructional material throughout Moraine Park.

### **RELATEDNESS TO MORAINÉ PARK CORE ABILITIES:**

Think Critically-Creatively Here!

## **LOCATIONS OF “CORE SKILLS”**

Throughout all CSP curricula and processes, including extra curricula efforts, the corrections “Core Skills” can be found.

## **CORRECTIONS SCIENCE ASSOCIATE DEGREE PROGRAM**

### **CORE SKILLS**

Upon the successful completion of the Corrections Science Associate Degree program, you will have learned to:

- Stop negative thoughts (though stopping)
- Depersonalize
- De-escalate
- Foster client/offender independence (help to help themselves)
- Agree to disagree
- Admonish or praise appropriate behaviors
- Confront inappropriate behaviors (when possible, use initial positive)
- Emphasize vs. sympathize
- Disarm with nontraditional responses
- Use body language
- Unveil, stimulate, or enhance motivation
- Provide hope vs. despair
- Counsel
- Supervise
- Interview
- Problem solve
- Reach consensus
- Use learning style and hemispherical theories (self and clientele)

- Apply ethnic awareness
- Role model appropriate behaviors and attitudes
- Actively listen
- Apply principles of due process
- Paraphrase and rephrase
- Respect and be respected vs. liked
- Use attributional thinking (know another's and your agenda)
- Focus on the process (intrinsic reward)
- Distinguish power from authority
- Interpret job description
- Influence client behavior
- Use small group techniques
- Be assertive
- Interpret law
- Interpret administrative codes
- Administer CPR and first aid
- Apply POSC (Principles of Subject Control)
- Apply fire safety
- Respond to suicide threats and/or attempts
- Make referrals
- Network

- Dictate
- Write reports
- Document
- Investigate
- Identify criminal acts
- Observe others
- Relate consequences of conviction, adjudication, or felony conviction
- Verbalize feelings, thoughts, beliefs, opinions
- Manage stress
- Apply personal self-help techniques to improve psychological, physical, and emotional shortcomings

## **SKILLS NECESSARY FOR CORRECTIONS WORKERS**

1. Ability to write clearly.
2. Ability to analyze feelings.
3. Ability to take the role of a watchful onlooker.
4. Ability to relate to all social classes.
5. Ability to approach total strangers and to participate in small talk.
6. Ability to think ahead.
7. Ability to win support of people in the community or organization.
8. Ability to put client at ease.
9. Ability to structure one's role in a realistic non-threatening way.
10. Ability to avoid partisan identification.
11. Ability to keep the ultimate objectives while interviewing.
12. Ability to observe a situation while involved in that situation.
13. Awareness of alternative techniques with no emotional investment in any one method.
14. A sense of timing as to how fast to move in a group or situation.
15. Ability to keep from probing into problems you or the client can't handle.
16. Ability to be warm enough so that people will want to talk, but not so hot that one becomes threatening.
17. Ability to analyze data and to work with some degree of independence

## CHARACTERISTICS HELPFUL TO CORRECTIONS WORKERS

1. Humility, modesty, integrity, respect, sympathy, and curiosity about people.
2. Insight, patience, fortitude, wonder, sincerity, and a sincere appreciation of people.
3. Ability to find satisfaction in being with, listening to, and trying to understand people and society.
4. Ability to take a passive role.
5. A controlled, but creative imagination.
6. Ability to make a good first impression.
7. Ability to hide one's feelings and not to become aggressive.
8. Ability to keep wondering what's going on.
9. Humor, especially the ability to see oneself as others see one.
10. Ability to empathize with others.
11. Ability to keep personal projections at and retain insight.
12. Flexibility and the ability to shift roles readily.
13. Sensitivity to feel what the other person feels, but the ability to not be influenced by it.
14. Ties and satisfaction outside the work world.
15. Ability to respond to feelings as well as words.

Does not take a markedly moralistic view of the

## Resources

<http://www.wicourts.gov/ca/opinion/DisplayDocument.html?content=html&seqNo=12741>

<http://abhmuseum.org/>

[www.tolerance.org/culture-classroom](http://www.tolerance.org/culture-classroom)

[csumc.wisc.edu/wtlc/?q=teaching](http://csumc.wisc.edu/wtlc/?q=teaching)

[www.uwlax.edu/mvac/.../Connors.pd](http://www.uwlax.edu/mvac/.../Connors.pd)

<http://youtu.be/DRnoddGTMTY>

<http://youtu.be/yAkDHuimJRc>

[http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/learn\\_more.html#slavery](http://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/civil-rights/learn_more.html#slavery)

<http://www.washingtonpost.com/wp-srv/national/longterm/meltingpot/melt0222.htm>

[http://www.jud.ct.gov/external/news/Speech/Harper\\_Diversity\\_0207.pdf](http://www.jud.ct.gov/external/news/Speech/Harper_Diversity_0207.pdf)

<http://www.asanet.org/images/members/docs/pdf/featured/ASRv69n2p.pdf>

<http://nccdglobal.org/publications/created-equal-racial-and-ethnic-disparities-in-the-us-criminal-justice-system>

<http://www.bjs.gov/>

<http://www.bop.gov/>

<http://www.naacp.org/>

<http://www.fbi.gov/>

<http://www.project.org/>

<http://www.neighborhoodscout.com/>

<http://doc.wi.gov>