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An Explanatory Mixed Methods Content Analysis of Two State Level Correctional Institutions' Pre-Release Handbook Curriculum Designs, Looking Through the Lenses of Two Philosophical Orientations of Education.

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AN EXPLANATORY MIXED METHODS CONTENT ANALYSIS OF TWO STATE LEVEL CORRECTIONAL INSTITUTIONS’ PRE-RELEASE HANDBOOK CURRICULUM DESIGNS, LOOKING THROUGH THE LENSES OF TWO PHILOSOPHICAL ORIENTATIONS OF EDUCATION.

By

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This dissertation is dedicated to my grandmother, Helen Mary Norton Schaefer (1908-1997).
She was a woman of beauty, kindness, wisdom, courage, and strength.

Grammie, I think about you often and I will always love you.
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ABSTRACT

The purpose of this study was to discover how Minnesota’s Department of Corrections, *Making a Successful Transition: Adult Pre-Release Handbook* (2005), and Indiana’s Department of Corrections, *Pre-Release Re-Entry Program Offender Handbook* (2005a), curriculum designs promoted the correctional education goal of law-abiding citizenship of adult offenders, when examined through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment.¹ ² The study included a review of the ideologies of punishment, correctional education, and the department of corrections pre-release handbooks from the states of Minnesota and Indiana.

The methodology implemented was a mixed methods content analysis. The design focused on a sequential explanatory, symbolized as QUAN => qual. Quantitative content analysis was implemented with the software NUD*IST. Qualitative content analysis required preliminary human coding completed by the researcher. The quantitative constructs discussed and examined were curriculum design and law-abiding citizenship. Curriculum design was supported according to the Functionalist and the Liberal/Enlightenment philosophical education orientations. Law-abiding citizenship was supported by terms from Mann (1838), Wynne (1986), Lickona (1993), and Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006). The quantitative constructs applied represented the Functionalism and Liberal/Enlightenment philosophical education orientations. There were three that embodied the Functionalism philosophical education orientation associated with Durkheim, (1933) and Roosevelt (New Deal Network, 2003). Also, there were three that characterized the Liberal/Enlightenment philosophical education orientation associated with Plato, (514-520) and Nussbaum (1997).

The ideologies of punishment have shifted throughout time because of political, economical, and social reasons, and these shifts have affected correctional education. Correctional education has undergone many reforms, but no reforms pertained to curriculum design. The handbooks were tools designed to guide offenders upon release and aid in the

¹ Minnesota’s pre-release handbook can be found at http://www.nicic.org/Library/021089.
² Indiana’s pre-release handbook can be found at http://www.nicic.org/Library/020885.
promotion of law-abiding citizenship. These pre-release handbooks were one of many education programs that were to aid in reducing recidivism rates. Hence, the intent of this study was to promote a new area of correctional education research, which improves offenders’ probabilities of becoming law-abiding citizens, public safety, and public order, thus assisting in reducing recidivism rates.

The mixed methods content analysis design ascertained how promoted the correctional education goal of law-abiding citizenship of adult offenders, when looked through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment. The results revealed that both Minnesota’s and Indiana’s DOC pre-release handbook incorporated the traditional and concept-based curriculum designs in the initial quantitative methods. This was achieved using the terminology according to the constructs curriculum design and law-abiding citizenship. For instance, terms that represented the traditional curriculum in the Minnesota DOC pre-release handbook showed that term ORDER #2 was applied 28 out of 33 times. As well, in the Indiana DOC pre-release handbook EDUCATION was applied 15 out of 28 times. The terms that represented the concept-based curriculum in the Minnesota DOC pre-release handbook depicted that the term THINK #2 appeared and was applied all of 17 times. However, in Indiana’s DOC pre-release handbook, THINK #2 appeared and was applied all 99 times.

Also, these results supported that both pre-release handbooks were comprised of the Functionalism and Liberal/Enlightenment philosophical orientations. As well, the data divulged that the pre-release handbooks promoted the correctional educational goal of law-abiding citizenship. This was shown through the use of the term RESPONSIBILITY, which appeared and was applied to the study all of 16 times in the Minnesota DOC pre-release handbook. Similarly, RESPONSIBILITY appeared 16 of 17 times in Indiana’s DOC pre-release handbook.

However, further inquiry was needed because the data did not definitively answer the research questions. The qualitative methods provided the confirmation that was required to answer the research questions. This was accomplished when the constructs from the functionalism philosophical education orientation and the Liberal/Enlightenment philosophical education orientation were applied to both pre-release handbooks. The results were blended with the quantitative results reaffirming that the pre-release handbooks consisted of both the

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3 Minnesota’s pre-release handbook can be found at http://www.nicic.org/Library/021089.
4 Indiana’s pre-release handbook can be found at http://www.nicic.org/Library/020885.
traditional and concept-based curriculum designs, supported by the Functionalism and Liberal/Enlightenment philosophical orientations. Moreover, verifying that the pre-release handbooks promoted the correctional educational goal of which law-abiding citizenship.

Incidentally, the study revealed that Minnesota’s and Indiana’s Department of Corrections pre-release handbook support their state’s mission statement in both of the quantitative and qualitative techniques. Also, both pre-release handbooks were developed to meet the objectives and needs of society (Chapman, 2002). Hence, the goal of correctional education was to release law-abiding citizens from prisons (Bosworth, 2002), and thereby enhanced the “social order and public safety” of society which was a basic principle of corrections (American Correctional Association, 1986, p. 58).
CHAPTER 1

OVERVIEW OF THE STUDY

Introduction

There’s a real world inside a prison, and it has to be managed somehow. You can have an attitude of just locking people up and throwing away the key, but…that’s not healthy for the inmate, and that’s not healthy for the people who work here. These people have been written off; most people don’t understand that these guys [and women] will eventually return to the street, and we have to prepare them or we are doing a disservice to the public. They may be your neighbor. (The Christophers, 2006, para. 1)

Context of Study

Over 60% of the offenders represented in the only two major recidivism studies in 1983 and 1994 were rearrested within three years (Bureau of Justice Statistics, 2002). Data collected for “the 1994 recidivism study estimated that within three years, 51.8% of prisoners released during the year returned to prison either because of a new crime for which they received another prison sentence or because of a technical violation of their parole” (Bureau of Justice Statistics, 2002, para. 7). Furthermore, current views of recidivism rates according to Hughes, Beck, and Black (2001) stated that every year approximately 630,000 criminal offenders reenter society. Less than half were noted that they would avoid trouble for up to three years upon release from prison. Many of the released offenders were also noted that they would commit such offences that were violent and/or serious offences when under parole supervision.

Minnesota. Recidivism studies from the Minnesota Department of Corrections (DOC) documented that of the offenders “released in 1992, 59 percent were rearrested in Minnesota, 45 percent were reconvicted, and 40 percent were reimprisoned” (Office of the Legislative Auditor, 1997, p. 1). Minnesota defined recidivism as an “individual's return to crime following a criminal conviction” (Alter, Tsuei, & Chein, 1997, para. 8).

Since the 2005 calendar year, there were 2,163 offenders (65.1%) who were released and returned to serve a new sentence and 281 offenders (4.0%) who returned to serve a new

5 See Appendix A.
sentence. These statistics also included short-term offenders. During the fiscal years 2000 through 2005, the prison population increased 39% (Minnesota Department of Corrections, 2006a). Minnesota’s DOC statistics as of January 2, 2006 documented (2006a) that there were 8,320 males (93.8%) and 554 females (6.2%), which amounts to 8,874 adult offenders.

**Indiana.** Indiana’s DOC (2005) strives to become the “Number One State with Lowest Rate of Recidivism by 2008” (Indiana Department of Correction, 2005b, para. 6). The current statistics of Indiana’s DOC reports that on November 30, 2005, there were “22,537 adult male offenders (including 1,711 county jail…and 129 in contracted beds)...This population is 38% over the rated bed capacity…1,878 adult female offenders (including 39 in county jail...). This population is currently 46% over the rated bed capacity” (Indiana Department of Correction, 2005c, p. a).

Since June 30, 2005, Indiana’s DOC incarcerated 39,959 inmates in state or federal correctional institution or local jails (Harrison & Beck, 2006). Indiana’s DOC “has had a 40 percent rate of recidivism within three years of release. At that rate, about 5,600 of the 14,000 inmates released last year by Indiana’s prison system would be returned behind bars” (Indiana Department of Correction, 2005d, para. 5). Indiana’s DOC current rate of recidivism is 37.7%, and Indiana’s DOC defined recidivism as “a return to the DOC custody within three years of release” (Indiana Department of Correction, 2005d, para. 6).

**Profile of Offenders as Adult Learners**

The information presented below was significant to this study because offenders were provided with the pre-release handbooks for informational reading as a part of their pre-release program. The handbooks served as a guide to help them blend into society and assisted them to avoid reincarceration. However, if the offenders had problems or were unable to comprehend the contents of the handbooks, a pre-release handbook would not benefit them.

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6 These reported numbers also include short-term offenders. However, the statistics do not include “the total number of individual offenders admitted to a prison,” but rather the “total number of prison admissions” because “offenders can be admitted more than once in a given year” (Minnesota Department of Corrections, 2006b, p. 5).
7 Short-term offenders are defined as those who are serving a felony sentence with less than 180 days at a county jail, workhouse, work farm or another designated location according to Minnesota Statutes §609.105(1).
According to the *Literacy Behind Walls* study, offenders had “lower levels of education than both their parents and the household population”\(^8\) (Haigler, Harlow, O’Conner, & Campbell, 1994, p. xx). Literacy levels were even lower if English was not the offenders’ first language. Offenders did demonstrate that they had higher literacy levels when participating in educational/vocational training programs. Yet, literacy levels of those reincarcerated had the same levels of literacy as first-time offenders (Haigler, Harlow, O’Conner, & Campbell, 1994).

Through correctional education programs, offenders learned skills and knowledge to “break the cycle of poor literacy skills” and criminal behavior (Hendricks, Hendricks, & Kauffman, 2001, p. 4). Correctional education programs that addressed literacy skills were needed by offenders to “succeed both in the workplace and in society” (Hendricks, Hendricks, & Kauffman, 2001, p. 4). Such effective programs led to an improved society because offenders learned decision-making and problem-solving skills (Steurer, 1996). The goal of correctional education programs was to reduce recidivism rates and aid offenders in adapting to society and becoming productive citizens (Hendricks, Hendricks, & Kauffman, 2001). According to Mentor and Wilkinson (2006), “research consistently demonstrate[d] that quality education is one of the most effective forms of crime prevention” (p. 1). Educational skills and knowledge helped to deter people from committing criminal acts. As a result, education programs decreased the likelihood that people would return to crime and prison.

**Definition of Literacy**

Literacy was defined, according to the *Literacy Behind Walls* (1994) study from the National Adult Literacy Survey (NALS), “as a broad range of skills; it [was] not a simple condition one either ha[d] or [did] not have, but a continuum of which individuals [had] varying degrees of skill in interpreting prose, documents, and numbers” (Kerka, 1995, p. 1).\(^9\) Prose literacy was the ability to comprehend and use “information from text” (Haigler, Harlow, O’Conner, & Campbell, 1994, p. 3). Document literacy was the ability to find and use information from “job applications, payroll forms, transportation schedules, maps, tables and graphs” (Haigler, Harlow, O’Conner, & Campbell, 1994, p. 3). Qualitative literacy was the ability to apply “arithmetic operations….balancing checkbooks, figuring out a tip, completing an order form, or determining the amount of interest from a loan advertisement” to locate and to use

\(^8\) “Household population” refers to those not incarcerated.

numerical information from documents and text (Haigler, Harlow, O’Conner, & Campbell, 1994, p. 4).

**Importance of literacy to offenders.** Literacy skills were vital to offenders in terms of writing to family members and correctional staff, or completing legal documents, as well as the ability to read the documents regarding requests to institutional staff. Also, they needed literacy skills for job assignments in correctional facilities (Paul, 1991).

**Offender literacy population statistics.** The *Literacy Behind Prison Walls* study assessed offenders’ prose literacy, document literacy, and qualitative literacy. This study found that offenders were less educated and less literate than the general population. Also, offenders who were reincarcerated had approximately the same literacy level as those who were incarcerated for the first time (Haigler, Harlow, O’Conner, & Campbell, 1994).

Kitchell (1994) pointed out that the *Literacy Behind Prison Walls* study documented that two-thirds of offenders’ scores disclosed that the hardest tasks they could accomplish were “to make low-level inferences from reading material; locate a specific piece of information in a document even though it contains distracting information; and add, subtract, multiply or divide simple numbers found in a text” (para. 14). Two-thirds of offenders were not consistently able to “integrate several pieces of information, write a response that combines their own knowledge with the text given, or choose and carry out a sequence of arithmetic operations” (Kitchell, 1994, para. 14). Also, the study revealed that two-thirds of offenders scored at the “bottom two tiers of five literacy levels” in comparison to less than 50% of adults not incarcerated (Kitchell, 1994, para. 11).

Other significant differences between offenders and those who were not incarcerated in the study summarized by Kitchell (1994) were:

- White prisoners score higher than blacks who, in turn, score higher than Hispanics, consistent with the general household population. The prison population is 35 percent white, 44 percent black, and 18 percent Hispanic. The household population is 76 percent white, 11 percent black, and 10 percent Hispanic;
- Since the business of educational institutions is to teach literacy skills, it is not surprising that the higher the level of education, the higher the literacy score. Prisoners with 9-12 years of schooling outperform those with 0-8 years of schooling by about 35 points, and those with a high school diploma outperform those with 9-12 years of
schooling by 15 points. Prisoners with some postsecondary education outperform high school graduates by about 30 points;

- Combining all races and ethnic groups, inmate GED holders appear to have a literacy advantage over inmates with a high school diploma. GED holders in prison have literacy proficiency similar to those in households. In contrast, high school graduates in prisons have lower literacy proficiency than those in households. While almost half of prisoners have not completed high school and another 17 percent have obtained a GED to complete high school, only four percent of the household population has obtained a GED;
- A higher proportion of the prison population reported having at least one disability, often described as a learning disability or a mental or emotional condition. Their scores are much lower than the scores of their household counterparts for quantitative and prose literacy;
- Higher literacy proficiency is associated with more parental education. And inmates, more often than adult householders, are less educated than their parents. Their parents are also less educated than householders' parents;
- Inmates who come from homes where English was not spoken have lower literacy proficiency than inmates from English-speaking homes. (para. 15)

It was also discovered that according to the *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey*, offenders who scored in Levels 1 and 2 lowered their prospects of employment when released from prison. Those offenders who scored in Levels 1 and 2 were noted as being hired in positions related to “craft, service, labor, assembly, farming, or fishing occupations” (Kirsh, Jungeblut, Jenkins, & Kolstad, 1993).

According to the U.S. Department of Education (1994), “[e]ducational attainment is highly related to literacy proficiency” (Haigler, Harlow, O’Conner, & Campbell, 1994, p. xviii). Hence, offenders who had not earned a high school diploma or a General Education Development (GED) diploma showed “lower levels of proficiency” than offenders who had earned a high school diploma, GED diploma, or enrolled in postsecondary education (Haigler, Harlow, O’Conner, & Campbell, 1994, p. xviii).

