



WISCONSIN
INDIANHEAD
TECHNICAL
COLLEGE

Experiential Learning Portfolio for 10504174 Correctional Institutions

Student Contact Information:

Name: _____ Student ID# _____

Email: _____ Phone: _____

*It is **required** that you speak with the Academic Dean or instructor who teaches this course prior to completing a portfolio.*

Directions

Consider your prior work, military, volunteer, education, training and/or other life experiences as they relate to each competency and its learning objectives. Courses with competencies that include speeches, oral presentations, or skill demonstrations may require scheduling face-to-face sessions. You can complete all of your work within this document using the same font, following the template format.

1. Complete the Student Contact Information at the top of this page.
2. Write an Introduction to the portfolio. Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.
3. Complete each "Describe your learning and experience with this competency" section in the space below each competency and its criteria and learning objectives. Focus on the following:
 - What did you learn?
 - How did you learn through your experience?
 - How has that learning impacted your work and/or life?
4. Compile all required and any suggested artifacts (documents and other products that demonstrate learning).
 - Label artifacts as noted in the competency
 - Scan paper artifacts
 - Provide links to video artifacts
 - Attach all artifacts to the end of the portfolio
5. Write a Conclusion for your portfolio. Briefly summarize how you have met the competencies.
6. Proofread. Overall appearance, organization, spelling, and grammar will be considered in the review of the portfolio.
7. Complete the Learning Source Table. Provide additional information on the business and industry, military, and/or volunteer experiences, training, and/or education or other prior learning you mentioned in your narrative for each competency on the Learning Source Table at the end of the portfolio. Complete this table as completely and accurately as possible.

The portfolio review process will begin when your completed portfolio and Credit for Prior Learning Form are submitted and nonrefundable processing fees are paid to your local Credit for Prior Learning contact. Contact Student Services for additional information.

Your portfolio will usually be evaluated within two weeks during the academic year; summer months may be an exception. You will receive an e-mail notification regarding the outcome of the portfolio review from the Credit for Prior Learning contact. NOTE: Submission of a portfolio does not guarantee that credit will be awarded.

You have 6 weeks to appeal any academic decision. See your student handbook for the complete process to appeal.

To receive credit for this course, you must receive “Met” on 6 of the 7 competencies.

10504174 Correctional Institutions, 3 Associate Degree Credits

Course Description: Students will study the evolution of punishment, jails, and prisons. Emphasis will be given to institutional subgroups, evidence based practice and rehabilitative institutional programs and services.

Introduction: Briefly introduce yourself to the reviewer summarizing your experiences related to this course and your future goals.

Competency 1: Outline the history of correctional facilities

Criteria: Performance will be satisfactory when:

- you describe European influences in the United States correctional system
- you describe characteristics of the English correctional system adopted by the United States
- you explain the impact of the Pennsylvania/Auburn era
- you explain the impact of the reform era
- you explain the impact of the "Hands On/Hands Off Doctrine"
- you describe the implications of Constitutional Rights and Section 1983 of Civil Rights actions
- you explain the impact of the "Big House" era

Learning Objectives:

- a. Explain the developmental influences of European correctional facilities
- b. Explain how the English correctional system impacted the United States system
- c. Explain the developmental eras of United States correctional facilities
- d. Explain compliance with the Constitution in today's prisons

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 2: Examine the architecture of correctional institutions

Criteria: Performance will be satisfactory when:

- you explain the components of a jail
- you explain the differences between a jail and a prison
- you explain the impact of technology on jails and prisons
- you explain the implications of direct supervision versus warehouse philosophies

Learning Objectives:

- a. Compare and contrast prisons and jails
- b. Differentiate between direct supervision and warehousing facilities
- c. Examine the impact of technology on jails and prisons

Required Artifacts: None

Suggested Artifacts: Related National Institute of Corrections or State Corrections Training Certificates

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 3: Examine inmate groups

Criteria: Performance will be satisfactory when:

- you describe tools used to classify inmates
- you identify subculture characteristics and behaviors
- you explain the needs of female offenders
- you explain the needs of vulnerable adults
- you explain the needs of mentally ill inmates
- you explain the impact of sex offenders in correctional institutions and strategies used to deal with them
- you explain the impact of gangs in correctional institutions and strategies used to deal with them
- you describe strategies used by correctional officers to ensure safe and secure living and working environments within the institution

Learning Objectives:

- a. Identify classification tools for inmate groups
- b. Analyze subcultures within inmate groups
- c. Identify the needs of various inmate groups
- d. Analyze the impact of gangs in correctional facilities
- e. Examine safety and security strategies utilized for special inmate populations

Required Artifacts: None

Suggested Artifacts: Related National Institute of Corrections or State Corrections Training Certificates

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 4: Analyze basic prison services

Criteria: Performance will be satisfactory when:

- you explain the benefits and challenges of providing basic services
- you explain special safety and security issues involved in providing basic services
- you explain recent legislation and Supreme Court decisions that have impacted prison services

Learning Objectives:

- a. Review legal precedent cases as they affect prison services
- b. Examine food services
- c. Explore religion and worship services
- d. Explain mental health services
- e. Examine health services
- f. Examine legal services

Required Artifacts: None

Suggested Artifacts: Constitutional and/or Liability Training Certificates

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 5: Explain the prison programs and prison work/industry

Criteria: Performance will be satisfactory when:

- you explain the benefits and challenges of providing prison programs
- you explain special safety and security issues involved in providing basic services
- you explain recent legislation and Supreme Court decisions that have impacted prison services

Learning Objectives:

- a. Explain basic education programs
- b. Examine recreation programs
- c. Explain drug treatment programs
- d. Explore vocational programs
- e. Discuss prison work programs
- f. Examine prison industries
- g. Review legal precedent cases as they affect prison services

Required Artifacts: None

Suggested Artifacts: None

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 6: Examine emergency situations

Criteria: Performance will be satisfactory when:

- you identify roles and responsibilities of prison staff in emergency situations
- you describe training requirements for special emergency operations
- you explain procedures for handling various emergency situations

Learning Objectives:

- a. Explore signs of unrest in correctional institutions
- b. Examine strategies to train and prepare staff for emergency situations
- c. Examine use of force in correctional institutions
- d. Examine specially-trained personnel needed to handle emergency situations

Required Artifacts: None

Suggested Artifacts: Emergency Medical Technician (EMT) and/or Fire Training Certificate

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

Competency 7: Analyze re-entry initiatives

Criteria: Performance will be satisfactory when:

- you explain the second-chance act
- you identify funding sources available for prison re-entry initiatives
- you explain how cognitive thinking programs support re-entry initiatives
- you provide examples of evidence-based practices

Learning Objectives:

- a. Examine the history and philosophy of preparing inmates to re-enter society
- b. Explain strategies used to prepare inmates to re-enter society
- c. Explore cognitive thinking programs
- d. Examine evidence-based practice initiatives in prisons

Required Artifacts: None

Suggested Artifacts: Related National Institute of Corrections or State Corrections Training Certificates

Describe your learning and experience with this competency:

Met/ Not Met Evaluator Feedback:

