



CREDIT COURSE OUTLINE

I. COVER PAGE

(1) CRIM 20	(2) INTRODUCTION TO CORRECTIONS	(3) 3
Number	Title	Units

(4) Lecture / Lab Hours:			(8) Classification:		
Total Course Hours					
Total Lec hours:		54.00	Degree applicable:	X	
Total Lab hours:		0	Non-degree applicable:		
Total Contact hours:		54.00	Basic skills:		
Lec will generate <u>0</u> hour(s) outside work.			(9)RC	Fulfills AS/AA degree requirement: (area)	
Lab will generate <u>0</u> hour(s) outside work.				General education category:	
(5) Grading Basis:	Grading Scale Only	X	Major:		
	Pass/No Pass option		Certificate of:		
	Pass/No Pass only		Certificate in:		
(6) Advisories:			(10)CSU	Baccalaureate:	X
Eligibility for English 126			(11)Repeatable: (A course may be repeated three times)		0
Eligibility for English 125					
(7) Pre-requisites(requires C grade or better):					
Corequisites:					

(12) Catalog Description:
The history, philosophy, and concepts of the correctional system, and the role of the correctional system within the Justice System.

II. COURSE OUTCOMES:

(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)

Upon completion of this course, students will be able to:

- I. recognize various historical and developmental concepts of corrections and correctional institutions.
- II. define and identify the various classifications of prisoners, as well as the appropriate treatment programs for rehabilitation.
- III. use the various applicable codes and rules.
- IV. use the vocabulary of corrections.

III. COURSE OBJECTIVES:

(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)

In the process of completing this course, students will:

- I. learn the historical and developmental concepts of corrections and correctional institutions.
- II. define and identify the various classifications of prisoners and their treatment.
- III. learn the various applicable codes and rules.
- IV. use the vocabulary of corrections by articulately discussing content with appropriate terminology.

IV. COURSE OUTLINE:

Lecture Content:

- A. The Corrections System
 1. The Purpose of Corrections
 2. A Systems Framework for Understanding Corrections
 3. The Corrections System Today
 4. Key Issues in Corrections
- B. The Early History of Correctional Thought
 1. From the Middle Ages to the American Revolution
 2. On the Eve of Reform
 3. The Age of Reason and Correctional Reform
 4. What Really Motivated Correctional Reform?

C. The History of Corrections in America

1. The Colonial Period
2. The Arrival of the Penitentiary
3. The Reformatory Period
4. The Rise of the Progressives
5. The Rise of the Medical Model
6. From Medical Model to Community Model
7. Where are We Today?

D. The Punishment of Offenders

1. The Purpose of Corrections
2. Forms of the Criminal Sanction
3. The Sentencing Process
4. Who Gets the Harshest Punishment?

E. The Law of Corrections

1. The Foundations of Correctional Law
2. Correctional Law and the U.S. Supreme Court
3. Constitutional Rights of Prisoners
4. Alternatives to Litigation
5. Law and Community Corrections
6. Law and Corrections Personnel

F. The Correctional Client

1. Types of Offenders and Their Problems
2. Classifying Offenders: Key Issues

G. Jails: Detention and Short-Term Incarceration

1. The Contemporary Jail: Entrance to the System
2. Pretrial Detention
3. The Bail Problem
4. The Sentenced Jail Inmate
5. Issues in Jail Management
6. The Future of the Jail

H. Probation

1. The History and Development of Probation
2. The Organization of Probation Today
3. The Dual Role of Probation: Investigation and Supervision
4. The Investigative Role of Probation
5. The Supervisory Role of Probation
6. The Effectiveness of Supervision
7. Revocation and Termination of Probation
8. Probation in the Coming Decade

I. Intermediate Sanctions and Community Corrections

1. The Case for Intermediate Sanctions
2. The Continuum-of-Sanctions Concept
3. Problems with Intermediate Sanctions
4. Varieties of Intermediate Sanctions
5. Making Intermediate Sanctions Work
6. The Future of Intermediate Sanctions and Community Corrections

J. Incarceration

1. The Goals of Incarceration
2. Organization for Incarceration
3. The Design and Classification of Prisons
4. Who Is In Prison?

K. The Prison Experience

1. Prison Society
2. The Prison Economy
3. Violence in Prison

L. Incarceration of Women

1. Historical Perspective
2. Women in Prison
3. Issues in the Incarceration of Women
4. Release to the Community

M. Institutional Management

1. Formal Organization
2. Governing Prisons
3. Correctional Officers: The Linchpin of Management

N. Institutional Programs

1. Managing Time
 2. Classification
 3. Rehabilitative Programs
 4. The Rediscovery of Correctional Rehabilitation
 5. Prison Industry
 6. Prison Industry Today
 7. Prison Maintenance Programs
 8. Prison Recreation Programs
 9. Prison Programming Reconsidered
- O. Release from Incarceration
1. Origins of Parole
 2. Release Mechanisms
 3. The Organization of Releasing Authorities
 4. The Decision to Release
 5. Release to the Community
- P. Making It: Supervision in the Community
1. Community Supervision
 2. Residential Programs
 3. The Offender's Experience of Post-Release Life
 4. Making It as a Game
 5. The Parolee as "Dangerous"
 6. Post-Release Supervision
- Q. Corrections for Juvenile Offenders
1. The Problem of Youth Crime
 2. History of Juvenile Corrections
 3. Why Treat Juveniles and Adults Differently?
 4. The Problem of Serious Delinquency
 5. Sanctioning Juvenile Offenders
 6. The Special Problem of Gangs
 7. The Future of Juvenile Justice
- R. Incarceration Trends
1. Explaining Prison Population Trends
 2. Dealing with the Prison Population Crisis
 3. The Impact of Prison Crowding
 4. Does Incarceration Pay?
- S. Race, Ethnicity and Corrections
1. The Concepts of Race and Ethnicity
 2. Visions of Race and Punishment
 3. Which is It: Race or Racism?
 4. The Significance of Race and Punishment
- T. The Death Penalty
1. The Debate over Capital Punishment
 2. The Death Penalty in America
 3. The Death Penalty and the Constitution
 4. Who is on Death Row?
 5. The Continuing Debate?
- U. Surveillance and Control in the Community
1. The Goals of Surveillance
 2. The Techniques of Surveillance and Control
 3. Control: A Double-Edged Sword
 4. Social Control and Personal Liberty
 5. The Politics of Surveillance and Community Protection
 6. The Limits of Control
 7. Toward an Acceptable Community Control
- V. Community Justice
1. What is Community Justice, and How Does it Differ From Criminal Justice?
 2. What are the Arguments for Community Justice?
 3. What are the Problems of Community Justice?
 4. The Future Prospects of Community Justice