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10 See *Adult Literacy in America: A First Look at the Results of the National Adult Literacy Survey* at http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/26/99/ce.pdf.
Education attainment of state offenders. The latest educational correctional statistic from the U.S. Department of Justice’s (2003) *Educational and Correctional Populations* reported that the number of state offenders between 1991 and 1997 decreased from 57% to 52%; however, the number of state offenders enrolled in educational programs increased from 402,500 offenders to 550,000 from 1991 to 1997 (Harlow, 2003). Also, state offenders without a high school diploma or GED diploma varied from 40% to 41% in 1991 and 1997 (Harlow, 2003). Furthermore, in 1991, 293,000 state offenders, and in 1997, 420,600 state offenders were incarcerated without a high school diploma, which was an increase of 44% (Harlow, 2003).

Other correctional data on state offenders reported that 39.7% of state offenders completed “some high school or less,” 28.5% of state offenders earned their GED, 20.5% of state offenders earned their high school diploma, and 11.4% of state offenders had postsecondary education. Other notable statistics from the U.S. Department of Justice’s *Education and Correctional Populations* show that approximately 26% of the state offenders claimed that they earned their GED diploma while incarcerated, and 68% of state offenders did not earn a high school diploma (Harlow, 2003). The 68% state offenders who did not earn a high school diploma or GED diploma include the following groups (Harlow, 2003):

- 40% of males and 42% of females
- 27% of whites, 44% of blacks, and 53% of Hispanics
- 52% of inmates 24 or younger and 35% of inmates 45 or older
- 61% of noncitizens and 38% of U.S. citizens
- 59% with a speech disability, 66% with a learning disability, and 37% without a reported disability
- 47% of drug offenders
- 12% of those with military service and 44% with no military service (p. 1).

The data listed below profiles state offenders who participated in educational programs since their last incarceration, according to the Department of Justice (2003):

- 54% without a high school diploma, 60% with a GED, 42% with a high school diploma, and 43% with postsecondary education
- 52% of males and 50% of females

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• 49% of whites, 54% of blacks, and 53% of Hispanics
• 58% who were 24 or younger and 47% of those 45 or older
• 54% of noncitizens and 52% of U.S. citizens. (p. 1)

Minnesota’s and Indiana’s Offender Education Profile

Education statistics that represented Minnesota’s DOC noted that 53% of offenders had a verified high school diploma or a GED diploma and 47% of offenders had no verification of a high school diploma or a GED diploma (Minnesota Department of Corrections, 2006a). Indiana’s DOC did not reveal any literature at this time regarding their offender education population.

Definition of a Learning Disability

Mentor and Wilkinson (2006) stated that a related issue to poor literacy levels was that offenders had a greater proportion of learning disabilities than those who were not incarcerated. The National Institute of Literacy defined a learning disability as:

[A] severe difficulty in learning to read, write, or compute. Those with learning disabilities have a significant discrepancy between what is expected of them given their general level of cognitive ability and their actual reading, writing, or mathematical ability or achievement. They may also have significant listening and speaking difficulties. Their difficulty is not due to mental retardation, social or emotional problems, sensory impairment (such as severe vision problem), or environmental factors (such as poor schooling). (para. 29)

Or in simpler terms, information that was seen or heard was processed differently resulting from how a “person’s brain is ‘wired’” (Coordination Campaign for Learning, 2006, para. 1).

Statistics of Adult Offenders with Learning Disabilities

The Literacy Behind Prison Walls study depicts that 11% of offenders were documented as having a learning disability in comparison to 3% of those not incarcerated (Haigler, Harlow, O’Conner, & Campbell, 1994). The offenders who reported having learning disabilities “scored at the very low end of the three literacy scales and their demonstration proficiencies indicate that they [were] able to perform only the most basic literacy tasks” (Haigler, Harlow, O’Conner, & Campbell, 1994, p. xxiii). Moreover, the Literacy Behind Prison Walls study reported that offenders with learning disabilities were “disproportionately represented in the

prison population underscores the need for accommodating learning disabilities and developing methods tailored” for their learning differences in correctional facilities (Haigler, Harlow, O’Conner, & Campbell, 1994, p. xviii). However, when studying the state prison population, from the *Educational and Correctional Populations* data, those who did not earn a high school diploma or GED included 66% of those who had a learning disability and “37% without a reported disability” (U.S. Department of Justice, 2003, p. 1).\(^{13}\) This data from the *Educational and Correctional Populations* depicted that learning disabilities were more prevalent in the correctional system than in the *Literacy Behind Prison Walls* study because of the number of offenders that were a part of the study.

**Problems that may Deter Offenders from Earning a GED**

Referring specifically to the learning disabled because 66% were disabled out of 68% who had not yet attained a high school diploma or a GED diploma, learning disabilities may affect a person’s self-worth and self-esteem academically, as well as affecting other social aspects of a person’s life (Lenz, Sturomski, & Corley, 1998). Such disabilities, according to Kitchen and Dufalla (2006), were a lifelong issue. However, when people with a learning disability received help and support through family and an education department, they may achieve success (Coordination Campaign for Learning, 2006). People with learning disabilities did have the ability to be resilient and creative by adapting to their learning disabilities (Lenz, Sturomski, & Corley, 1998). Learning disabilities may affect a variety of people, for example Orlando Bloom, Whoopi Goldberg, Bruce Jenner, Jewel, Nelson Rockefeller, Charles Schwab, Victor Villasenor, and Lindsay Wagner who have managed their disability and become successful in their careers (Schwab & Schwab, 2001).

**Theories of Motivation of why Offenders Earn a GED**

Offenders who participated in GED programs may be explained through the theories of needs and motivation, such as social and emotional needs, cognitive learning needs, Woodworth’s (1934, 1958) concept of a motive, behavior-primacy theories, and coupled with the transformation theory. Social and emotional needs and cognitive learning needs took the

perspective of offenders’ motivation for participating in the GED program. Needs included a “real or perceived lack of something necessary” (Eggen & Kauchak, 2001, p. 417). Needs could be either real, such as the need for supplies, or abstract, such as understanding. On the other hand, Woodworth’s (1934, 1958) motive and behavior-primacy theories could reveal the real or true motive of the offenders’ motivation for partaking in GED classes. Tied together with the transformation theory of coping with change can reprioritize what is important to the offenders (Young, 1961). Each of these theories could contribute to understanding what motivates many offenders to participate in a GED program.

Conclusion

For offenders to apply the information from the pre-release handbook, they must be able to read and comprehend the pre-release handbook. To aid in reducing recidivism rates, offenders must be literate enough to read charts, balance a checkbook, calculate mortgage rates, read transportation schedules, and extract information from documents. This includes the population of the 68% who had not earned a high school diploma or a GED and the 66% who had learning disabilities (Harlow, 2003). Those with learning disabilities may find support through family and the education department of their correctional facility, which helps to reduce poor feelings of self-worth and self-esteem so that offenders may earn a GED. Also, this population may be resilient and able to adapt to their learning differences with support. The motivation of wanting to earn a GED improves their chances of success, whether it is internal, external, or perceived to become a productive citizen. Thus, a correctional environment that offers support and effective educational programs, as well as offenders who had support from their families, aided in the motivation of offenders to overcome obstacles and to become successful citizens upon release from incarceration.

14 The motivational theory of social and emotional needs entails three concepts: the need of relatedness, the need for approval, and the need to reduce anxiety. The cognitive learning needs theory comprises four concepts that can be applied to this study are the need for autonomy and the need to achieve, the need to explain success and failure, and the need to protect self-worth. The force that causes motivation is either intrinsic or extrinsic. An alternative theory, Woodworth’s (1934) concept of motivation involves intrinsic and extrinsic motivational factors (Young 1961; Eggen & Kauchak, 2001).

15 Woodworth’s (1958) behavior-primacy theory foresees that if an individual has competence for surviving the environment, the individual will develop a specific interest (Young, 1961).
Purpose of the Study

In general, the purpose of this study was to discover how Minnesota’s DOC *Making a Successful Transition: Adult Pre-Release Handbook* (2005a) curriculum design and Indiana’s DOC *Pre-Release Re-Entry Program Offender Handbook* (2005a) curriculum design promoted the correctional education goal of law-abiding citizenship of adult offenders, when looked through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment.\(^{16, 17}\)

Specifically, first, the purpose was to reveal the type of curriculum design by analyzing the pre-release handbooks, ascertaining if they were either a traditional curriculum design or concept-based curriculum design.\(^{18}\) Once the curriculum design was discovered, it could be realized whether the pre-release handbooks were represented as a Functionalism philosophical education orientation or a Liberal/Enlightenment philosophical education orientation. Second, the purpose was how the goal of correctional education was promoted in the pre-release handbooks according to the representation of the curriculum designs, when looked through the Functionalism and Liberal/Enlightenment philosophical education orientation. Third, a comparison of the pre-release handbooks was completed. The comparison surmised the results of their pre-release handbook’s curriculum design and how each of the handbooks promoted the correctional education goal of law-abiding citizenship.

Many state DOCs emphasized reentry programs to encourage prisons and communities to work together, providing assistance to ex-offenders (U.S. Department of Justice, 2006a). However, these programs were offered after offenders were released from prison to decrease recidivism (U.S. Department of Justice, 2006a), leaving one asking the question: What were correctional systems doing at the institutional level to improve readiness and promote law-abiding citizenship for offenders (e.g., correctional education)? The U.S. Department of Justice (2006a) claimed that state correctional systems were implementing more programs. This also applied to the Serious and Violent Offender Reentry Initiative (SVORI).\(^{19}\) These proposed programs and current programs were not assisting offenders if they were not designed effectively

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\(^{16}\) Minnesota’s pre-release handbook can be found at http://www.nicic.org/Library/021089.

\(^{17}\) Indiana’s pre-release handbook can be found at http://www.nicic.org/Library/020885.

\(^{18}\) When referring to the pre-release handbooks, the terms handbook and curriculum design are interchangeable.

\(^{19}\) See http://www.reentry.gov/learn.html.
for the offenders to learn and apply the materials to their life styles. Thus, this study could be applied to other correctional education curriculum designs.

Also, the emphasis of correctional programming may vary because the ideology of prison leadership did not remain the same throughout time, as well as the purpose of prisons. This may be caused by societal and political shifts of opinions throughout time. According to Finckenauer (2006a), many members of society disagreed on the role of prisons:

[T]he purpose of imprisoning offenders is to prevent them from committing more crimes. But this prevention may be only a temporary solution unless a criminal is imprisoned for life. Other individuals think the correctional system should punish convicted offenders so that a sense of justice in society can be maintained. Many criminologists believe corrections should help criminals become law-abiding citizens. This goal is called rehabilitation. Prison programs rehabilitate inmates through vocational training and psychological counseling [and pre-release handbooks]. These programs also help find jobs for men and women on probation or parole. Some people feel the correctional system should serve as a deterrent to crime--that is, it should discourage people from breaking the law. The term general deterrence refers to the process of making an example of lawbreakers in order to dissuade other people from committing crimes. In individual deterrence, the experience of punishment convinces an offender to avoid breaking the law again. (para. 18)

For this study, the purpose of prisons was to “enhance social order and public safety” of society (American Correctional Association, 1986, p. 58). Prisons therefore not only isolated the “abnormal” (Foucault, 1995) from society, but also provided educational programming to release law-abiding citizens. It was reasonable to suggest that correctional education (e.g. pre-release handbook) can improve public safety and public order.

Curricula were a vital part of programming not only in the public education sector, but also in the field of corrections. Educational programming has shifted its importance due to social and political opinions throughout time. Correctional education appeared to be on a downward slope. The U.S. Congress revised the policy concerning Federal Pell Grants, and this impacted the overall correctional systems’ budget and hindered the development and continuance of educational programming (National Institute for Literacy, 2002). Correctional pre-release handbooks instructed offenders, using various methods and instructional techniques, to become
law-abiding citizens. The correctional pre-release handbooks needed to be effective with regard to curriculum design and goals.

The first part of this study consisted of Minnesota’s DOC *Making a Successful Transition: Adult Pre-Release Handbook* (2005a) and Indiana’s DOC *Pre-Release Re-Entry Program Offender Handbook* (2005a), which was divided into two key constructs: curriculum design and law-abiding citizenship. Curriculum design was supported the philosophical education orientations of Functionalism and Liberal/Enlightenment to ascertain whether the pre-release handbooks were a traditional curriculum or a concept-based curriculum. A traditional curriculum involved rote, and a concept-based curriculum tended to be more utilitarian. A law-abiding citizen or law-abiding citizenship was defined according to Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006). These references assisted in discovering if curricula promoted law-abiding citizenship. Also, the two constructs, curriculum design and law-abiding citizenship, were coded according to the type of curriculum, the philosophical education orientation, and the goal of correctional education.\(^\text{20}\)

The second part of this study was divided into six constructs, as well as employing the law-abiding citizenship construct from the first portion of the study. Three constructs that related to the concept of the Functionalism philosophical education orientation were: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. The constructs characterized by the Liberal/Enlightenment philosophical education orientation were: (a) critical thinking, (b) thinking freely, and (c) self-examination. Durkheim, 1933 and Roosevelt (New Deal Network, 2003) acknowledged the first three constructs. Plato (514-520), Nussbaum (1997), and Picus (2006) were recognized by the latter three constructs.

The study revealed that the pre-release handbooks for adult offenders from Minnesota’s Indiana’s DOCs promoted law-abiding citizenship. This information was processed through a mixed methods content analysis research design. Also, Minnesota’s and Indiana’s DOC pre-release handbooks for adult offenders were compared according to the results of the coding schema of the key constructs.

\(^{20}\) The coding schema is fully explained in chapter 3.
In summary, effective rehabilitation provided to offenders, specifically, the pre-release handbooks of Minnesota’s and Indiana’s DOCs. In general, society coped with offenders who had had fewer opportunities in life, whether it related to socioeconomic, environmental, or biological issues (Jeffery, 1990). These individuals needed assistance and opportunities to become law-abiding citizens rather than to “lock them up and throw away the key” (Meloy, 2006, para. 5). This research may help improve the implementation of correctional education policies, and thereby, may create greater opportunities to reduce recidivism and increase the number of law-abiding citizens.

Correctional institutions’ programming should be a significant component of prison life. It not only assisted in managing a correctional facility, but also provided opportunities for learning new skills and knowledge for offenders upon release (Lin, 2000). If offenders were to re-enter society with effective skills provided by the correctional system, educating them with effective materials would be the first step. The goal of correctional education was to release law-abiding citizens from prisons (Bosworth, 2002) and thereby enhance the “social order and public safety” of society which was a basic principle of corrections (American Correctional Association, 1986, p. 58). Therefore, both pre-release handbooks should be developed to meet the objectives and needs of society (Chapman, 2002).

Research Questions

The following research questions were addressed for both Minnesota’s and Indiana’s DOC pre-release handbooks:

1. How do Minnesota’s DOC pre-release handbook curriculum design for adult offenders promote the correctional education goal of law-abiding citizenship, when looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the philosophical education orientations of Functionalism and Liberal/Enlightenment curriculum designs and law-abiding citizenship?

2. How do Indiana’s DOC pre-release handbook curriculum design for adult offenders promote the correctional education goal of law-abiding citizenship, when looking through

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21 This does not suggest that pre-release handbooks are the only curriculum that is important to an offender’s education in becoming a law-abiding citizen, but only one of many curricula that can be studied.
the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the philosophical education orientations of Functionalism and Liberal/Enlightenment curriculum designs and law-abiding citizenship?

