Cerro Coso College
Course Outline of Record Report
10/06/2021

ADMJC151 : Introduction to Corrections

General Information

Author:	• Jarrod Bowen • Fulks, Peter • Griffin, Nicole
Course Code (CB01) :	ADMJC151
Course Title (CB02) :	Introduction to Corrections
Department:	Public Service
Proposal Start:	Spring 2022
TOP Code (CB03) :	(2105.10) Corrections
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	Yes
Course Control Number (CB00) :	CCC000305133
Curriculum Committee Approval Date:	02/07/2014
Board of Trustees Approval Date:	03/06/2014
External Review Approval Date:	06/19/2014
Course Description:	This course provides an overview of the role of corrections within the criminal justice system. Topics include incarceration, alternatives to incarceration, rehabilitation of inmates, juvenile offenders, and legal issues that influence the day-to-day operations of correctional institutions.
Submission Type:	Mandatory Revision
	This course was last assessed in the 2016-2017 academic year, which revealed there were too many SLOs compared to similar C-ID courses across the state. A revision was necessary to split objectives from SLOs. Within this revision, SLOs were reduced, CB codes corrected for transferability and 705 requirements, advisory course was corrected, author added, methods of instruction and evaluation were updated and outline formatting corrected.
Author:	No value

Faculty Minimum Qualifications

Master Discipline Preferred:	• Administration of Justice (Police science, corrections, law enforcement)
Alternate Master Discipline Preferred:	No value
Bachelors or Associates Discipline Preferred:	No value
Additional Bachelors or Associates Discipline Preferred:	No value

Course Formerly Known As

Course Formerly Known As
No Value

Course Development Options

Basic Skills Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grade Options

- Letter Grade Methods
- Pass/No Pass

☐ Allow Students to Gain Credit by Exam/Challenge

Allowed Number of Retakes

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Retake Policy Description

Type:|Non-Repeatable Credit

☑ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
CC Associate in Science Degree in Administration of Justice for Transfer -	A.S. Degree for Transfer	Summer 2018

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability

Transferable to CSU only

Transferability Status

Approved

Units and Hours

Summary

Minimum Credit Units (CB07)	3
Maximum Credit Units (CB06)	3
Total Course In-Class (Contact) Hours	54

Total Course Out-of-Class Hours	108
Total Student Learning Hours	162
Faculty Load	0

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Status (CB11)

Credit Course.

☐ Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	0	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	54
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	0
Activity	0
Total	54
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Faculty Load

Extra Duties: 0

Faculty Load: 0

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class

| No Value | No Value | No Value | No Value |

Pre-requisites, Co-requisites, Anti-requisites and Advisories

Advisory

ENGLC101 - Freshman Composition

Due to the industry-specific importance of report writing and the necessity of interpreting case law precedent to comprehending the current legal Zeitgeist, a proficient completion of English 101 will provide the student with the reading and writing skills required to successfully navigate this course. **Outcomes**
- Read, analyze, and evaluate a variety of university-level texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Entrance Skills

Entrance Skills	Description
No value	No value

Limitations on Enrollment

Limitations on Enrollment	Description
No value	No value

Specifications

Methods of Instruction

Methods of Instruction	Audiovisual
Rationale	Audio/visual presentations including recent events in the news and criminal justice system (i.e. police shootings, high profile court cases, etc.) that are used to promote discussion within the course on the events application to theory and law.

Methods of Instruction	Case Study
Rationale	

Case study analysis of law through Supreme Court of the United States precedent on issues related to criminal law. Students will read, evaluate, discuss and write a report on the highlighted case to determine the influences at the systems level on law.

Example: Example: Students will review the impact of Cooper v. Pate (1964) on the prison system nationally and its direct connection with the civil rights act of 1871

Methods of Instruction	Discussion
Rationale	Discussion on the interpretation of law, constitutional purview, federalism and debatable authority to implement law. Mixed and active learning involves the lived experience and opinion of those who are subject to the justice system and have experience employed within it.

Example: Students will discuss the ethics and application of the death penalty for a variety of crimes, reviewing the history, legal challenges, and current hot topics. |

Methods of Instruction	Project-based learning
Rationale	Project-based learning methods are used when current events in the justice system necessitate a longer pedagogical review, for instance assigning a high profile case presentation, reviewing new crime data, case briefs, assigning groups to develop a project around community relations, and more.