V. APPROPRIATE READINGS

Reading assignments may include but are not limited to the following:

I. Sample Text Title:

1. Recommended - Schmallegger, F *Corrections in the 21st century*, ed. 4th -McGraw Hill, 2010, ISBN: 978-0-07-3375

II. Other Readings

- Global or international materials or concepts are appropriately included in this course
- Multicultural materials and concepts are appropriately included in this course

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

Both international correctional systems and their contributions to our system of corrections, plus an examination of multi-cultural contributions and ethnic and racial problems of those incarcerated are examined within the readings from the text.

VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B, or C.

A. Writing			
Check either 1 or 2 below			
X	1. <i>Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.</i>		
	2. <i>Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.</i>		
X	a) essay exam(s)		d) written homework
	b) term or other paper(s)	X	e) reading reports
	c) laboratory report(s)	X	f) other (specify)

Required assignments may include but are not limited to the following:

All examinations include essay questions which require not only specific definitions but also detailed explanations as to how given terms and/or concepts apply to the field of corrections.

Book reports and case briefs are extra credit options, but involve substantial analytical writing.

B. Problem Solving			
Computational or non-computational problem-solving demonstrations, including:			
	a) exam(s)		d) laboratory reports
	b) quizzes		e) field work
	c) homework problems		f) other (specify):

Required assignments may include but are not limited to the following:

C. Skill demonstrations, including:			
	a) class performance(s)		c) performance exams(s)
	b) field work		d) other (specify)

Required assignments may include but are not limited to the following:

D. Objective examinations including:			
X	a) multiple choice	X	d) completion
X	b) true/false	X	e) other (specify):
X	c) matching items		

COURSE GRADE DETERMINATION:

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor's grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor. The instructor's syllabus must reflect the criteria by which the student's grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

Validation Language Level (check where applicable):

College-Level Criteria Met	
YES	NO
<u>X</u>	<u> </u>

- Textbook
- Reference materials
- Instructor-prepared materials
- Audio-visual materials

Indicate Method of evaluation:

- Used readability formulae (grade level 10 or higher)
- Text is used in a college-level course X
- Used grading provided by publisher
- Other: (please explain; relate to Skills Levels)

Computation Level (Eligible for MATH 101 level or higher where applicable)

<u>X</u>	<u> </u>

Content

- Breadth of ideas covered clearly meets college-level learning objectives of this course
- Presentation of content and/or exercises/projects:
 - Requires a variety of problem-solving strategies including inductive and deductive reasoning.
 - Requires independent thought and study
 - Applies transferring knowledge and skills appropriately and efficiently to new situations or problems.

List of Reading/Educational Materials

Recommended - Schmallegger, F *Corrections in the 21st century*, ed. 4th -McGraw Hilli, 2010, ISBN: 978-0-07-3375

Comments:

 This course requires special or additional library materials (list attached).

 This course requires special facilities:

Attached Files:

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes for English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

<p>(eligibility for English 126) (as outcomes for English 262)</p> <p><u> </u> Using phonetic, structural, contextual, and dictionary skills to attack and understand words.</p> <p><u> </u> Applying word analysis skills to reading in context.</p> <p><u> </u> Using adequate basic functional vocabulary skills.</p> <p><u> </u> Using textbook study skills and outlining skills.</p> <p><u> </u> Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating.</p>	<p>Ability to read, comprehend and analyze college-level textual material</p> <p>Ability to read, comprehend, analyze and relate supplementary material to the textual material</p> <p>Ability to outline classroom lecture notes and correlate them with the reading material</p>
<p>(eligibility for English 125) (as outcomes for English 252)</p> <p><u> </u> Writing complete English sentences and avoiding errors most of the time.</p> <p><u> </u> Using the conventions of English writing: capitalization, punctuation, spelling, etc.</p> <p><u> </u> Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of</p>	<p>Ability to correctly compose well-organized and logical written responses to identification questions.</p> <p>Ability to correctly compose well-organized analytical responses for essay/problem-solving questions.</p> <p>Ability to correctly organize, compose and write supplementary papers using basic analytic skills.</p>

common irregular verbs.
 Expanding and developing basic sentence structure with appropriate modification.
 Combining sentences using coordination, subordination, and phrases.
 Expressing the writer's ideas in short personal papers
 utilizing the writing process in their development.

Check the appropriate spaces.

- Eligibility for Math 101 is advisory for the target course.
 Eligibility for English 126 is advisory for the target course.
 Eligibility for English 125 is advisory for the target course.

If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.

CONTENT REVIEW

REQUISITES

No requisites