3. How do Minnesota’s and Indiana’s DOC adult offender pre-release handbook curriculum designs and their promotion of the correctional education goal of law-abiding citizenship, when looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the philosophical education orientations of Functionalism and Liberal/Enlightenment curriculum designs and law-abiding citizenship?

Theoretical Constructs

This study investigated the importance of the curriculum design and the promotion of the correctional education goal of law-abiding citizenship of the pre-release handbooks for adult offenders in correctional facilities, when looked through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment. There were two sets of constructs in this study. The first set of constructs related to curriculum design and law-abiding citizenship. The second set of constructs pertained to social solidarity, social laws and roles, abilities and opportunities, critical thinking, thinking freely, and self-examination.

In the first set, the first construct was labeled curriculum design. Curriculum design was used in conjunction with the Functionalism and Liberal/Enlightenment philosophical education orientations of Minnesota’s and Indiana’s DOC pre-release handbooks. The Functionalism and Liberal/Enlightenment philosophical education orientations for this study supported the curriculum design.

The second construct was labeled law-abiding citizenship. The purpose of correctional education offered opportunities to reduce recidivism, as well as offering opportunities for self-growth (Bosworth, 2002). This suggested that self-growth promoted law-abiding citizenship. Law-abiding citizenship, according to Foucault (1995), was linked with improving society’s safety and order. Law-abiding citizenship was associated with Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006).
In the second set of constructs, the first, second, and third constructs were noted as social solidarity, social roles and laws, and abilities and opportunities (Durkheim, 1933; New Deal Network, 2003). These three constructs were used in conjunction with the Functionalism philosophical education orientation of Minnesota’s and Indiana’s DOC pre-release handbooks. The fourth, fifth, and sixth constructs were labeled as critical thinking, thinking freely, and self-examination (Plato, 514-520; Nussbaum, 1997; Picus, 2006). The last three constructs were used in combination with the Liberal/Enlightenment philosophical education orientation of Minnesota’s and Indiana’s DOC pre-release handbooks. Finally, the law-abiding citizenship construct was applied to the latter six constructs in support of the promotion of the correctional goal of law-abiding citizenship.

Overall, the study highlighted the factors that researchers, policy makers, and educational program administrators in corrections may wish to consider improving their existing pre-release handbooks to promote law-abiding citizenship. This study was needed considering the dire need of improvement in this area of prison education.

Conceptual Definitions

Concept-Based Curriculum Design—According to the National Education Resources, Inc. (2006), a concept-based curriculum “value[d] factual content, but structure[d] knowledge in a conceptual framework so that students achieve[d] deeper levels of understanding, see[ing] patterns and connections between facts and ideas, and think[ing] and perform[ing] at higher levels of sophistication” (para. 1).

Corrections—According to the Bureau of Justice Statistics (BSJ) (2006), the term “corrections” was “that function of government involving the confinement and rehabilitation of adults and juveniles of offenses against the law and the confinement of persons suspected of crime and waiting adjudication” (para. 63). The term “corrections” appeared to have derived from the word penitentiary. A penitentiary was known as a “‘place of punishment for offenses against church,’ from M.L. [Middle Latin] penitentiaria, from the fem. [feminine] of penitentiarius (adj). ‘of penance,’ from L. [Latin] paenitentia ‘penitence’ …Meaning ‘house of correction’ first found 1806 (originally an asylum for prostitutes)…” (Online Etymology Dictionary, 2001, para. 1).
Corrective Training--Corrective training referred to the observation and examination by the human sciences rather than learning education skills (i.e., academic and life skills).22

Curriculum--A curriculum involved a formal plan of instructional materials that increased the knowledge of the learner (Chapman, 2002; The New England Association of Schools and Colleges, 2005). The correctional staff or those associated with the design of the pre-release handbook for each of the two states’ criminal justice systems that were to “carry out…[their] mission statement” (Chapman, 2002, Heifort, 2006; Johnson, 2006).23 The effectiveness of the curriculum relied on the commitment of the correctional system’s staff (The New England Association of Schools and Colleges, 2005). Also, the effectiveness was according to the continuous process of “review, evaluation, and revision of the curriculum, and the improvement of instructional strategies,” which improved learning for the offenders (The New England Association of Schools and Colleges, 2005, p. 5).

Discipline--Discipline was a form of power, both intrinsic and extrinsic. Intrinsic discipline, such as self-discipline, can stem from extrinsic discipline (e.g., striving to be a law abiding citizen). Discipline as an extrinsic factor involved constant control of individuals’ or groups’ operations and movements in a given locality (e.g., hospitals, factories, militaries, and prisons) (Foucault, 1995).

Functionalism Philosophical Education Orientation--The Functionalism philosophical education orientation conveyed knowledge and moral training that fostered the workforce of the future according to the needs of society to maintain society’s stability and cohesiveness (The University of Buffalo, 2005).

Human Sciences--According to Foucault (1980), the human sciences represented the disciplines of sociology, criminology, psychiatry, psychology, and medicine.

Knowledge--Knowledge related to the human sciences field (e.g., sociology, criminology, psychiatry, psychology, and medicine). The human sciences developed and established power in society because of the information provided, such as conveying the norms of society. Acceptance of this knowledge by society allowed the human sciences to establish the norms of society, including the establishment of what is abnormal (Foucault, 1980; 1995).

22 See definition of human sciences.
23 See Appendix B for Minnesota’s and Indiana’s DOC mission statements.
Law-Abiding Citizen or Law-Abiding Citizenship--A law-abiding citizen or law-abiding citizenship was associated with improving society’s safety and security. The improvement of society’s safety and security was achieved through the following eight characteristics: (a) honesty, (b) compassion, (c) respect, (d) responsibility, (e) courage, (f) integrity, (g) self-discipline, and (h) hard work (Mann, 1938; Wynne, 1986, Lickona, 1993, Hopkins, 2002; U.S. Department of Education, 2005; Josephson Institute of Ethics, 2006).

Liberal/Enlightenment Philosophical Education Orientation--The Liberal/Enlightenment philosophical education orientation was associated with creating an “American’ identity and promoting citizenship” by encouraging the growth of a person as an individual and society’s improvement (The University of Buffalo, 2005, para. 25).

Norms--Norms were established according to the human sciences. The norms were measured against society’s actions, for example the behaviors of law-abiding citizen or a sane person. Also, norms defined what is abnormal in a society, such as a criminal or insane behavior or an individual. Thereby, those who could not conform to the “mainstream” of society were marginalized. Society’s acceptance of these norms allowed the society to control and evaluate how society should live (Foucault, 1995).

Power--Power was unstable and could rise up from various parts of society and overtake the perceived power group or individual. Power did not rest with one individual or one group (e.g., the government). For example, the government could implement coercion and manipulation to maintain an edge over society to retain power. Another example was when the human sciences presented their information to the government and the government could use this power to its advantage. Also, the government could manipulate the information from the human sciences to control society (Foucault, 1995). Conversely, society may introduce power through reform, causing various levels of the government to alter its policies and laws.

Pre-Release Handbooks--The pre-release handbooks provided to the soon-to-be-released adult offenders of Minnesota’s and Indiana’s DOCs were defined as a formal curriculum. According to Labaree (1999), a “formal curriculum is written curriculum policies put in place by school districts” (para. 2). The justification was that Heifort (2006), the Facilities Reentry Program Director of the Minnesota DOC, stated that the material for the pre-release handbook

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24 This definition of power is a surface interpretation of Foucault’s (1995) theory of power published in *Discipline and Punish: The Birth of the Prison.*
was “synthesized by input from community service agencies and corrections staff. The curriculum designers had experience in delivering prerelease services to offenders. The topics included attempt to engage offenders to review all facets of their release plan” (Personal communication, March 22, 2006). Johnson, the Program Director of the Pre-Release Program at Indiana’s DOC, stated “I personally designed the handbook along with a few members from my staff. I determine[d] with the approval of the Deputy Commissioner of Re-Entry what information we believe[d] would assist someone that is being released. We also receive feedback from offenders in assisting us to make this decision” (Personal communication, August 11, 2006).

Prisons--The original function of prison was to remove offenders from society and as a result take away an individual’s freedom. For individuals to re-enter society, the offenders would endure corrective actions of work and training, through discipline, to become a law-abiding citizen (Foucault, 1995).

Recidivism--In general, recidivism was “measured by criminal acts that resulted in the re-arrest, reconviction, or return to prison with or without a new sentence during a three-year period following the prisoner’s release” (Bureau of Justice Statistics, 2002, para. 7). There was no uniform definition, but some defined it according to three concepts. Beck (2001) defined the concepts as the following: (a) what referred to recidivism (e.g., having any contact with law enforcement to committing a new crime), (b) the time frame in which recidivism occurred, and (c) what entailed the requirements for interpreting the data relating to recidivism.

Rehabilitation--Rehabilitation involved offenders in education, job skills, drug treatment, and other programs and services that reduced the chances of recidivism (Currie, 1998). Also, it referred to incarceration where “offenders should be treated, not punished” (Meloy, 2006, para. 7).

Social Contract--Social contract theory was an agreement between a state and its citizens. In simple terms, the state or the government agreed to provide and protect certain rights for its citizens, and the citizens continued to live in the state because they agreed to the conditions of this contract. Specifically for this study, during Europe’s mid-18th century, the government, in general, provided corrective training over brutal and torturous deaths.25 The government offered a social contract, in which it protected its citizens if they would adhere to its laws. Many of the

25 Government refers to the state.
laws were influenced by the human sciences. Yet, the power of the social contract did not rest with one individual or one group (Foucault, 1995).

**Traditional Curriculum Design**--A traditional curriculum design emphasized the communication of isolated parts of information regarding facts and formulas to the learner. Designers of traditional curriculums were not concerned with whether learners use the information in the real world (Beane, 1991).

**Methodology**

I implemented a mixed methods content analysis research design. This type of research allowed me to code data, thereby revealing the social phenomena, comparing and contrasting the results, and demonstrating the ability to replicate the study (Miles & Huberman, 1984). Also, combining the quantitative and qualitative research permitted me to study “the social phenomena of human behavior in an indirect way” (Fraenkel & Wallen, 1990, p. 405). This study uncovered the social phenomena of how offenders may interpret the pre-release handbooks of Minnesota’s and Indiana’s DOCs according to the quantitative constructs of curriculum design and law-abiding citizenship. As well, the six qualitative constructs of (a) social solidarity, (b) social laws and roles, (c) abilities and opportunities, (d) critical thinking, (e) thinking freely, and (f) self-examination. This, in turn, revealed the effect on Minnesota’s and Indiana’s DOC pre-release handbooks on society.

Implementing content analysis for both quantitative and qualitative research permitted me to “make inferences by objectively and systematically identifying specified characteristics of messages” (Holsti, 1969, p. 14) and to study the patterns and trends according to people’s recorded communication (Babbie, 2004). Quantitative research and content analysis allowed me to attain an unbiased analysis of the pre-release handbooks, when I sorted and categorized data in a systematic approach with ease (Krippendorff, 1980; U.S. General Accounting Office, 1996). This was achieved through computer analysis. Computer analysis negated errors of human judgment while interpreting the data and therefore improved the overall accuracy of the study.

The pre-release handbooks for this study were retrieved from the Internet. The process of quantitative content analysis used deductive process by analyzing Minnesota’s and Indiana’s DOC pre-release handbooks in order to discover their curriculum design, the purpose of the pre-

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26 Minnesota’s pre-release handbook can be found at http://www.nicic.org/Library/021089 and Indiana’s pre-release handbook can be found at http://www.nicic.org/Library/020885.
release handbooks, and the goal of the pre-release handbooks. I created a list of keywords, which were terms that NUD* IST, the computer assisted qualitative data system (CAQDAS), searched for in the pre-release handbooks. This method involved developing constructs (Marshall & Rossman, 1989) and categorizing each pre-release handbook (Tesch, 1990) into coding schemas (Bogdan & Biklen, 1992). The coding schema for the construct curriculum design was reduced into terms, such as: (a) enlightenment, (b) education, (c) attitude, (d) discipline, (e) knowledge, (f) skill, (g) play, (h) serve, (i) solidarity, (j) unity, (k) abnormal, (l) citizen, (m) opportunity, (n) normal, (o) order, (p) think, and (q) freedom. These terms were derived from the Functional and Liberal/Enlightenment philosophical education orientations. Also, the coding schema for the construct, law-abiding citizenship, was reduced into terms, such as: (a) honesty, (b) compassion, (c) respect, (d) responsibility, (e) courage, (f) integrity, (g) discipline, (h) persevere, (i) strength, (j) value, and (k) character. The first five listed represented the core law-abiding citizenship construct.

For the second aspect of this study, employing content analysis to qualitative research to the same pre-release handbooks through the coding schema of six constructs: (a) social solidarity, (b) social laws and roles, (c) abilities and opportunities, (d) critical thinking, (e) thinking freely, and (f) self-examination. I hand coded the pre-release handbooks’ chapters and sections according to the abovementioned constructs. The constructs originated from the Functional and Liberal/Enlightenment philosophical education orientations. Moreover, I applied the law-abiding construct from the quantitative research to aid in supporting how law-abiding citizenship was promoted according to the curriculum design and philosophical education orientations.

**Limitations of the Study**

There were three limitations of this study. The first limitation involved the general source of the study: (a) this study included the pre-release handbooks of two state level correctional systems; (b) Minnesota’s and Indiana’s DOC pre-release handbooks were easily accessible while other state pre-release handbooks were protected by copyrights and were not publicly accessible (Creswell, 1994); and (c) studying two state’s handbook was limiting because not all state DOC had pre-release handbooks. The second limitation related to gender. Some states had different pre-release handbooks for different institutions within their correctional system, which contained curriculum for either male or female offenders; yet, this study was
concerned with pre-release handbooks that were created for both male and female offenders. Finally, the third limitation pertained to studying only the pre-release handbooks that described how Minnesota’s and Indiana’s DOCs promoted law-abiding citizenship for offenders. Furthermore, it is limiting because instructors had the ability to influence the information that was presented to the offenders, a topic not addressed in this study.

**Significance of the Study**

Researchers, policy makers, and educational program administrators in the field of corrections needed to regularly research and analyze pre-release handbooks to ensure that the most effective use of education is applied to release a law-abiding citizen. Maximizing the use of pre-release handbooks in correctional facilities could assist in reducing recidivism rates and also provide offenders with an opportunity to become law-abiding citizens. There were three purposes for this study. The first purpose of the research was to discover the type of curriculum design employed by the Minnesota’s DOC *Making a Successful Transition: Adult Pre-Release Handbook* (2005a) and by the Indiana’s DOC *Pre-Release Re-Entry Program Offender Handbook* (2005a). The second purpose of this study was to discern how Minnesota’s and Indiana’s DOC pre-release handbooks promoted the correctional education goal of law-abiding citizenship (Bosworth, 2002). Finally, the third purpose was to compare the results of the curriculum design, the purpose of the pre-release handbooks, and the goal of the pre-release handbooks.

Subsequently, when writing the literature review, another question: Are Minnesota’s and Indiana’s DOC pre-release handbooks in alignment with each of their state’s DOC mission statement? As well, the question of whether or not the pre-release curriculum of Minnesota’s and Indiana’s DOCs met the objectives and needs of society (Chapman, 2002) regarding the purpose of corrections to “enhance social order and public safety” arose (American Correctional Association, 1986, p. 58). Each of these questions provided greater weight to the significance of Minnesota’s and Indiana’s DOC pre-release handbooks for this study.

