



**MERCER**  
COUNTY COMMUNITY COLLEGE

## COURSE OUTLINE

Course Number	Course Title	Credits
CRJ 103	Introduction to Corrections	3
Hours: Lecture/lab/other	Co- or Pre-requisite	Implementation Semester & Year
3 lecture hours	None	2022
<b><u>Catalog description:</u></b>		

A study of the relationship between the correction officer and the prisoner including the history of corrections, the rights of the confined, parole and work release, and the philosophies of rehabilitation and punishment.

<b><u>General Education Category:</u></b> Not GenEd	<b><u>Course coordinator</u></b> Cavit Cooley (609)570-3625 cooleyc@mccc.edu
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**Required texts & Other materials:** Please reference your professor's syllabus for the exact learning materials and or textbook for the semester; do not order or purchase any learning material or textbooks until contacting your professor and or reviewing the syllabus. The following has been used at some time but may not be currently required:

Corrections 3<sup>rd</sup> Edition  
Author: Alarid  
Publisher: Pearson  
2018

**Course Student Learning Outcomes (SLO):**

*Upon successful completion of this course, the student will be able to:*

1. Explain the background and history of correctional theory as well as recent research in the field of corrections. [Supports ILG 5, 7, 8, 9, 11; PLO 1, 3, 4]
2. Identify, interpret and evaluate the processes, failures, and successes of traditional, contemporary and proposed correctional reform programs. [Supports ILG 5, 7, 8, 9, 11; PLO 1, 2, 3, 4]

3. Understand how the correctional process fits into the criminal justice system by identifying the major facets of correctional service and their functions within the field. [Supports ILG 8, 11; PLO 1, 2, 3, 4]
4. Explain the significance that corrections has on the reduction and control of crime within society. [Supports ILG 5, 11; PLO 1, 2,3]
5. Describe the impact that social institutions of family, school, welfare programs, mental health clinics, police and law enforcement agencies have upon the correctional system. [Supports ILG 5, 9, 11; PLO 1, 3, 4]
6. Demonstrate knowledge of the correctional client regarding age, race, sex, biological factors, intelligence, education, personality patterns, recidivism rates, and classification factors. [Supports ILG 5, 8, 11; PLO 1, 3, 4]
7. Recognize the probation and parole process, supervision, revocation and discharge [Supports ILG 7, 9, 11; PLO 1, 4]
8. Define the types of facilities currently in use, their current population; objectives; organizational and administrative structure; correctional industries and employment; and inmate social order. [Supports ILG 5; PLO 4]
9. Explain the concepts and evolution of recent trends in corrections such as halfway houses, electronic monitoring, house arrest, parole clinics, work/study release programs, and vocational rehabilitation programs. [Supports ILG 5, 7; PLO 4]

### **Course-specific Institutional Learning Goals (ILG)**

**Institutional Learning Goal 5. Social Science.** Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens..

**Institutional Learning Goal 7. History.** Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

### **Program Learning Outcomes for Criminal Justice (Corrections Option) (PLO)**

1. Discuss the history and philosophy of the components of the criminal justice system
2. Discuss the role of the corrections officer in contemporary America.
3. Compare and contrast historically the philosophies of rehabilitation and punishment.
4. Describe both traditional and new practices being employed in correctional institutions.

### **Units of study in detail – Unit Student Learning Outcomes:**

**Unit I**      **Overview and History** [Supports Course SLO # 1, 2, 3, 4]

#### **Learning Objectives**

***The student will be able to:***

- Identify the purpose of corrections
- Analyze the meaning and usefulness of the systems framework
- Survey what corrections looks like today
- Distinguish key issues in corrections

- Compare and analyze the major forms of punishment from the Middle Ages to the American Revolution
- Differentiate the Age of Reason and the Enlightenment and how it affected corrections
- Explain the contribution of Jeremy Bentham and utilitarianism
- Survey the work of John Howard and how it influenced correctional reform
- Compare and analyze the methods and philosophy of punishment during the Middle Ages
- Differentiate the contributions of Cesare Beccaria and the Classical School
- Distinguish and analyze the basic goals and practices of the Pennsylvania system and the New York System
- Identify the influence of the reformatory
- Categorize the nature of the medical model
- Analyze the elements of the Positivist School
- Identify what led to the shift from the community model to the crime control model of corrections
- Compare and distinguish the philosophy and goals of retribution, deterrence, incapacitation, and rehabilitation
- Classify and identify determinate, indeterminate, mandatory, and presumptive sentences
- Distinguish and analyze the types of intermediate sanctions
- Categorize and distinguish the types of sentences judges may impose
- Survey whether the system treats wrongdoers equally