Example: Students will develop a power point presentation for the class on a portion of "Discipline and Punish" of choice. The presentation should be 10-15 slides in length providing an overview of the selected topic, why was it chosen? What pertains to current corrections? How can theory be better integrated into current correctional systems? |

Methods of Instruction	Outside reading
Rationale	Outside Reading includes: Students will read and analyze case briefs and academic research that relates to the submission of evidence in a variety of court proceedings. Example: excerpts of philosophical and ethical considerations of Discipline and Punish, applied to the context of modern day prisons.

Assignments

- **Textbook reading to prepare the student for class discussion on the applicable chapter. Case law reading example: read the landmark case of Cooper v. Pate, prepare a case brief, and be prepared to discuss how the Cooper decision impacted the Department of Corrections in reference to an inmate's ability to bring about civil litigation.**

Methods of Evaluation	Rationale
Participation	Participation in class discussions including debates, tabletop exercises and active learning lessons with real crime data. Evaluations are made based on the ability to actively participate in the conversations surrounding course topics. Example: Students critically analyze modern day incarceration policies from an ethical perspective.
Final Exam	Final comprehensive exam including true/false, short answer, and multiple choice that directly correspond to the subjects covered in the course, constitutional amendments, case law, current trends, data and police practices.
Tests	Formative quizzes are conducted with frequency to help students evaluate and develop their understanding of the SLOs. Typical formative quizzes are conducted via true/false, multiple choice, or reflection writings about current events, constitutional law application and laws. Summative quizzes are conducted to review and assess SLO achievement at the conclusion of learning modules (i.e. chapters 1-3).
Research Paper	Students will complete a 3-5 page research paper describing the use of the concepts and leading theories of Retribution vs Rehabilitation. Students will research and discuss the history, legal issues, case law, and pertinent legislation surround the shifts between Retribution and Rehabilitation. Research should show which social, political and ideological pressures have an effect on the changes in policies. Paper should be 3-5 pages in length not including the title, abstract, or reference page. Paper should follow APA format and be free of grammatical and spelling errors. Superior papers will be sufficiently developed and correctly cited with few or no spelling and grammatical errors.
Distance Education Description: how outcomes are evaluated	Outcomes are assessed via the LMS assignment tools that are similar to on-ground and hybrid programs. Video recorded project presentation that covers a minimum of one SLO and the final research paper are major assignments that demonstrate a critical analysis of the justice system, these are graded via a rubric and feedback is provided to students. Additional formative (i.e. knowledge assessments) and summative (i.e. quizzes and final exam) assessments are evaluated through active instructor feedback and grading.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Clear, T., Reisic, M., Cole, G.	American Corrections	Cengage	2020	978-1-337-55765-8
Foucault, M.	Discipline and Punish	New Media	1975	

Other Instructional Materials

No Value

Materials Fee

No

Learning Outcomes and Objectives

Course Objectives

Discuss and contrast the differences between the early history and present day correctional concepts and how they affect the punishment of offenders.

List and discuss the various intermediate sanctions that can be imposed as alternatives to incarceration.

Identify and discuss incarcerations trends and the impact they have on society.

Debate the issues surrounding the imposition of the death penalty as a sentence.

Identify and describe the evolving philosophy of punishment within the Corrections sub-system of the Criminal Justice system.

Identify the different classifications assigned to incarcerated persons by the prison culture.

CSLOs

Identify and differentiate correction clients within the correctional institutions, including the issues and challenges each type of client may present for the institution.
Expected SLO Performance: 70.0

Compare and contrast the innovative programs designed for specific correctional institutions and describe their impact on the corrections client and society at large.
Expected SLO Performance: 70.0

Differentiate between incarceration at a jail or prison institution including the unique problems inherent within each system.
Expected SLO Performance: 70.0

Evaluate the alternatives to punishment including their impact on the criminal justice system and society at large.
Expected SLO Performance: 70.0