**Literature Review**

The literature review was divided into five main sections. The first part documented Foucault’s (1995) perspective of the ideologies of punishment and the modern ideologies of punishment. The second part reported a brief review of the history of correctional education. The third part discussed curriculum design and Functionalism and Liberal/Enlightenment
philosophical education orientations. The fourth part reported on the purpose of correctional education. The fifth part revealed the goal of correctional education.

A review of the literature revealed that correctional education has progressed in many facets; however, there are still areas of improvement in correctional education. Despite this fact, there was limited information at the institutional level regarding educational prison curricula, specifically pre-release curricula or pre-release handbooks. Examining and discovering the pre-release handbooks’ curriculum design and goals may help improve rehabilitation of offenders, assist in increasing the release of a law-abiding citizen, reduce recidivism rates, and improve public order and safety.
CHAPTER 2

IDEOLOGIES OF PUNISHMENT AND CORRECTIONAL EDUCATION

Introduction

The literature for this study reviewed the ideologies of punishment and correctional education as the premises for the significance of taking action to improve the pre-release handbooks of correctional education. The first part of the literature review entailed a historical analysis of the evolution of punishment ideologies. The reasons for changes to offenders’ punishment ranged from improving society (i.e., providing education to offenders) to intolerance to abnormality (i.e., warehousing offenders). For this study, the history of prisons was portrayed prior to the 18th century in Europe, at the end of the French Revolution, when retribution was the dominant form of punishment through America’s current central form of punishment of incapacitation (Foucault, 1995).

The second part of the literature review explained pre-release programming and provided two pre-release handbook examples from Minnesota’s and Indiana’s DOCs. Also, the topics of curriculum design, the purpose of pre-release handbooks, and the goal of pre-release handbooks revealed the importance of improving upon the current pre-release handbooks from Minnesota’s and Indiana’s DOCs. The topics were divided into two constructs. The first construct was curriculum design (i.e., traditional curriculum and concept-based curriculum), which supported either concepts of the Functionalism philosophical education orientation or the Liberal/Enlightenment philosophical education orientation according to the purpose of correctional education. The second construct was law-abiding citizenship, which supported the goal of correctional education. These constructs were applied to Minnesota’s and Indiana’s DOC pre-release handbooks.

Because over half of adult offenders who were released from prisons will recidivate (Hughes, Beck, & Black, 2001), this literature review provided a variety of topics that were pertinent to correctional education, in particular pre-release handbooks. However, before reviewing these points, background information was provided to gain insight about the history of prisons and how society, in general, views them today beginning with Europe’s mid-18th century.
(Foucault, 1995). This information provided the importance of pre-release programming, specifically pre-release curricula for offenders.

Also, the literature review covered Foucault’s perspectives of the social contract, discipline, “normalizing,” and power and knowledge. Next, a continuation of the various modern ideologies of punishment was reviewed explaining historical correctional background in the U.S. For this study, the sentencing models were: (a) retribution, (b) deterrence, (c) rehabilitation, (d) incapacitation, (e) truth-in-sentencing, and (f) community policing. The review of the ideology of punishment has different perspectives on what was thought to deter criminal acts, reduce recidivism, and increase society’s number of law-abiding citizens. The releasing of offenders as law-abiding citizens not only was the purpose of corrections during Europe’s 18th century, but also is the purpose today in the U.S., according to the state correctional systems and the American Correctional Association (ACA). The ACA (1986) stated that the purpose of corrections was to “enhance social order and public safety” (p. 58).

Then an introduction to the history of correctional education, pre-release curricula, correctional curricula, the purpose of correctional education, and the goal of correctional education was given. These were key areas to consider when improving correctional curricula (e.g., the pre-release handbooks). The history of correctional education, pre-release curricula, correctional curricula, the purpose of correctional education, and the goal of correctional education justified the importance of researchers, policy makers, and educational program administrators in the field of corrections to study correctional education curricula of adult offenders, including pre-release curricula. The pre-release handbook was considered a vital part of information that aided offenders’ adjustment to the world outside of correctional walls (Indiana Department of Correction, 2005a).

One purpose of this literature review was to ascertain any differences in how material was presented, on paper, to adult offenders, with regards to Minnesota’s and Indiana’s DOC pre-release handbooks. Also, the purpose of this study was to understand two contrasting philosophical orientations of education and how they relate to the learning and applying of the pre-release handbook’s content. Another purpose of the study was to compare each state’s pre-release handbook. Furthermore, if a handbook was designed for the offender, and if the content

27 Foucault’s research provides his views of the social contract, discipline, “normalizing,” power, and knowledge.
of the pre-release handbooks transmitted its intended message, it can be suggested that recidivism rates would reduce. Recidivism rates relate to the importance of correctional education programming (e.g., pre-release handbooks) because education was believed to correlate with decreasing recidivism rates (LoBuglio, 2001).

**Retribution**

Prior to the mid-18th century in Europe, crimes were punished according to the sentencing model retribution. According to Foucault (1995), after numerous societies and many eons, European society in the mid-18th century came to the conclusion that the savagery of punishment needed to end. This type of savagery punishment was known as retribution. The retribution model originated from religious cultures (Carlson, Hess, & Orthmann, 1999). Retribution extended as far back as the Sumerians (1860 BC) and the Babylonian code of King Hammurabi (1750 BC), Greek and Roman Mythology, as well as in the Bible’s Exodus 21:24, and other philosophers throughout history (Allen & Simonsen, 1998). Retribution was classically defined as “an eye for an eye, a tooth for a tooth” (Allen & Simonsen, 1998; Walker, 1991) and was employed as a system of vengeful rules and regulations. This form of punishment focused on offenders’ past behaviors that demanded that the “severity of the punishment was directly tied to the seriousness of the crime” (Meloy, 2006, para. 4) because the injured party desired revenge. This revenge was demanded to ensure that offenders received their “just deserts” or deserved punishment (Allen & Simonsen, 1998; Meloy, 2006; Walker, 1991).

Retribution was adhered to according to the principles of Judaism, Christianity, and Islam, and “all three attached a special kind of guilt to sins; a kind that can be expiated only by sacrifice and suffering” (Walker, 1991, p. 7). Specifically, Christianity established sacrifice and suffering in the form of penance, voluntary self-punishment. For instance, in early civilizations that enforced the Ten Commandments, penalties were met both according to their God and cultural needs. However, penance was not limited to the secular; it “simply rendered the sinner once more eligible for salvation” (Walker, 1991, p. 7). The Church saw the act as a sin and civil law saw the act as a crime (Allen & Simonsen, 1998), yet the society accepted that the law had the right to impose punishment (Locke, 1690), which later was expressed as the notion of “just deserts.”
Foucault

The reform of punishment during Europe’s mid-18th century replaced the monarchy style of violent and torturous deaths with the democratic style of depriving a citizen’s liberty (Foucault, 1995). This form of punishment was equally distributed to all citizens of society, and moreover, allowed for a place where the government could control the delinquents of society. Foucault continued to state that prisons, during the mid-18th century in Europe, were originally for creating the ideal man, a law-abiding citizen, by controlling offenders through discipline. Control was used to discipline the body, time, and space, but also to observe, examine, and separate the “abnormal” from the “normal.” Controlling individuals through examination and observation was created by the human sciences’ knowledge and perpetuated and enforced by the government for individuals to become law-abiding citizens.

Although prisons existed prior to the 18th century, this time frame was significant because of the existence of a social contract. The government used the social contract to control society. Also, it enforced the social contract when it altered its form of punishment. The government replaced the brutality of corporal punishment with punishment of the body, mind, and soul by isolating and controlling and transforming offenders’ bodies, minds, and souls into docile bodies during their incarceration in the “carceral system,” otherwise known as the penal or correctional system (Foucault, 1995).

Social Contract

When prisons emerged in Europe during the mid-18th century, a new perspective arose regarding the justification of punishment because governments became more democratic as a result of the French Revolution (Foucault, 1995). Because the monarchy no longer controlled society, the government needed to restructure its powers to remain a dominant force in society. Foucault’s (1995) theory of punishment provided justification for it because of the social contract. The social contract gave the government power: live accordingly and the government protected its citizens. Foucault (1995) claimed that governments began to manipulate society through a social contract in which society permitted the government to have power to punish a citizen who did not follow a government’s law. The social contract was a repressive act for the government because it instilled discipline among its citizens. Moreover, the human sciences guided society and assisted the government in establishing what was normal and abnormal.
Beccaria, from the classical school of criminology during the 18th century, referred to the social contract as the foundation for society and the basis for punishment (Beccaria, 1963).28

Knowledge was formulated into strategies through the government, allowing for the continuous control of the social contract (Foucault, 1995). However, according to Foucault (1995), the social contract was unstable because power was not dominant in one member or a group of society. Therefore, if the government violated the social contract, the citizens rebelled or made a stand against the government. For example, the development of the degrees of punishment and humanity finally led to the development that “inhumane” punishment should never be used when punishing man (Bentham, 1988).

**Deterrence**

There are two types of deterrence. The first type is specific deterrence. It is an ideology of punishment that prevented criminals from committing future crimes (Carlson, Hess, & Orthmann, 1999). The second type is general deterrence. This type deters society from committing crimes (Carlson, Hess, & Orthmann, 1999). The deterrence model of punishment is described as being a model of “hedonistic pain and pleasure” (Jeffery, 1990, p. 166) because it is known as a model for which “the punishment must fit the crime” (Beccaria, 1963). In other words, “the pleasure from crime must be exceeded by the pain from punishment, but the pain must not be in excess of the amount that will deter future criminal behavior” (Jeffery, 1990, p. 116). Bentham advocated that pain and pleasure were tools that legislators could apply to the criminals (Stephen, 1950). This sentencing model is designed to reduce the crime rate by preventing future crimes because a rational form of punishment would be applied to criminal behavior (Beccaria, 1963).

Deterrence also can be implemented in a form of a monetary fine; however, because the word deterrence was commonly associated with more severe punishments, it was known as a “dirty word” (Walker, 1991, p. 13). In modern times, the term deterrence means offenders “may be less inclined to commit crimes when they get out because they don’t want to go back and/or that potential offenders generally will be inhibited by the threat of being put behind bars” (Currie, 1998, p. 28). Deterrence then prevented potential offenders from committing both

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28 Beccaria (1738-1794) is a philosopher and reformer of the criminal justice system. Punishment should be swift, equal to the harm done, and allow for alternative punishments. Also, punishment should deter others from committing crimes and should improve society not as a form of revenge (Beccaria, 1963).
criminal and deviant acts by means of penalties, capital punishment or serving long terms in prison (Currie, 1998; Meloy, 2006).

Beccaria (1963) stated that the deterrence model was a rational-person model, meaning that a person could choose behaviors that increased or decreased pleasure and pain. Emotions, irrational behaviors, and mistakes did not fit the deterrence model because, according to Freud and modern neurological evidence, the “emotional violent centers of the brain [did] not support a rational-person model of human behavior” (Jeffery, 1990, p. 116).

The deterrence model was a utilitarian concept taught by Bentham with the idea of reducing crime, which benefited society in the future. He taught that public issues could be handled according to a “rational, scientific basis and according to the “‘greatest good for the greatest number’” to protect society (McKay, Hill, & Buckler, 1983, p. 839; Pfohl, 1994). For instance, during the Middle Ages, capital and corporal punishments were applied extensively because society believed that “public punishment would deter potential wrongdoers” (Allen & Simonsen, 1998, p. 11). On the other hand, Allen and Simonsen (1998) asserted that this statement has been refuted by Schafer (1969): “It [was] plain that, however futile it may be, social revenge [was] the only honest, straightforward, and logical justification for punishing criminals. The claim for deterrence was belied by both history and logic” (p. 25). Similar to other sentencing models, this form of sentencing model did not reduce crime as agreed by the positive school in America’s criminal justice system (Jeffery, 1990).

**Power and Knowledge**

The history of prisons and the justification of punishments elaborated on “how power [was] exercised and people [were] controlled” (Carlson, Hess, & Orthmann, 1990). The shift was traced from the establishment of prisons and how they reflected a change in the nature of justice itself (Carlson, Hess, & Orthmann, 1990). The theme of discipline was the transformation of offenders to law-abiding citizens through power, which was controlled through coercion or manipulation of the mind, body, and soul not through the use of force or violence of the body (Foucault, 1995). The theory of discipline attempted to take control of the body by creating a docile body (Foucault, 1995). However, correctional training evolved from not only instilling discipline, but also using examination and observation to understand the offenders and learn what programs to institute in developing law-abiding offenders (Foucault, 1995).
The domination of examination and observation, intertwined with the Enlightenment era, promoted liberties and disciplines for man. Experts in an assortment of fields made such decisions. These experts worked in the human sciences. According to Foucault (1995), the human sciences were disciplines such as criminology, sociology, psychology, psychiatry, and medical fields that defined, perpetuated, and supported judicial law. The human sciences worked together, creating the knowledge that was used as power to define what was normal and abnormal and thus creating norms.

**Normalizing.** The human sciences’ power and knowledge established the norms of society. From Foucault’s (1995) perspective, norms were derived from morality in which laws were created. Norms were institutionalized and perpetuated through time to make individuals conform. As well, the laws were individualized through assessments and rankings to control society. This power was used through hierarchy and ranks men, as well as individualizes them, in order to note abnormalities in society. Foucault claimed that being identified as an individual was an instrument created by the human sciences. When normal was defined, abnormal emerged as the madman, the criminal, or the offender, according to the human sciences (Foucault, 1995). The more individualized a person became, the greater the likelihood that he or she was labeled abnormal (e.g., an offender, a mental patient, or a madman) (Foucault, 1995). In addition, the more a person strayed from the normality of society, the more ostracized a person was from society (e.g., adult offenders).

In the end, the human sciences’ knowledge that society willingly accepted meant that the citizens agreed to the standards of normalcy with the understanding that if they deviated from the norm, they were documented as individuals and faced the consequence of being punished. Also, the government manipulated the mechanism of control through the coercion of establishing norms (Foucault, 1995).

The relationship between knowledge and power was significant because the government could use its power to gauge who and what was considered to be normal and abnormal (Foucault, 1995). If what the human sciences claimed was true, and society believed the words of the human sciences, that gave the discipline of human sciences power because truth was power and the government used the knowledge and power of the human sciences to maintain its power. According to Foucault (1980), governmental power was dependent on three associations: criminology, police, and statistics. Specifically, it was criminologists who provided knowledge
regarding the criminal element and statistics that disclose abnormalities in society (Foucault, 1985). Foucault (1980) expressed his opinion on criminology:

Have you ever read any criminological texts? They [were] staggering. And I say this out of astonishment, not aggressiveness, because I fail[ed] to comprehend how the discourse of criminology has been able to go on at this level. One has the impression that it [was] of such utility, [was] needed so urgently and rendered so vital for the working of the system, that it does not even seek a theoretical justification for itself, or even simply a coherent framework. It [was] entirely utilitarian. (p. 47)

Satisfying the fact that criminologists provided powerful knowledge that was similar to other human sciences, criminologists perpetuated what was to be normal (Foucault, 1995).

**Establishment of the Penal System**

Observation and examination was incorporated with the rise of Bentham’s design of his *Panopticon* (Foucault, 1995). Foucault (1995) used the *Panopticon* as a metaphor of how society was controlled. The *Panopticon* was Bentham’s idea of a prison: It allowed the observation of offenders with ease, yet isolated the offenders from each other (Foucault, 1995). This allowed the government to hide the abnormal from society for observation and examination (Foucault, 1995).

