Course Information

Division: Social Sciences
Course Number: AJS 130
Title: The Correction Function
Credits: 3
Developed by: Kris Matthews
Lecture/Lab Ratio: 3 Lecture/0 Lab
Transfer Status:

<table>
<thead>
<tr>
<th>ASU</th>
<th>NAU</th>
<th>UA</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRJ 240</td>
<td>CCJ 240</td>
<td>Elective Credit</td>
</tr>
</tbody>
</table>

Activity Course: No
CIP Code: 43.0107
Assessment Mode: Pre/Post Test (50 Questions/50 Points)
Semester Taught: Fall and Spring
GE Category: None
Separate Lab: No
Awareness Course: No
Intensive Writing Course: No

Prerequisites
None

Educational Value
An excellent course for both freshmen and sophomores or students entering or already employed in the correction field. It affords an insight into the history and many complex problems of corrections today.

Description
This course examines the history and development of correctional theories and institutions.

Supplies
Access to a personal computer and the Internet.
Competencies and Performance Standards

1. Analyze the history and evolution of corrections.

   Learning objectives
   
   What you will learn as you master the competency:
   
   a. Identify the historical reasons for a corrections system.
   b. Compare and contrast different forms of punishment used throughout history.
   c. Identify commonly recognized correctional ideologies.
   d. Discuss the relationship between corrections and Christianity.
   e. Identify examples of secular law versus cannon law.
   f. Discuss the Age of Enlightenment as it relates to corrections.
   g. Compare and contrast the Pennsylvania System with the Auburn System of corrections.
   h. Identify the purpose of discipline as used throughout history.
   i. Describe the evolution of law and the legal process.

   Performance Standards
   
   Competence will be demonstrated:
   
   o by completion of online quizzes and examinations
   o through Internet Web based computer assignments
   o by participation in class and small group discussions
   o through an objective cumulative final exam
   o by completion of assigned activities

   Criteria - Performance will be satisfactory when:
   
   o learner describes the evolution of corrections from 2000 B.C. to A.D. 1700
   o learner describes the evolution of corrections from 1700 to 1800
   o learner describes the evolution of corrections from 1800 to present
   o learner identifies human behavior as a continuum
   o learner discusses how crime and sin have been intermingled in thought
   o learner distinguishes characteristics of the Age of Enlightenment
   o learner characterizes how inmates were transported and incarcerated
   o learner compares and contrasts the following ideologies: punishment, treatment, and prevention
   o learner describes the incidence of crime

2. Describe the corrections component of the Criminal Justice System.

   Learning objectives
   
   What you will learn as you master the competency:
   
   a. Identify characteristics of the corrections component of the Criminal Justice System.
   b. Describe the correctional filter and process.
   c. Describe sentencing.
   d. Describe appellate review as used in correctional cases.
   e. Identify differences between common law and penal code.
   f. Identify types of crimes including misdemeanors and felonies.
   g. Analyze elements of the Criminal Justice System.
h. Characterize the sentencing decision.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

**Criteria - Performance will be satisfactory when:**

- learner identifies the common law origins of crime
- learner identifies differences between felonies and misdemeanors
- learner describes white collar and corporate crime
- learner identifies the rapid change in sentencing
- learner analyzes models for sentencing
- learner discusses the issue of due process
- learner describes the path of a criminal case
- learner discusses how appeals flood the courts

3. **Identify key elements of correctional systems in use in the United States.**

**Learning objectives**

*What you will learn as you master the competency:*

a. Identify the differences between jails and detention facilities.

b. Identify the important aspects of probation.

c. Identify the important aspects of parole.

d. Identify the important aspects of intermediate sanctions.

e. Identify the important aspects of imprisonment.

f. Characterize jail inmates.

g. Compare and contrast male offenders.

h. Compare and contrast female offenders.

i. Compare and contrast juvenile offenders.

j. Describe offender rights in confinement.

k. Discuss issues surrounding the death penalty.

l. Characterize special category offenders.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- by participation on a field trip of a state and federal prison
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities
Criteria - Performance will be satisfactory when:
- learner describes the history of jails
- learner identifies problems with jail personnel
- learner discusses the history of probation
- learner characterizes probation services used today
- learner discusses prison overcrowding
- learner identifies intermediate sanctions and shock programs
- learner describes why prison populations continue to climb
- learner compares and contrasts maximum, medium and minimum security prisons
- learner identifies the history of parole
- learner discusses innovations in parole supervision
- learner compares and contrasts male, female and juvenile offenders
- learner compares and contrasts mentally ill versus criminally insane offenders
- learner identifies two ways to escape criminal responsibility

4. **Analyze the due process rights of the sentenced offender.**

**Learning objectives**

What you will learn as you master the competency:

a. Discuss offender rights in confinement.
b. Identify the rights of ex-offenders.
c. Examine custody functions and tasks.
d. Classify management and treatment functions and tasks.
e. Identify specialized functions and tasks.
f. Compare and contrast state and local systems.
g. Identify key characteristics of the federal system.
h. Describe community based systems.
i. Describe private sector systems.
j. Examine the rights of offenders as they relate to corrections in the 21st century.

