I. RATIONALE:

This course should expose the student to information and situations which are real and to provoke discussion on how to improve conditions in the prisons for both the inmates and staff so that inmates may utilize their time wisely. This course should prepare staff for higher level positions within the correctional system.

II. MAJOR INSTRUCTIONAL GOALS:

GOAL A:
The student will demonstrate an understanding of the components of the correctional system.

Learning Outcomes: The student will:

A-1 Differentiate among the correctional components: prisons, jails, probation, parole and community-based corrections.
A-2 Describe the major difference between prisons and jails.
A-3 Explain the difference between probation and parole.
A-4 Describe community-based correctional programs.

GOAL B:
The student will become aware of correctional functions, goals and models.

Learning Outcomes: The student will:

B-1 Articulate the philosophy of punishment as the goal for corrections.
B-2 Describe correctional models: the medical (treatment) model, rehabilitation (reform) model, the community model, the retribution (“just deserts”) model, and the justice model.
B-3 Explain retribution, incapacitation, deterrence (prevention), rehabilitation, reintegration, and control as functions of the correctional system.
The student will demonstrate competencies in classification and sentencing of offenders.

**Learning Outcomes:** The student will:

- **C-1** Delineate types of offenses and the correctional classification system based on the inmates' offenses, demographic information, institutional adjustment, and health issues.
- **C-2** Describe federal and state sentencing procedures.
- **C-3** Evaluate risk assessment and alternative dispute resolution.
- **C-4** Evaluate Pre-sentence Investigation (PSI), as an essential component of sentencing process.
- **C-5** Identify issues as they relate to the death penalty in America and other countries.

**GOAL D:**
The student will become aware of the role of correctional administrators and personnel, inmate rights and privileges, and the concept of privatization.

**Learning Outcomes:** The student will:

- **D-1** Describe the role of the correctional administrator (warden, deputy warden, or superintendent).
- **D-2** Identify the functions of correctional (security) and treatment personnel.
- **D-3** Define the constitutional basis for inmate rights through an in-depth review of the 1st, 4th, 8th, and 14th Amendments of the U.S. Constitution.
- **D-4** Describe the difference between inmate rights and privileges.
- **D-5** Describe the concept of privatization.

**GOAL E:**
The student will demonstrate an understanding of unique characteristic of women and juveniles in corrections.

**Learning Outcomes:** The student will:

- **E-1** Describe the social role of women in prison, specifically, “family” structure, and homosexuality, and bonding issues.
- **E-2** Evaluate female crime trends, characteristics of the female offender, and the differences in punishment of female and male offenders.
- **E-3** Identify the types of juvenile offenders.
- **E-4** Identify historical factors and landmark cases that changed the juvenile justice system.

**GOAL F:**
Use appropriate written and oral communication skills.
Learning Outcomes: The student will:

F-1 Communicate information orally in a logical and grammatical manner.
F-2 Present written information using standard APA style.