According to Foucault (1995), the *Panopticon* operated efficiently to protect society as well as to examine the abnormalities of society. It stemmed from the Enlightenment period, which was noted for its themes of observation and examination. Foucault (1995) also stated that the critics of the Enlightenment period were skeptical of this explanation of punishment with the technology of the penal system and the *Panopticon* (Foucault, 1995).

By combining the social contract, the human sciences, Bentham’s *Panopticon*, Foucault (1995) emphasized six reasons for the establishment of the penal system. First, penitentiaries were instituted to reestablish order in society. Second, penitentiaries were the result of power to collect offenders and transform them into docile bodies. Third, the penal system allowed for the constant observation and examination of the mind and body, leading to the “knowable man…the object-effect of this analytical investment, of this domination-observation” (Foucault, 1995, p. 305). Fourth, the penal system served as a normalizing agent, and all citizens of the state were subjected to the arbitrary standards of what was determined to be normal. Fifth, the orchestrations of the carceral system made it possible for it to be a justified method of
punishment. This justification of punishment gave rise to not only legitimizing punishment, but also for societies, in general, to accept it in combination with the economy and the innovations of technology. Finally, sixth, the origins of the carceral system stemmed from power, allowing it to stand the test of time. Also, the carceral city replaced the “theater of punishment” or public punishment with its origins in the *Panopticon*.

**The Panopticon and Discipline**

The theory of discipline regarding the *Panopticon*, according to Foucault (1995), originated to reestablish order, which was the primary reason for prisons. Order was established by controlling individuals’ use of time and space (Foucault, 1995). The capacity of controlling individuals’ time and space through the use of a timetable was similar to that of militaries, monasteries, and today’s factories, schools, and hospitals (Foucault, 1995). Hence, the government and other institutions were able to manipulate, coerce, and transform offenders’ experiences because of the implementation of a timetable.

**Discipline and power.** Discipline was a form of power that was manipulated, not through force or violence, but by controlling the operations of an individual (Foucault, 1995). Foucault (1995) characterized discipline according to the following: (a) disciplinary power was an exercise that was used on the body for the purpose of strategy; (b) disciplinary power was a form of plans, tactics, and maneuvers; (c) disciplinary power was a network in which all connections caused tension; (d) disciplinary power was a polar force because power was not localized in one area, but was spread throughout society; (e) power was not localized, and therefore, it could not be controlled separately from other parts of society; (f) since power relationships were complex and numerous, its power reached out not only between the state and the citizen, but also as a mechanism on a greater scale; also (g) society was not disciplined, and in a disciplinary society there were always struggles and conflicts, and power could be reciprocated for a short term; and finally (h) power generated knowledge, which justified power and knowledge always interacted with each other.

During the 17th and 18th centuries, it was discovered that controlling the operation of individuals was beneficial to the economy. This was accomplished by managing the body for transforming human social interactions, behaviors, and ways of thinking that comply with the norms of society. Liberty was replaced with discipline, which could be compared to the disciplining of soldiers in Europe’s 17th century (Foucault, 1995). Discipline was used as a form
of power to coerce and manipulate men into becoming ideal soldiers through coercing and manipulating their minds, bodies, and souls by implementing rewards and punishments. Foucault (1995) continued explaining that the domination of discipline became a primary approach for the penal system, similar to today’s factories, schools, and hospitals that act as machines to control and transform humans. Disciplining the abnormal was accomplished through the corrective training of observation and examination using models, which the human sciences had defined as normal or abnormal.

**Discipline and time.** Specifically, offenders in prisons were disciplined through the daily operations of a penal facility. Time was one of the key methods of instituting discipline. Time was controlled by hourly increments. Offenders were controlled according to where, when, and for how long they slept, ate, and worked. Specifically, offenders could not speak during work, because it disrupted the productivity of work and led to Foucault’s notion of positive economy. Positive economy, according to Foucault, related to the modern work schedule: a schedule that was created for efficiency allowing for an individual to maximize his or her time for productivity within a time frame. An efficient timetable of repeated daily operations was enforced by policies of discipline to control how offenders lived and worked. Time was not only a concept to regulate an offender’s time, but also a tool of discipline to control offenders’ experiences in increments of hours. Controlling time enforced discipline and coerced offenders to be released as law-abiding citizens.

**Discipline and space.** Space was the other key method of instituting discipline, according to Foucault (1995), when he wrote of Bentham’s *Panopticon*. The theory of discipline was implemented through the architectural design of the *Panopticon*. Space was controlled by where offenders went and what offenders did in that space so that their time in isolation was constructive and productive. Barton and Barton (1993) described the structure of the *Panopticon*:

> [It] incorporates a tower central to an annular building that is divided into cells, each cell extending the entire thickness of the building to allow inner and outer windows. The occupants of the cells...are thus backlit, isolated from one another by walls, and subject to scrutiny both collectively and individually by an observer in the tower who remains unseen. Toward this end, Bentham envisioned not only Venetian blinds on the tower
observation ports but also mazelike connections among tower rooms to avoid glints of light or noise that might betray the presence of an observer. (138-162)

The architecture of the Panopticon created an ambience that all offenders were being observed and examined without actually being watched, no matter where the offender was located. Simply stated, the fear that “big-brother” was always watching caused offenders to constantly obey the rules. The Panopticon imposed the feeling of a hidden omniscience (Bentham, 1995), and therefore, offenders were “the object of information, never the subject of communication” (Foucault, 1995, p. 200). Also, the architecture of the Panopticon was considered an economical use of staffing because it did not require numerous correctional officers and served as a source of invisible power.

The conception of the Panopticon was meant to control the criminal mind efficiently by displacing the individual from mainstream society. The creation of this mechanism separated the abnormal from the normal to maintain order. Offenders who caused disorder were removed from society, placed in the carceral system, and then coerced to return to society acting as law-abiding citizens. The symbol of the Panopticon opened the door to the progression of a disciplined society and through the social contract gave the government control of society’s abnormality. Also, Foucault (1995) viewed this form of control not only as a machine to transform an individual, but also as a minute part of the larger infrastructure; its function was to control society as a whole. The Panopticon was an entire machine in itself that was used to control the growing abnormal population.

Summary

In summary, the ideology of punishment known as retribution was replaced with prisons during the mid-18th century in Europe. The significance of the time period was that after the French Revolution the monarchy shifted towards a more democratic style of government through the implementation of the social contract. The government was able to maintain control of its citizens by granting them protection from society’s ills (e.g., the mentally ill and criminals) if they lived accordingly. In addition, citizens were able to incorporate the deterrence model in an attempt to control the use of retribution. The deterrence model evolved from the social contract and emphasized that the punishment should not exceed the crime.

The government used its power of the social contract to manipulate and coerce its citizens. By placing the disciplines of the human sciences on a pedestal, the government could
control society with the knowledge of the human sciences. The human sciences gained their power through observing and examining offenders. The results of their observation and examination defined normality and its polar opposite, abnormality. The government was able to maintain power through the use of human sciences’ knowledge, and prisons were a place for the abnormal to be observed and examined.

Prior to America’s Civil War, U.S. prisons were similar to European prisons in that they enforced silence and implemented a quasi-military model of discipline (Morris & Rothman, 1998). This study continued its topic of prisons during the 1800s in America. American’s correctional systems were founded on discipline, observation, examination, and rehabilitation.

Modern Ideologies of Punishment

Rehabilitation

Rehabilitation was the process according to which the “offenders should be treated, not punished” (Meloy, 2006, para. 7). Rehabilitation included observation and examination (Jeffery, 1990). Also, it was considered to be another method which criminologists’ thought would reduce the crime rate or create normalcy and order in society (Currie, 1998).

In Allen’s The Decline of the Rehabilitative Ideal: Penal Policy and Social Purpose (1981), he stated that between 1890 and 1968, there was an unconvincing attempt for institutionalizing the rehabilitation model. He claimed that “the rehabilitative ideal” came about because of just retribution, student protests, and the rise of radical criminology. The origin of criminal behavior was caused by psychological and social disorders and “treatment of such disorders should be the primary goal of corrections” (Meloy, 2006, para. 7). Rehabilitation then began to employ sociologists and psychiatrists during the 1960s (Jeffery, 1990). However, this line of thinking--observing and examining--resulted in tailoring sentences to the offenders’ problems and not the criminal act. Rehabilitation sentencing was then partnered with indeterminate sentencing.

Indeterminate sentencing. Indeterminate sentencing occurs when a judge sets a sentence for the offenders. There is a minimum and maximum amount of time for offenders to be incarcerated that a judge must adhere to (Allen & Simonsen, 1998; Meloy, 2006). Parole boards then examine offenders’ records to see if offenders were rehabilitated, which determines the date of release and length of the sentence (Allen & Simonsen, 1998). Offenders’ sentences were and continue to be tailored to their needs and problems so that offenders may be released as
law-abiding citizens. This type of sentencing is consistent with the goal of rehabilitation (Meloy, 2006) because it intertwined the treatment of offenders while they were incarcerated. According to Currie (1998) “if we provide[d] schooling, job training, drug treatment, or other services [pre-release handbooks] in prison, offenders may be better able to avoid returning to crime when released” (p. 28). Yet, it was stated by critics that the “rehabilitation was a theory of punishment and regarded its goals as unattainable in most cases” (Travis, 1996, p. 533).

**Failures of rehabilitation.** Allen not only discussed the rehabilitation ideal, but also indicated the end of rehabilitation (Allen, 1981). Society in the 1970s was growing weary of individualized treatment because of the lack of belief that offenders could change into law-abiding citizens and the lack of belief that the government could represent a social harmony for society and act upon greater social goals. Rehabilitation was not working because the rise of recidivism rates caused society to overlook the benefits of rehabilitation. For justice to work, it must function with determinate sentencing according to the criminal act and the equality of a sentence. Also, justice functioned on the retribution and deterrence model, not the rehabilitation model.

According to Currie (1998), the reason for declining support of the rehabilitation programs in the 1970s was that the general population thought criminals were being let off easy. Nevertheless, Allen stated that the theory of retributive punishment was in opposition with utilitarian punishment because society was frustrated with discrepancy, unfairness, and the leniency of punishment (Jeffery, 1990). Thus, sentencing commissions were established for sentencing conformity and to abolish sentencing discretion (Blumstein, Cohen, Martin, & Tonry, 1983; Von Hirsch, Knapp, & Tonry, 1987).

**Failures of indeterminate sentencing.** Not only did rehabilitation fail, but indeterminate sentencing did too. According to Tonry (1999), the vague sentencing system did not work because broad discretion created too many variations between offenders who had committed similar crimes. Penalties ranging from probation to the maximum sentence were at the judges’ discretions. Broad discretion gave judges the power to set sentences according to the facts and mitigating circumstances of the case thereby ensuring punishment fit the crime. It was discovered that the second circuit court of New York sentences varied from three to twenty years in similar cases (e.g., judges assigned length of sentences based on gender, race, and region) (Cornell Law School, 2004). The defendants’ personal characteristics were considered relevant.
Broad discretion of judges created great sentence disparities (Tonry, 1999). Albert Alschuler, a University of Chicago law professor, claimed “there [were] both Santa Clauses and Scrooges on the bench, but more troubling were statistics showing that the length of time actually served often pointed to discrimination based on race, class, or gender, and punishment should not turn on the luck of the judicial draw” (Pratt, 1999, para. 3). Moreover, Blumstein, Martin, and Tonry (1983) claimed that high recidivism rates occurred because of the vague sentencing system.

**If failure occurs, try again.** Although rehabilitation failed in the past, it was not a complete failure because the reforms improved correctional education and provided job skills to offenders. For instance, during the 1930s, “prisons began to develop rehabilitation programs based on the background, personality, and physical condition of the individual inmate” (Finckenauer, 2006a, para. 29). This still occurred, somewhat, when offenders went through the classification process at the beginning of their incarceration and continued throughout their time in prison. According to Finckenauer (2006a), this approach increased the meaning of rehabilitative programming. Although this attempt failed because of inadequate funding, lack of strategic planning, and improperly trained staff (Finckenauer, 2006a), it did not completely disappear for this concept continues to be implemented.

Rehabilitation was not considered a punishment (Meloy, 2006, para. 7). Rehabilitation was known as a “coerced cure” (Lin, 2000), which was not effective and not easy (Currie, 1998). The offenders were required to learn responsibility for their own actions. For example, offenders who never considered the consequences of their actions learned to think about how their actions and how the actions of others would affect them. Currie (1998) stated that rehabilitation was “a contract between offenders and society” (p. 172), which somewhat paralleled the social contract between the government and its citizens:

Those offenders are few who commit to such a contract. They are motivated to be a part of programs that provide and enable them to foresee and avoid situations that can entangle them into trouble. The offenders are willing to take the initiative to improve their lives; however, not all offenders have the cognitive ability or the desire to care to rehabilitate themselves. Whatever their rehabilitative value, then, it seems the first

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Classification is a process used by correctional systems to evaluate the custody level for management and programming. Many factors involved in classification are the offender’s instance offense, criminal history, family background (i.e., sexual abuse, children, etc.), substance abuse, and education level.
consequence of understanding confinement is that programs must fit into confinement purposes—must be incorporated into a prison’s set of strategies for keeping order...But aiding in the task of keeping order is one half the problem. As the review of prison reform showed, prison programs have often been subverted---turned to purposes other than that of rehabilitation, in ways that actually keep then from being rehabilitative. From prisoners ordered to dig ditches because it would help them learn to meet life’s exigencies, to behavior modification programs that merely provide covering for the prison’s existing disciplinary structure, programs with rehabilitative ambitions can flourish on the ground without fostering any actual rehabilitative activity. (Lin, 2000, p. 31)

According to Lin (2000), programs existed not only for order, but also for rehabilitation. Although order was a primary function of prisons, order could also drown out programming. Programming and order must find a way to coexist for the benefit of offenders and society (Lin, 2000).

A worthy rehabilitative program encouraged, invited, and declared particular programs mandatory (Currie, 1998). Through these actions, the correctional staff assisted offenders in becoming productive members of society. Researchers, policy makers, and educational program administrators of corrections must create multidisciplinary programs for adult offenders throughout the criminal justice system (e.g., in prisons) (Reader, Smith, Farmon, Temin, & Wilkinson, 1999). However, our correctional system incarcerated offenders in prisons and warehoused them for a number of years with little assistance and few programs (Currie, 1998). The turning away from rehabilitation as a “goal of criminal law” required an “establishment of standards by which we appl[ied] the concepts of incapacitation and just retribution” (Jeffery, 1990, p. 142).

During the 1970s, there were extensive changes in the correctional system. Society was returning to the justification of punishment as retribution, which may be contributed to Matinson’s (1974) essay What Works? Questions and Answers About Prison Reform. He expressed that rehabilitation failed in reducing recidivism. This caused a change in correctional philosophies. Changes that occurred involved “sentencing policy and philosophy, reflected in plea bargaining guidelines, mandatory minimum sentences, determinant sentences, sentencing guidelines, the abolition or limitations of parole and probation, and appellate review of
sentences” (Jeffery, 1990, p. 141). Also, there was disappointment with indeterminate sentencing. This was vital to any rehabilitative plan because of the discretion it grants to prison officials (Bedau, 2006). Indeterminate sentencing was “consistent with the goals of rehabilitation” (Meloy, 2006, para. 8) because it detailed both the minimum and maximum sentences, and parole boards were those who determine the length of the sentence served by the offender (Meloy, 2006). America had reverted back to the classical philosophy of retribution pertaining to determinate or fixed sentences and incapacitation became a part of the current ideology of punishment.