**Performance Standards**

Competence will be demonstrated:
- by completion of online quizzes and examinations
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

Criteria - Performance will be satisfactory when:
- learner discusses the need of having community ties with the convicted offender
- learner describes how inmate lawsuits are handled
- learner describes how the Americans with Disabilities Act has impacted corrections
- learner identifies the origins and history of the death penalty
- learner analyzes the 8th amendment's relationship to the death penalty issue
5. **Identify key elements of diversion and intermediate sanctions.**

**Learning objectives**

*What you will learn as you master the competency:*

- Identify how diversion is used to keep offenders out of the corrections system.
- Summarize the goals of intermediate sanctions.
- Explain restitution programs.
- Identify the goals and operations of community correction facilities.
- Outline the history of probation.
- Summarize modern probation operations.
- Explain how probation targets criminogenic risk factors.
- Explain the use of economic sanctions in the criminal justice system.
- Identify successful approaches.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- by participation on a field trip of a state and federal prison
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

*Criteria - Performance will be satisfactory when:*

- learner describes the variety of diversion and intermediate sanctions which have been developed for managing offenders
- learner identifies the tools which are effective in determining sentence length and necessary intervention techniques
- learner discusses how restitution does seek to offset the victim’s loss and forces the offender to accept personal responsibility
- learner characterizes how there is a need for high risk offenders to be assigned to
community based correction facilities to facilitate rehabilitation

- learner discusses how there are precursors to probation and the need for suspended sentences for offenders
- learner identifies the complex issues which are involved within the probation system
- learner describes how probation programs and practices must now show evidence of effectiveness in treatment for them to continue
- learner discusses how economic sanctions encourage fiscal responsibility by the criminal violator

6. Identify the history and effects of the death penalty.

**Learning objectives**

*What you will learn as you master the competency:*

a. Discuss the history of the death penalty in the U.S.
b. Identify the forms of execution.
c. Discuss various U.S. Supreme Court decisions which apply to the death penalty.
d. Summarize the eighth amendment’s impact on the death penalty.
e. Explain how prosecutorial discretion impacts the death penalty.
f. Describe the forms of capital punishment.
g. Identify the problems associated with executions.
h. Describe why there are so few females on death row in America.
i. Describe the characteristics of death row inmates.
j. Compare and contrast the costs of the death penalty versus life without parole.

**Performance Standards**

*Competence will be demonstrated:*

- by completion of online quizzes and examinations
- through Internet Web based computer assignments
- by participation in class and small group discussions
- through an objective cumulative final exam
- by completion of assigned activities

*Criteria - Performance will be satisfactory when:*

- learner discusses the history, methods and application of the death penalty in the U.S.
- learner describes the various methods which have been employed when executing a death row inmate
- learner describes how the U.S. Supreme Court has effected the use of the death penalty by requiring adherence to constitutional interpretation
- learner identifies how the interpretation of the eighth amendment has affected the application of the death penalty
- learner analyzes the role of the prosecutor and his use of discretion when charging suspects who are death penalty eligible
- learner describes the various forms of capital punishment
- learner identifies the many problems which may arise during the execution process
- learner discusses why there is a disparity between males and females who receive the death penalty
 learner discusses the attributes of current death row inmates
 learner describes the costs associated with either executing or maintaining a death-eligible inmate

**Types of Instruction**
Participative Lecture/Classroom Discussion
Multimedia

**Grading Information**

**Grading Rationale**
Each instructor has the flexibility to develop evaluative procedures within the following parameters:
1. A Pre Test MUST be administered to EACH student. It will NOT count toward the student's grade.
2. The Final Examination/Post Test will be the same test. It will represent 20% of the final course grade.
3. Exams/Quizzes represent 20% of the final course grade.
4. The midterm exam represents 30% of the final course grade.
5. Other activities will represent 30% of the final course grade.
Extra credit points up to 3% can be awarded to students for completing the end-of-semester student course survey and providing evidence of doing so to their instructor.

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>D</td>
<td>60% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>