Outline

Course Outline

1. Correctional Context
    a. Corrections system
        i. Purpose of corrections
        ii. Systems framework for studying corrections
        iii. Corrections system today
        iv. Key issues in corrections
    b. Early history of correctional though and practice
        i. From the middle ages to the American revolution
        ii. On the eve of reform

        i. Five correctional dilemmas
        ii. Three challenges for the future of corrections
        iii. Changing corrections: a final view

Delivery Methods

Delivery Method: Please list all that apply -Face to face -Online (purely online no face-to-face contact) -Online with some required face-to-face meetings ("Hybrid") -Online course with on ground testing -iTV – Interactive video = Face to face course with significant required activities in a distance modality -Other

- Face to face
- Online (purely online no face-to-face contact)
- Online with some required face-to-face meetings ("Hybrid")
- Online course with on ground testing
- iTV – Interactive video = Face to face course with significant required activities in a distance modality

Rigor Statement: Assignments and evaluations should be of the same rigor as those used in the on-ground course. If they are not the same as those noted in the COR on the Methods of Evaluation and out-of-class assignments pages, indicate what the differences are and why they are being used. For instance, if labs, field trips, or site visits are required in the face to face section of this course, how will these requirements be met with the same rigor in the Distance Education section? Describe the ways in which instructor-student contact and student-student contact will be facilitated in the distance ed environments.

iTV All paper assignments are identical to those in a regular onsite class. Lectures and class discussions are conducted through iTV. The instructor is responsible for providing feedback either through iTV conferences, e-mail, phone conferences, regular mail, or office hours. The instructor must provide substantive critiques of all essays, as well as some assessment of iTV class participation. Online All paper assignments are identical to those in an onsite class, except that they are submitted by e-mail attachment. Weekly class discussions are conducted by means of online discussion forums through the LMS. Some instructors also use uploaded quizzes or exams accessible through the class web site. The instructor is responsible for providing feedback both in online discussion forums and through e-mail. The instructor must provide substantive critiques of all essays and at least general responses to discussion posts. Some instructors use rubrics, stated in the syllabus, to evaluate online discussion work, but these are not required. As with any on-ground class, all instructors are guided by departmental rubrics for the assessment of essays. In the online classroom, Student to Student contact is facilitated through weekly discussions. Instructor to student interaction occurs in the weekly discussions, assignment feedback, video lectures, live lectures, and/or class-wide messaging and announcements.

Good practice requires both asynchronous and synchronous contact for effective contact. List the methods expected of all instructors teaching the course. -Learning Management System -Discussion Forums -Message -Other Contact -Chat/Instant Messaging -E-mail -Face-to-face meeting(s) -Newsgroup/Discussion Board -Proctored Exam -Telephone -iTV - Interactive Video -Other

- Discussion Forums
- Message
- Face-to-face meeting(s)
- Newsgroup/Discussion Board
- Proctored Exam
- iTV - Interactive Video

Software and Equipment: What additional software or hardware, if any, is required for this course purely because of its delivery mode? How is technical support to be provided?

No Value

Accessibility: Section 508 of the Rehabilitation Act requires access to the Federal government's electronic and information technology. The law covers all types of electronic and information technology in the Federal sector and is not limited to assistive technologies used by people with disabilities. It applies to all Federal agencies when they develop, procure, maintain, or use such technology.

Federal agencies must ensure that this technology is accessible to employees and the public to the extent it does not pose an "undue burden". I am using -iTV—Interactive Video only -Learning management system -Publisher course with learning management system interface.

- iTV—Interactive Video only
- Learning management system
- Publisher course with learning management system interface.

Class Size: Good practice is that section size should be no greater in distance ed modes than in regular face-to-face versions of the course. Will the recommended section size be lower than in on-ground sections? If so, explain why.

iTV 20 Online 45 Onsite 35

Emergency Distance Education Options The course will operate in remote delivery mode when all or part of the college service area is under an officially declared city, county, state, or federal state of emergency, including (check all that apply) - Online including all labs/activity hours - Hybrid with online lecture and onsite lab/activity hours - Correspondence education in high school and prison facilities - None. This course will be cancelled or paused if it cannot be held fully onsite.

- Online including all labs/activity hours
- Hybrid with online lecture and onsite lab/activity hours
- Correspondence education in high school and prison facilities