Also, the privatization of prisons emerged in the mid-1970s because there was an increase in incarceration rates in the U.S. The rise of incarceration rates responded to society’s demands to remove offenders from the streets (Singal, 1998). To address society’s concerns, politicians increased incarceration rates for nonviolent crimes and created mandatory sentencing for drug and firearm crimes. According to the Bureau of Justice Statistics (BJS), increased incarceration rates caused the population of both federal and state offenders to triple from 1980 to 1994 because the anti-drug laws of the 1970s had established mandatory minimums (Mergenhagen, 1996). Due to larger prison populations during the Reagan and Bush (George H. W. Bush) administrations, private prisons were well received because the notion corresponded well with their overall principles of smaller government (Mergenhagen, 1996; Schlosser, 1998; Singal, 1998; Thomas, 1997).

The concept of the privatization of prisons emerged in 1970 as a possible solution to overcrowding and cost containment, because they transferred “specific activities and responsibilities such as providing work, health care, or training for inmates to private agencies” (Finckenauer, 2006, para. 31; Singal, 1998). Since the 1990s, many states increased their relationships with corporations by developing private prisons to assist or to completely manage and supervise offenders. However, the privatization of prisons had its critics regarding proof of improved efficiency compared to government-run prisons (Finckenauer, 2006). A number of issues followed private prisons relating to hidden costs, personal satisfaction, offender abuse, decrease of safety and security, and the decrease of offender services’ quality (Austin & Coventry, 1999; Logan, 1990; Pollock, 1997). Rehabilitation became a questionable form of punishment.
Incapacitation

Incapacitation was defined as “lock[ing] them [offenders] up and throw[ing] away the key” (Meloy, 2006, para. 5). According to Meloy (2006), this described the idea that if offenders were physically restrained, future crimes by the offenders would be prevented on the street. However, offenders still could continue to commit crimes while incarcerated. As well, approximately 95% of all offenders who were released into the community suggested that “incapacitation [was] not a deterrent from crime but [was], at best, a delay for crime” (Jeffery, 1990, p. 117).

Yet, the incapacitation model did not examine any circumstance of the crime, such as biological, sociological, or environmental causes of the criminal offense. Nor did the incapacitation identify future offenders with disorders or discover why such people existed in our society (Jeffery, 1990).

Although incapacitation had its issues, simultaneously, rehabilitation returned. However, rehabilitation was not steadfast during this particular time (Bedau, 2006). Although the offenders were to be rehabilitated medically, this was also found to be improper treatment. Forcing medicine on offenders striped the offender from making their own decisions (i.e., over-medicating offenders can interfere with an offender’s judgment) (Morris, 1968). Nevertheless, “just deserts” began to become the dominant theme in the ideology of punishment. “Just deserts” combined incapacitation with retribution and usurped the notion of rehabilitation (Bedau, 2006).

Also, expressing that the concept of justice was vital for sentencing, just sentencing considered the characteristics of the offender and the harmful effects on the injured party and society (Card 1973; Nozick 1981; von Hirsch 1985). Just punishment was the same as retributive punishment (Bedau, 2006). This led to the demise of indeterminate sentencing and the establishment of determinate sentencing.

**Determinate sentencing.** Determinate sentencing was a fixed term sentence imposed by a judge to offenders. This type of punishment eliminated the parole board and earned credit for rehabilitative programs (Allen & Simonsen, 1998; Meloy, 2006).\(^30\) The release date could only be reduced according to the federal or state correctional system. This type of sentencing had

\(^{30}\) Earning credit refers to completing suggested programming by the offender’s unit team. The unit team consists of a unit manager, case manager, and a counselor.
underlying origins in incapacitation, retribution, just deserts, and deterrence (Allen & Simonsen, 1998; Meloy, 2006). For instance, mandatory minimums originated from ancient civilizations and Biblical times. The idea was that once a crime was committed, a mandatory sentence was demanded for the crime (Families Against Mandatory Minimum, 2002).

According to Families Against Mandatory Minimum (2002), mandatory minimums were enforced in early America. The crimes that exacted mandatory minimums were for “murder, piracy, refusing to testify before Congress, failure to report seaboard saloon purchases, or causing a ship to run aground by use of a false light” (Families Against Mandatory Minimum, 2002, para. 5). During the 1950s, mandatory minimums were increasingly used because of society’s distaste for drugs. For example, in Louisiana, Democratic Senator Hale Boggs proposed legislation in 1951 for mandatory minimums for narcotic possession. This bill became known as the Boggs Act and increased in severity during 1956.

Other mandatory minimums were implemented in states throughout the 1970s and 1990s (e.g., New York and in Michigan). In New York, during 1973, the Rockefeller drug laws, named after Nelson A. Rockefeller, went into effect. New York State required mandatory minimum sentences of incarceration for 15 years to life for possession of greater than four ounces of an illegal substance such as cocaine, amphetamines, heroin, and morphine (Hynes, 2002). The state of Michigan, in 1978, was known for its severe mandatory minimums. The passing of the 650-lifer law required life imprisonment “for the possession, sales or conspiracy to sell or possess 650 grams (about 1¼ pounds) of cocaine or heroin” (Families Against Mandatory Minimum, 2002, para. 14). Then in 1994, California’s mandatory minimum policy of “three strikes you’re out” law gained tremendous publicity because of society’s concern for crime. Then, during the 1980s and early 1990s, mandatory minimum sentencing laws bombarded the federal and state legislatures. The weight on incarcerating drug offenders caused the prison explosion in the U.S. as documented by Kopel (1994).

**Failures of determinate sentencing.** Determinate sentencing is described as discriminatory and unequal. Discrimination means that factors that did not pertain to the case itself were used in part to form judgments against the offender (e.g., gender, inequality bias, and/or racism) (North Carolina Wesleyan College, 2004). For example, in *McCleskey v. Kemp* (1987) stated that determinate sentencing was discriminatory because:
Discrimination can not be proven by evidence of imbalances in outcomes, nor is statistical social science evidence allowed to prove discrimination...even though blacks who murder whites are 11 times more likely to be sentenced to death than blacks or whites who murder blacks. (North Carolina Wesleyan College, 2004, para. 20)

Disparity meant that one case was judged differently from an identical case and these inconsistencies during the sentencing phase became evident. For example, Ohio’s Commission on Racial Fairness researchers proved that racial sentencing disparities occurred in powder versus crack cocaine cases (Ohio Commission on Racial Fairness, 1999).

In part, since the implementation of mandatory minimum sentencing, the American prison population had increased to an astounding two million offenders, according to Stewart (2006) (Leadership for a Changing World, 2006). This caused a colossal growth in the number of state and federal prisoners in the U.S. (i.e., approximately 2.1 million offenders in 2005 which included over 3,700 on death row) (Bedau, 2006). Another perspective on determinate sentencing was that public policy supporters firmly believed that the best method of handling convicted offenders was through incarceration. Public policy supporters believed it was a cost effective method, and also believed in reducing crime by putting offenders to death (Wilson, 1975).

**Truth-in-Sentencing**

Prior to sentencing reforms during the 1970s, states released offenders before the completion of their full term release date according to Schmalleger and Smykla (2005). Offenders earned good time, meaning days would be deducted from their sentence for good behavior or offenders earned gain time, referring to reducing their sentences if they participated in a vocational training program or school, as well as volunteer work. Also, “many states mandated routine parole eligibility after inmates had served one-quarter of their sentence” (Schmalleger & Smykla, 2005, p. 103).

In 1984, truth-in-sentencing (TIS) was first ratified. Ditton and Wilson of the U.S. Department of Justice (1999) described TIS as laws that enforced offenders to serve greater portions of their sentence, according to the offence and the offenders’ characteristics.\(^{31}\) TIS laws

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\(^{31}\) Offenders’ characteristics can relate to an offender’s education level, substance abuse history and criminal history.
predominately were concerned with violent offenders. The principle behind TIS was that it required offenders “to serve a substantial portion of the sentence and reduce the discrepancy between the sentence imposed and actual time spent in prison” (Schmalleger & Smykla, 2005, p. 103).

Years later, a provision regarding TIS was incorporated into The Violent Crime Control and Law Enforcement Act of 1994 (VCCLEA) (Schmalleger & Smykla, 2005). Under VCCLEA, states could earn federal aid if they altered their laws, enforcing offenders to serve a minimum of 85% of their sentences. For instance, in 1996, released offenders in general served an average of 30 months or 44% of their sentences in jail or prison. Minnesota ensured that offenders served 85% of their sentences and Indiana 50% of their sentences. Although, in general, good time earned and parole eligibility were restricted or eliminated under TIS (Schmalleger & Smykla, 2005).

**New Paradigm: Community-Policing**

The new paradigm began with the shift in how the police departments took on the community-policing model (Carlson, Hess, & Orthmann, 1999). Community policing referred to society’s institutions and citizens who resolved criminal behavior that resulted in the disorder of society (Inman, 1992). It was during ACA’s 1992 winter conference that Wayne R. Inman, Portland’s Police Bureau Assistant Chief, expressed the following opinion:

No longer can we sit idly by and blame other components of the criminal justice system, or society in general. We are a part of rather than apart from that system and society. Crime is a symptom; it is not a cause. Crime has its roots in such dysfunctional institution as the family. Where physical and mental abuse occur and where children are not taught values and life skills, have no role models and suffer from low self-esteem. Crime has its roots in the school, where gangs often flourish as surrogate parents. Where classrooms are too crowed, where the quality of instruction is sometimes lacking, and where children are not given the opportunity and encouragement to feel valued and worth of a significant place in society. Crime has its roots in the workplace, where unemployment and underemployment breed contempt for the work ethic and frustration and despair abound. Crime has its roots in racism. Where factors such as skin color and national origin discriminate and segregate and people are judged by standards unrelated to their objective contributions to society…The basic premises of community policing is
that resolving crime and disorder is the responsibility of all people and all organizations in society. (p. 192)

Inman closed his lecture by challenging correctional systems to apply the community-policing concept to corrections. However, according to Rees (1990), this notion of community policing translated into the correctional systems has not occurred. He stated, “[t]he solutions are to be found by moving forward and embracing novel, never-tryed possibilities. The solutions do not lie in the past where models and philosophies had failed dismally and brought us to where we are today” (Rees, 1990, p. 104). Also, Crier (1993) re-emphasized the aforementioned point during the ACA’s 123rd Congress of Corrections stating “Albert Einstein said we cannot cure the problems today with traditional thinking because, after all, that’s the kind of thinking that got us here in the first place. It’s time to shake up the status quo. It’s time to dream outrageous dreams and make them come to pass” (p. 142).

However, U.S. citizens had mixed views of the correctional system according to DiIulio (1992), from the Princeton Study Group, which was financed by the Bureau of Justice. The correctional justice system in the U.S. was described as dysfunctional:

The history of the American criminal justice system is a history of swings in public mood. Americans have long been ambivalent about the purpose of criminal justice. Among other things, they have wanted a criminal justice system that apprehends and visits harm upon the guilty (punishment); makes offenders more virtuous or at least law-abiding (rehabilitation); dissuades would-be offenders from criminal pursuits (deterrence); protects innocent citizens from being victimized by convicted criminals (incapacitation); and enables most criminals to return as productive citizens to the bosom of the free community (reintegration). They have wanted the system to achieve these contradictory goals without violating the public conscience (human treatment), jeopardizing the public law (constitutional rights), emptying the public purse (cost containment), or weakening the tradition of State and local public administration (federalism). (p. 6)

The pendulum shifted from rehabilitation, which dominated the 1960s, 1970s, and 1980s, to “getting tough on crime” which led to warehousing offenders (Carlson, Hess, & Orthmann, 1999). The BJS report surmised, according to DiIulio (1992), that “a modern, democratic vision of the justice system’s public purpose and limitations is both necessary and desirable. Such a
vision emerges from the realization that all citizens have the right and responsibility to participate in the system. Citizens are co-producers of justice” (p. 8). This perspective holds community members accountable for “the quality of life” in their community (Carlson, Hess, & Orthmann, 1999, p. 30).

It could be surmised that society must try lofty ideas to reduce recidivism rates rather than allowing the human sciences’ examinations and observations to perpetuate the abnormalities of the prison population. Society members must take responsibility and move forward to find new solutions, no matter how simple or far fetched they may seem, such as to ensure that the offenders were instructed as effectively as possible with pre-release handbooks which were useful to become law-abiding citizens. After all, some of these offenders may move into our neighborhoods.

Conclusion

The pendulum swayed from side to side according to the political, economical, and social ideologies of punishment. The ideologies of punishment reflected upon correctional programming. Yet, from the review of literature, no one or no institution has taken responsibility to discover a new solution to improve correctional education since the 1960s. It is time to review what was accomplished regarding correctional education reform to understand the need for correctional education today. In the past, some people did reform correctional education, but it is time for more reforms.

Although today’s opinions are skeptical about correctional education, there remains a belief that it has benefits for offenders (Applegate, Cullen, & Fisher, 1997). Furthermore, it is better to provide opportunities than to turn “a blind eye to those among us whose victimization could have been avoided” (Cullen & Gendreau, 2000, p. 161).

History of Correctional Education

For approximately 50 years, researchers who studied adult treatment programs for offenders made an effort to discover statistically important and underlying relations among treatment programs and reduced recidivism in thousands of reports (LoBuglio, 2001). Some investigations had presented positive results for treatment programs. Such programs provided data that programs had the “ability to improve offenders’ institutional behavior and increase[d] literacy and vocational skills” (LoBuglio, 2001, para. 33). Such positive finds of educational
programs were improving offenders’ skills, knowledge, and behaviors, which was known as the “holy grail” of research in the field of criminology (LoBuglio, 2001, para. 33).

On the other hand, according to Gaes, Flanagan, Motiuk, and Stewart (1998), regrettably, educational programming was not created to decrease recidivism rates. Gaes, Flanagan, Motiuk, and Stewart (1998) believe education has not benefited offenders:

The design and delivery of educational programs has commonly violated many of the principles of effective correctional treatment…Education programs in prison have not been directed to specific criminogenic needs of offenders, have not been part of a multimodal intervention strategy, have not considered responsivity effects, have not been tailored to address the needs of offenders in different risk classifications, and have not been adequately funded to permit the high doses of educational intervention that many offenders require. (p. 58)

According to LoBuglio (2001), early correctional education activists supported the medical model of corrections, which considers individuals’ participation in criminal activity as a function of vocational deficits, mental, physical, and environmental factors. Hence, treating offenders according to the aforementioned factors regarding correctional education reduced illegal behavior. A current view employed is “the balanced philosophy” (LoBuglio, 2001). This philosophy views rehabilitation programs as significantly important when considering correctional goals including punishment, deterrence, and incapacitation (LoBuglio, 2001; Roberts, 1996). Although programs are a factor in maintaining a secure and manageable correctional facility by keeping offenders occupied, they also identified offenders’ capacities to succeed upon release from incarceration. This is dependent on many factors that treatment programs could not control (LoBuglio, 2001), for instance time management and setting priorities. The balance philosophy places the responsibility of rehabilitation on the offender (Bosworth, 2002; Roberts, 1996).