**Unit II**      **Contemporary Institutional Corrections** [Supports Course SLOs 1, 2, 3, 5, 6, 8, 9]

**Learning Objectives**

***The student will be able to:***

- Categorize which factors influence the offender selection system
- Identify the characteristics of the offenders who are under correctional supervision
- Analyze the purpose of offender classification
- Survey how offenders are classified
- Distinguish the nature of the contemporary jail
- Analyze the purpose of pretrial detention, and what problems it poses
- Classify the problems sentenced inmates present to jail managers
- Compare and differentiate available alternatives to incarceration
- Analyze jail management issues
- Survey the future of the jail
- Differentiate how today's prisons are linked to the past
- Compare and distinguish the goals of incarceration
- Analyze the organization of incarceration
- Differentiate the major factors influencing the design and classification of prisoners
- Classify who is in prison
- Infer what it is like to be in prison
- Categorize how prisoners adapt to life inside the institution

- Analyze the prison economy, how extensive it is, and how it works
- Identify what can be done about prison violence
- Distinguish the changes taking place in prisons today
- Survey why women are referred to as “the forgotten offender”
- Analyze the history of the incarceration of women
- Infer what it’s like to be incarcerated in a prison for women
- Identify the major issues regarding the incarceration of women
- Analyze the problems women face when they are released into the community
- Categorize the characteristics of the formal prison organization
- Classify how prisons are governed
- Distinguish the various roles correctional officers play
- Survey the limits of an officer’s use of power
- Analyze the importance of managing time for inmates
- Identify the classification process and how it’s used
- Compare and analyze the types of rehabilitation programs available in most prisons
- Distinguish why prison industries are important and how they operate
- Categorize why administrators believe recreation programs are important
- Compare and analyze the terms race and ethnicity
- Differentiate how race and punishment influence our thinking
- Analyze the significance of race and punishment in corrections
- Compare and classify the foundations that support legal rights of those under correctional supervision
- Survey the role of the US Supreme Court in interpreting correctional law
- Classify the various constitutional rights of prisoners
- Compare and analyze the alternatives to litigation that are available to prisoners
- Identify how law affects correctional personnel

**Unit III Contemporary Community Based Corrections** [Supports SLOs 2, 3, 5, 6, 7, 9]

**Learning Objectives**

***The student will be able to:***

- Survey the history and development of probation
- Analyze the current organization of probation
- Identify the dual roles of probation
- Categorize how supervision of probationers can be more effective
- Distinguish the procedure for revoking probation
- Differentiate the rationale for intermediate sanctions
- Survey the continuum of sanctions concept
- Compare and analyze the problems associated with intermediate sanctions
- Compare and distinguish the various types of intermediate sanctions
- Identify strategies that can make intermediate sanctions work
- Classify the future of intermediate sanctions and community corrections
- Categorize how parole operates
- Survey the origin of parole
- Analyze how the parole decision is made

- Identify steps that are taken to ease the offender's reentry into the community
- Survey how community supervision is structured
- Categorize residential programs and how they help parolees
- Differentiate the problems that confront parolees
- Distinguish why some parolees are viewed as dangerous and how society handles the problem
- Survey the effectiveness of post-release supervision
- Compare and analyze the goals of surveillance
- Compare and differentiate the techniques of surveillance and control now in use
- Understand ways control can be a double edged sword
- Identify the limits of control
- Analyze how society develops an acceptable system of community control

**Unit 4            The Death Penalty, Juvenile Corrections, and the Future** [Supports SLOs 1, 2, 4, 6, 9]

**Learning Objectives**

***The student will be able to:***

- Distinguish the contrasting issues in the debate over capital punishment
- Survey the history of the death penalty
- Differentiate the legal issues surrounding the death penalty
- Identify who is on death row
- Survey what the future holds for the continuation of capital punishment
- Categorize the extent of youth crime today
- Classify the development of juvenile corrections in the US
- Compare and analyze the ways in which juvenile offenders are sanctioned
- Identify the special problem that is posed by youth gangs
- Survey the outlook for juvenile corrections
- Distinguish changes in prison population and current trends
- Analyze the public attitude towards criminals and the results thereof
- Categorize the prison population crisis and attempts to control it
- Classify the impact of prison crowding
- Compare and analyze the differences between community justice and criminal justice
- Differentiate the arguments in support of and opposition to community justice
- Identify the future prospects for community justice

**Evaluation of student learning:**

Students should be given a variety of opportunities for course participation. This may include oral discussions and/or presentations, examinations, and research writing. The student will be given at least (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations may include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student may also be required to write at least one research assignment. The research assignment will be a book review of an important corrections book, a summary of an interview with a primary worker in the correctional system, or a research paper on a specific issue in corrections. The instructor will determine the percentage of the examinations, the research paper, and class participation in the computation of each student's grade.

Scale A = 93-100%

A-	=	90- 92%
B+	=	87- 89%
B	=	83- 86%
B-	=	80- 82%
C+	=	77- 79%
C	=	70- 76%
D	=	60- 69%
F	=	0- 59%

Teaching- learning methods employed shall include lectures, discussions, supplemented by appropriate related texts, and audio- visual medial. Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.