Reform of Correctional Education and Recidivism Rates

In the U.S., correctional education has undergone many reforms over the decades. In brief, many correctional educators function on the opinion that “attitudes, ideas and behavior can

32 Criminogenic refers to the factors or characteristics researchers apply as predictors of crime and recidivism of offenders (Georgia Department of Corrections, 2006).
33 See the indeterminate sentencing section.
be corrected -- that humans are capable of progressing to higher thresholds of awareness. This is what makes correctional education ‘correctional’” (Gehring, 2003, para. 20) because the employment of correctional education can reform offenders in prison.

Some significant individuals who influenced correctional education reform were William Rogers, a clergyman; Zebulon Brockway, an advocate of prison education; Thomas Mott Osborne, a millionaire industrialist and politician; and Austin MacCormick, an administrative correctional staff of penal systems leading to current actions regarding correctional education. In the past, correctional education movements began with a religious and humanistic purpose in order to learn how to read the Bible (LoBuglio, 2001). According to LoBuglio (2001), early correctional education emerged in 1789 by clergyman William Rogers, who taught at the Walnut Street Jail in Philadelphia (Gehring, 2003). Another advocate of prison education was Chaplain Jared Curtis (1825-1845) who developed the “prototypic Sabbath schools” in Massachusetts and New York (Gehring, 2003, para. 22). Also, institutions such as the Boston Prison Discipline Society and the New York Prison Society were committed to both correctional education and prison reform (Gehring, 2003).

Between 1880 and 1890 in New York, Elmira Reformatory’s superintendent Zebulon Brockway employed educational programs for many types of handicapped offenders (Gehring, 2003). He used the correctional education methods that Curtis and other prison reformers initiated in the Northeast region. Brockway modeled his programs after other correctional reformers such as Maconochie and Crofton (Gehring, 2003).

Soon after, Gehring (2003) claimed that individually prescribed instruction (IPI) plans were used at correctional schools similar to Elmira’s. This individual instruction was supported because of the classification of offenders. Classification allowed the grouping of offenders, which assisted with the applications of IPIs and subsequently improved offenders’ treatment. The IPI method, Gehring pointed out, later was adopted by the local public schools. Through Brockway’s correctional education reforms, he gained the support of the American prison organization.

After Brockway retired, he encouraged Thomas Mott Osborne, a millionaire industrialist and politician, to pursue penology (Gehring, 2003). Gehring (2003) illustrated that in 1913, Osborne masqueraded as an offender in his own correctional facility to discover the true correctional milieu at Auburn, a maximum-security prison in New York. After experiencing the
awful conditions at Auburn, Osborne created the Mutual Welfare League that was “a democratic inmate-run organization that managed every dimension of the prison with the warden's permission” (Gehring, 2003, para. 24). After implementing the Mutual Welfare League, Osborne drastically reduced disciplinary incidents by developing a democratic environment and improving social interaction. Osborne’s industrious changes of the repugnant correctional facility led to an enriching educational correctional facility called the Mutual Welfare Institute. Later, he became warden at Sing Sing Prison in New York and next at the U.S. Naval Prison at Portsmouth, New Hampshire. Osborne was considered by many in the correctional field to be the finest prison reformer during the 1900s (Gehring, 2003).

Osborne, educated by Austin MacCormick, founded his correctional education theories on Brockway and Osborne (Gehring, 2003). Then in 1930, MacCormick established the Correctional Education Association (CEA) (LoBuglio, 2001). Also, in 1937, he created The Journal of Correctional Education and published correctional education pre-release handbooks in 1939 and 1940 (Gehring, 2003; LoBuglio, 2001). MacCormick became the first assistant director of the Federal Bureau of Prisons and continued instituting correctional libraries and schools (Gehring, 2003).

Approximately ten years later, between the 1950s and the mid-1960s there was an explosion of social education programs. For instance, from 1965 until today, the Texas Prison College system established an educational program system with the following elements:

a) [T]he rise of correctional education post secondary programs; b) a dialogue regarding the comparative merits of IPI and group instruction; c) the expansion of federal influence, d) the establishment of correctional school districts, e) correctional education preparation programs at colleges and universities, f) the U.S. Department of Education's Office of Correctional Education, and g) CEA [Correctional Education Association] leadership, growth and consolidation. (Gehring, 2003, para. 33)

After the explosion of correctional education programs in the 1950s and 1960s, the 1990s saw a decrease in correctional education programming. In particular, Title IV of the Higher Education Act of 1965 allowed state and federal offenders to apply for financial aid through Pell Grants to attend college. By 1982, this led to over 350 higher education programs in the U.S. In 1993, Pell Grants provided approximately $34 million to offenders of the $5.3 billion awarded.
This provision represented less than 1/10 of one percent (1%) of the entire grant awarded. The grants were distributed to education providers, not to offenders, to pay for the offenders’ educational expenses. Death row offenders and offenders serving life sentences without parole were not eligible for Pell Grants (Karpowitz & Kenner, 2004).

However, a change in the political air during the 1990s caused politicians to terminate tuition assistance for offenders. Under a provision of VCCLEA, Congress eliminated offenders’ eligibility for Pell Grants that limited opportunities for them to participate in higher education programs. From 1965 to 1994, Pell Grants were “the most effective and cost-beneficial correctional policy in the United States” (Karpowitz & Kenner, 2004, para. 22). The termination of Pell Grants was significant because it reduced offenders’ chances to improve themselves by acquiring skills and knowledge, and thus reduced their chances of becoming law-abiding citizens.

The U.S. Department of Education (DOE) (1995) opposed the termination of Pell Grants for offenders. The Office of Correctional Education (1995) produced a report called *Pell Grants for Prisoners*, which pointed out that Pell Grants aided offenders to gain skills and earn an education necessary to find permanent, gainful employment following their release. Also, research in five states demonstrated that recidivism rates declined significantly for offenders who earned a higher education (*Division of Continuing Education Post-Secondary Program Executive Summary*, 2000). Many other studies were conducted that evaluated in-prison higher education programs and measured success according to the rate of re-arrest and “the offender’s ability to maintain employment upon release” (Karpowitz & Kenner, 2004, para. 17). The researchers discovered that a degree in higher education helped ex-offenders from reverting to crime. The skills and knowledge acquired by the offenders “transformed them into skilled workers who contribute to the economy” (Karpowitz & Kenner, 2004, para. 17). Furthermore, *Three State Recidivism Study* of 1997 illustrated that an incredible savings occurred when investing in such programs, and another study suggested that spending a dollar on education gave back over two dollars to the citizens regarding reduced incarceration costs (Steurer, Smith, & Tracy, 2001).

The three major reasons changes in funding allocation for correctional education programming occurred were for public opinion and budgeting issues (LoBuglio, 2001). First,  

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34 Annually, Pell Grants awarded less than $1,300 per inmate (Karpowitz & Kenner, 2004).
public opinion led Congress to change its opinion about providing Pell Grants to offenders because the public perceived that offenders were “receiving federal financial aid for college at the expense of law-abiding adults” (LoBuglio, 2001, para. 30). Hence, in 1994, the federal legislation eliminated virtually “the majority of prison-based higher and vocational programs” (LoBuglio, 2001, para. 30). Consequently, legislation also prevented offenders who were found guilty of particular drug crimes from receiving a Pell Grant even after their release from prison (LoBuglio, 2001).

Second, the reduction of general correctional education programs occurred because many state governments and the federal government significantly reduced their budgets:

Some correctional officials—under pressure to cut costs—have curtailed prison programs and services that could ameliorate factors that place inmates at higher risk of recidivism after release. Tougher sentencing laws have, in some cases, removed or limited inmates’ incentives to enter available treatment programs. Long, fixed prison terms for serious offenders can sometimes have the reverse effect of returning the most risky offenders to the community with the least control and supervision. There is sometimes little continuity between institutional programs and activities, offenders’ reentry plans, and the supervision and services they receive once released. (U.S. Department of Justice, 2006a, para. 4)

Third, the decrease in rehabilitative programs resulted in the reduction of resources for parolees. Furthermore, Petersillia (2003) a criminologist at the University of California at Irvine, discusses this reduction in her book When Prisoners Come Home:

A majority of inmates being released today have not been required to "earn release" but rather have been “automatically released.” Parole boards used to examine a prisoner’s “preparation” for release, including whether they had a place to live, a potential job, and family support. With determinate sentences, these factors are not relevant to release. When offenders have “done their time,” they are released no matter what level of support is available to them or how prepared they are for release. (p. 13-14)

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35 Parolees are offenders who are released on condition to society. They are subject to returning to prison if they violate their conditions of release or commit another crime (Department of Justice, 2005).
In other words, as reported in The Atlantic Monthly, by Talbot (2003), prior to the 1980s, rehabilitation and educational programming were trademarks of corrections in the U.S. However, during the last twenty years, the correctional population has increased fourfold and correctional education programs were dwindling due to funding. Money was currently directed for constructing facilities and for improving healthcare for the elderly and ill offender population rather than educational programming.

**Questioning the Design of Correctional Education Programs and the Methodology of Recidivism Studies**

Nonetheless, there were three major reasons for unclear results connecting programs to the reduction of recidivism rates which related to “poorly and inadequately designed correctional education programs, another part was that most of the evaluations of these programs are methodologically flawed” (LoBuglio, 2001, para. 34). First, LoBuglio (2001) claimed data divulged the lack of accountability regarding the documentation of quality of educational program design and documenting offenders’ enrollment and development because the correctional agencies who conducted the studies were biased to promote the facilities programs. In spite of this, a longitudinal study in Virginia showed that of a sample of 3,000 offenders released from 1974 to 1994, 49% who did not participate in correctional education programs were re-imprisoned in comparison to the 20% of the offenders who did participate in the correctional education programs (Hull, Stewart, Brown, Jobe, & McCullen, 2000). Second, LoBuglio (2001) stated that many studies did not look into why offenders who participate in educational programs were more likely not to return to prison. This suggests that education might not be the only reason offenders want to remain out of prison. Offenders may have other reasons for wanting to be law-abiding citizens, such as family, children, self-esteem, and/or an epiphany. Therefore, it was difficult to distinguish the effects of educational programs on recidivism rates (LoBuglio, 2001).

Third and finally, the definition of the word recidivism varied in different studies, making it increasingly difficult to compare reports and to make a true determination of whether educational programming reduces recidivism rates. Defining recidivism rates entailed three concepts according to Beck (2001). The first was qualifies recidivism. The second defined the time frame in which recidivism occurs, and the third entails the requirements for interpreting the
data relating to recidivism. For instance, according to Needels (1996) and Kling (1999), some studies defined recidivism as receiving a traffic ticket to violating probation. The time frame for recidivism may be defined as only one year, if not months, after an offender is released. The interpretation of the data could be skewed through a comparison of non-violent offenders to violent offenders (Beck, 2001). These facts suggest that researchers of recidivism rates do not know if educational programs actually reduce recidivism rates.

Researchers, policy makers, and educational program administrators in the field of corrections must remember that the purpose of education is rehabilitation (Bosworth, 2002) and ACA’s (1986) perspective of the purpose of corrections, which is to “enhance social order and public safety” (p. 58). One could surmise that it is necessary that the proper design of pre-release materials be provided to the offenders for the purposes of helping them become law-abiding citizens and preventing them from recidivating (Karpowitz & Kenner, 2004). Prisons then should increase opportunities for offenders to be released as law-abiding citizens. Hence, it would behoove researchers, policy makers, and educational program administrators in the field of corrections to investigate the materials, specifically, the pre-release curricula for adult offenders to see if they provide information that aided offenders in becoming law-abiding citizens. Such research would provide opportunities for correctional facilities to learn how to maximize their correctional training or rehabilitative functions.

**Pre-Release Curricula**

Pre-release or transition programs changed labels to reentry programs that cover a variety of topics assisting the offenders’ transition into society (Linton, 2004). Chapman (2002) stated that the determination of a curriculum varied depending on its use (e.g., pre-release handbook). Some factors that determine a curriculum are that the “objectives…along with the needs of society” are met (Chapman, 2002, para. 13). The primary objective and need of pre-release handbooks for society (Chapman, 2002) are for offenders to be rehabilitated and released as law-abiding citizens (Bosworth, 2002). Furthermore, the rehabilitation and release of offenders as law-abiding citizens should be in alignment with each state’s mission statements. This was

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36 Further information can be found at http://www.justiceconcepts.com.
37 See www.about.com to retrieve state DOCs mission statements.
38 See Appendix B for Minnesota’s and Indiana’s DOC mission statements.
ascertained by analyzing Minnesota’s and Indiana’s DOC curriculum designs, philosophical education orientations, and their goal of correctional education.

In general, offenders who are released from prison have significant substance abuse histories and they endure grave mental and physical illnesses at rates greater than the general population (Linton, 2004). For example, in Ohio, “as many as two-thirds of those released each year…will commit a serious offence within three years of their release” (Linton, 2004, para. 6). Moreover, research shows that greater than 40% of the ex-offenders recidivate within three years (Talbot, 2003). Also, many offenders are improperly educated and lack the needed training and skills to find permanent and gainful employment (Linton, 2004).

Each of the handbooks’ chapters provided information about various topics, such as how to find a job and housing, and how to develop healthy relationships (Indiana Department of Correction, 2005a; Minnesota Department of Corrections, 2005).39 Minnesota’s DOC pre-release handbook is categorized into 11 sections: an introduction and ten chapters. The pre-release handbook covers information ranging from obtaining a driver’s license, managing money, and improving relationships.40 The curriculum topics engage the offenders in reviewing all aspects of their release plan (Minnesota Department of Corrections, 2005). Indiana’s DOC pre-release handbook (2005a) is categorized into ten sections, including an introduction and nine chapters. It includes “training in areas of economics, stress management, family/domestic issues, parenting skills, health care, recreation activities, establishing social identity, location community resources, anger management, and other resources that you [the offender] will need” (p. 40).

The purpose of Indiana’s DOC (2005a) pre-release handbook is to aid the soon-to-be-released offenders:

[T]he offender who will soon be released. The overall aim of this Pre-Entry Program is to prepare you for the re-entry into a society that has changed for you and to help you in your quest for housing, employment, stability and etc…Your involvement and participation during your time in this program will give you valuable training and information for the world outside the institution. (p. 4)

39 Complete description Minnesota’s and Indiana’s DOC pre-release handbooks are described in chapter 3.
40 See chapter 2 for details.
The assumption was that the pre-release handbooks provide the necessary skills, knowledge and opportunities for offenders to improve their lives by becoming law-abiding citizens (Taxman, Young, & Byrne, 2003) and “enhanc[ing] social order and public safety” (American Correctional Association, 1986, p. 58). Hence, indirectly the research would also discover if the results of studying the handbooks align with each state’s mission statement and to the basic concept of the American Correctional Association (1986).

Pre-Release Handbooks: Curriculum Designs

Researching the literature was not fruitful for finding studies about curriculum design or correctional curriculum reform. On the other hand, academia curriculum development was an important aspect of mainstream education. Curriculum development did not gain much importance in the field of corrections. The development of curriculum design should not be any less important in prison education (e.g., pre-release handbooks).

For this study, the curriculum provides to the adult offenders was defined as a formal curriculum. A curriculum involves a formal plan of instructional materials that increase the knowledge of the learner (Chapman, 2002; The New England Association of Schools and Colleges, 2005). The curriculum of Minnesota’s and Indiana’s DOCs was analyzed to discover which type of curriculum design was applied to each of the curricula, a traditional or concept-based curriculum.

Traditional Curriculum Design

In general, curricula were historically designed to focus on “rote facts and formulas” (North Central Regional Educational Laboratory, 2006, para. 1), and because the “information [was] considered important in its own right, traditional curriculum designers often [paid] little attention to whether or not students use[d] the information in any real-life context” (North Central Regional Educational Laboratory, 2006, para. 1). Also, a traditional curriculum was described as disconnected or “silos” of knowledge (i.e., disciplines) impressing upon the sequence of information (Beane, 1991; North Central Regional Educational Laboratory, 2006).

Because the traditional curriculum was strongly attached to trivia or facts, there was a loss of higher level learning (Erickson, 1995), and it led to a decline in cognitive and problem-solving skills: “What significance [did] they hold for the understanding of our world and the human condition?” (Erickson, 1995, p. 62-63). The traditional curriculum excluded opportunities to develop both collaborative and personal skills, which fostered learning.
(Tinzmann, Jones, Fennimore, Bakker, Fine, & Pierce, 1990). Also, the design of the traditional curriculum did not mirror realities of higher thinking, and therefore, did not provide learners with strong problem-solving and critical thinking skills that were vital to learning and thinking (Jones, Palinscar, Ogle, & Carr, 1987). Erickson (1995) explained that bits of memory isolated in a particular part of the brain did not induce thinking about how concepts relate to facts. For example, the concept of a law-abiding citizen led to the facts mentioned in each of the chapters of the pre-release handbooks. Yet, if the offenders were to understand the chapters of the pre-release handbooks fully, offenders needed to understand why it was important to be law-abiding citizens, and thus, offenders could learn the skills and knowledge necessary for mainstream behavior.

**Concept-Based Curriculum Design**

Alternatively, concept-based curriculum valued factual content, but structured knowledge in a conceptual framework (e.g., ideas or concepts) (National Education Resources, 2006). Students gained a deeper understanding of the subject matter. For example, learners saw “patterns and connections between facts and ideas, and [thought] and perform[ed] at higher levels of sophistication” (National Education Resources, 2006, para. 1). Also, generalizations were used to create a relationship between two or more concepts (Kroll, 1998). Hence, a concept-based curriculum took steps beyond a traditional curriculum in that it incorporated items that were “timeless, abstract, broad and [could] be shown through a variety of examples” and identified and organized “concepts, essential understandings, processes/skills and critical content” (Lake Washington School District, 2005, para, 8).

The “concepts, essential understandings, processes/skills and critical content” (Lake Washington School District, 2005, para. 8) were important to pre-release curricula because for instance, the concept of becoming a law-abiding citizen was “timeless, abstract, broad and [could] be shown through a variety of examples” (Lake Washington School District, 2005, para, 8) and identified and organized by linking subjects such as, stress management and employment. This permitted the offenders to understand the deeper meaning of the topics and gave them the understanding of how to apply the concept to their lives.

It is important to understand the concepts because the pre-release handbooks “…develop[ed] full curricula on specific topics to help educate…” law-abiding citizens (Erickson, 1995, p. 61-62). Other covered topics such as housing, money management, health
and life skills “all are socially valuable” and included in the curriculum (Erickson, 1995, p. 62). Yet, are instructors tossing “together a curriculum of fragmented topics rather than a reasoned, coordinated, and articulated plan for learning?” (Erickson, 1995, p. 62). Fundamental understandings were widespread and everlasting generalizations that bridged content and concepts (Lake Washington School District, 2005) and could fuel learning. Adult offenders could build these understandings through investing and exploring ideas and topics that may answer questions asked by students: “Why am I learning this?” (Lake Washington School District, 2005, para. 10). Hence, if the pre-release handbooks connect the concepts to the content, there is a greater chance that offenders would not return to prison.

**Concepts.** Concepts are basic organizers for ideas that are intertwined in an integrated curriculum and are for single topic curricula, which serve as a link “between subjects, topics, generalizations, and levels of thought” (Kroll, 1998; National Education Resources, 2006). They provide a focus for a study and integrate other aspects to other subjects (e.g., the discipline learned in a fitness program can be applied to the discipline learned in a drug education program and vice versa). For example, the concept of becoming a law-abiding citizen could be related to various topics, such as nutrition, employment, and housing. This concept is timeless and relevant to offenders’ lives. The chapters of the pre-release handbooks guide the learning of topics to allow the offenders to develop an understanding and hopefully learn law-abiding citizen behaviors.

Allowing concepts to cross the boundaries of one subject to another assists offenders in using their cognitive abilities to achieve a deeper understanding of not only the concept, but also how the concept relates to other topics. Concepts provide opportunities for relating past, present, and future situations. However, if the focus of the concept is not defined, only factual learning occurs, making it difficult for the offenders to learn and apply the pre-release handbooks to their lives (Kroll, 1998).

**Summary**

The two curricula designs chosen were significant to this study because they represented opposite approaches: Did the offenders simply memorize the information or did they learn how to apply the information to their lives? The design of the curricula correlated to either memorizing the contents of the curriculum or putting those contents into action. Also, the
transformation of offenders demonstrated which curricula best helped them become law-abiding citizens.

Subsequently, this study revealed if the goal of correctional education was in alignment with the each state’s mission statements and the purpose of corrections (American Correctional Association, 1986), which served the objectives and needs of society (Chapman, 2002). According to Bosworth (2002), the purpose of education was rehabilitation, and its goal was to release law-abiding citizens.

**Purpose of Pre-Release Handbooks: Philosophical Education Orientations**

The power to transform or to rehabilitate offenders is accomplished through correctional education (e.g., pre-release handbooks), according to Bosworth (2002). Bosworth (2002) stated that correctional education has “played an important role in prison life” (p. 71). Correctional education has the ability to reduce the “likelihood of reoffending upon release…education can offer the means of self-growth and determination” (Bosworth, 2002, p. 71). The reduction of recidivism could be associated with the purpose of corrections because it should improve the safety and order of society (American Association of Corrections, 1986; Foucault, 1995).

The Functionalism and Liberal/Enlightenment philosophical education orientation supports the purpose of correctional education through the type of curriculum applied to the pre-release handbooks. For example, the Functionalism philosophical education orientation supports the traditional curriculum and the Liberal/Enlightenment philosophical education orientation supports the concept-based curriculum. They are paired in this fashion because they share similar concepts. For instance, the Functionalism philosophical education orientation and the traditional curriculum possess similar structural qualities. On the other hand, the Liberal/Enlightenment philosophical education orientation and the concept-based curriculum possess qualities of individualism and freethinking. The key terms from both philosophical education orientation are chosen to aid in defining which philosophical education orientation is dominate with regard to Minnesota’s and Indiana’s DOCs.

**Functionalism Philosophical Education Orientation**

Functionalisit believe “that for a healthy society individuals must obey society’s norms and values. We were socialized into ‘normative behaviours’ [sic] that [were] the core of the social structure. Society need[ed] to transmit social solidarity and value consensus and education play[ed] a vital role in this” (The Hewett School, 2004, para. 3) for maintaining equilibrium of
the state that was defined by the human sciences (Foucault, 1995). This philosophical education orientation is similar to that of a human body (The Hewett School, 2004; The University at Buffalo, 2005). For instance, all parts of a human body play a role to sustain the life of the body (The Hewett School, 2004; The University at Buffalo, 2005). The human body then can be associated with society because society has different parts that play roles to keep it functioning (e.g., schools, hospitals, and prisons). If each part does not play its role, society will perish (Durkheim, 1933). This suggests that through normative behaviors and social solidarity, society promotes law-abiding citizenship. This concept of law-abiding citizenship is then associated with improving society’s safety and order (American Association of Corrections, 1986; Foucault, 1995), which serves the needs of the people (Chapman, 2002). According to Picus (2006), education is necessary for survival:

A modern society cannot survive without education. Education helps people acquire the skills they need for everyday activities, such as reading a newspaper and managing their money. It also gives individuals the specialized training they may need to prepare for a job or career. For example, people must meet certain educational requirements and obtain a license or certificate before they can practice accounting, law, or medicine. Education also helps people acquire skills that make their lives more interesting and enjoyable.

(Para. 6)

The Functionalism philosophical education orientation from Emile Durkheim (1859-1917), one of the pioneers of modern sociology, and Eleanor Roosevelt (1884-1962), former First Lady, depicts the purpose of education. First, Emile Durkheim’s main purpose of education was to alter society’s norms and values according to three factors: (a) reinforcing social solidarity, (b) maintaining social laws and social roles, and (c) forcing division of labor (Durkheim, 1933). First, reinforcing social solidarity encouraged individuals to become a part of a group in an attempt to reduce criminal behavior. Second, educational institutions represented smaller versions of society and social laws of education reflected the social laws of society; thus, educational institutions trained learners on how to comply with their social roles. Third, “[s]ocial harmony [came] essentially from the division of labor. It was characterized by cooperation, which was automatically produced through the pursuit by each individual of his

\[\text{41}\] The functionalism education perspective resembles the term function or functional which resembles structure, such as a human body or society.
own interests. It suffice[d] that each individual consecrate[d] himself to a special function in order, by the force of events, to make himself solidary [sic] with others” (Durkheim, 1933, p. 200). Also, Durkheim (1933) expressed that learners were tracked in school according to their skill levels and were guided to find occupations according to their skills.

The purpose of education then was to keep the society from perishing through social solidarity, social laws, and division of labor, no matter what each society’s values and norms were (Durkheim, 1933). Applying this information to pre-release handbooks, the handbooks create social solidarity because they provide social stability by allowing individuals to feel part of a group: the mainstream of society. Social solidarity would decrease recidivism rates.

Second, the pre-release handbooks provide social laws and rules because offenders are learning skills to function within the realms of the social contract (Foucault, 1995). Finally, the division of labor is not specific to the pre-release handbooks, but it is relevant to other correctional educational programming for offenders, such as vocational training because the offenders are encouraged to take on an educational program and/or vocational training that is related to their skills and abilities.

The second perspective on the purpose of education was from Eleanor Roosevelt. She stated, “‘the true purpose of education [was] to produce citizens’” and that “learning to be a good citizen [was] learning to live to the maximum of one’s abilities and opportunities” (New Deal Network, 2003, para. 1). This is similar to Foucault’s (1995) disciple theory of managing and maximizing time efficiently in order to create opportunities for individuals to improve themselves, which equates to law-abiding citizenship. The process of education is performed “through discipline and organization of the educational space so that it functions like an economically organized learning machine (Foucault, 1995, p. 147).

An individual “may be subjected, used, transformed and improved” (Foucault, 1995, p. 136). The process of corrective training is accomplished through isolation of others. An individual could be “manipulated by authority, rather than imbued with animal spirits” (Foucault, 1995, p. 155) to become normal. The term normalization necessitates homogeneity, and if a person adheres to the social contract, he or she will not be considered abnormal (Foucault, 1995). Correctional education entails the discipline of a docile body that transforms the abnormal into a normal citizen, and thus creates a law-abiding citizen.
**Liberal/Enlightenment Philosophical Education Orientation**

Conversely, the Liberal/Enlightenment philosophical education orientation purpose of education focuses on learning how to think critically, think for oneself, and “the process by which people acquire knowledge, skills, habits, values, or attitudes” (Picus, 2006, para 1). Thomas Jefferson’s beliefs of “freedom of the mind” (Conant, 1995, para. 15) parallel the Liberal/Enlightenment philosophical education orientation because they exercise democratic values, which promote individualism and independence. Also, education prepares learners to work successfully; therefore, it helps society to perform effectively and efficiently (Conant, 1995). This suggests that through individualism and independence society promotes law-abiding citizenship. This concept of law-abiding citizenship is then associated with improving society’s safety and order (American Association of Corrections, 1986; Foucault, 1995), which serves the needs of the people (Chapman, 2002).

The Liberal/Enlightenment philosophical education orientation from Plato (427-347 BC) depicted the purpose of education during the classical era while Martha C. Nussbaum did the same during modern times. First, Plato in his book *The Republic*, Book VII, (514-520), used the Allegory of the Cave to suggest the effects of education on a person. Plato claimed that the cave symbolized the world of the prisoners who were bound inside and unable to see the sun or the “Form of the Good.” The sun was representative of education, and outside the cave was education or the good. Thus, it was necessary for those who were educated to return to the cave to bring those who were uneducated outside so they could view the sun, and hence become educated. Education enabled a person to see the truth and learn to use wisdom to benefit society rather than for the self-serving act or the thrill of committing a criminal act. This in turn was to create a better society. During Plato’s time, it was believed that education was a vital “component and instrument of the just civil state” (Mourad, 2001, p. 1).

According to Plato, society needed to free the offenders from their culture of crime. The instructors then were those who needed to return to the cave or prison to help offenders become educated and learn various skills and knowledge that could aid society. The instructors also taught skills and knowledge regarding how to think freely which permitted offenders to function for themselves. This perspective could be associated with the concept of normalization, which was a significant component of a prison’s corrective training that helped offenders develop docile bodies to become a law-abiding citizen (Foucault, 1995).
Second, a modern philosophical education orientation of the Liberal/Enlightenment, according to Nussbaum (1997), author of *Cultivating Humanity*, states that a liberal education consists of “producing people who can function with sensitivity and alertness as citizens of the whole world” (p. 16). She derives her thoughts from Socrates and the Stoic philosophers, and she asserts that people constantly need to examine themselves (Grinnell College, 2005, para. 3).

One could surmise from both Plato’s and Nussbaum’s views of the Liberal/Enlightenment philosophical education orientation that the more offenders are educated, the greater the opportunity there is for offenders to examine themselves and the actions they choose. The actions they choose always result in a rippling effect, affecting everyone from members of their family to others in society. The examination of themselves, through education, provides opportunities for offenders to become law-abiding citizens rather than continuing their criminal behavior.

**Summary**

In summary, one could surmise that both Functional and Liberal/Enlightenment philosophical education orientations of education lead a person to law-abiding citizenship. Yet, the Functionalism philosophical education orientation emphasizes obeying “normative behaviors” such as being a part of a machine (Durkheim, 1933), and maximizing opportunities according to Roosevelt. Society is a part of a system, but if a member of society acts as an individual, he/she is considered abnormal (e.g., breaking the law) and is marginalized from society (Foucault, 1995). As a result of the label “abnormal,” the individual is placed in a prison (Foucault, 1995). In contrast, the Liberal/Enlightenment philosophical education orientation emphasizes becoming a law-abiding citizen through individualism, the democratic values of the U.S. (Conant, 1995), learning the truth (Plato, 514-520), sensitivity and alertness, and self-examination (Nussbaum, 1997). Although in the end, being a part of the society suggests that people who are disciplined are law-abiding citizens, no matter which philosophical education orientation is adhered to.

Self-discipline is needed for corrective training, teaching, and showing offenders how to act and make decisions responsibly (Covaleskie, 2004). Every action has a reaction, and offenders have to learn to be responsible for their own actions because if the line is crossed from normal to abnormal (e.g., mentally ill or braking the law), corrective training must take place.
(Foucault, 1995), so as not to destroy society (Durkheim, 1933). The way to destroy society is not to provide organized education (Mourad, 2001).

Organized education has been viewed as a key component and instrument of the just civil state from the time of Plato. Modern education has been linked, at least in principle if not always in practice, to conceptions of the common good. In the United States, mass public education has been widely held to be integral to preparation for employment, national strength, and socioeconomic mobility. These themes have been prominent motivating themes for massive expansionary periods in education during the last fifty years.

However, the modern institution of education has also been viewed by many people as something more than simply a place to prepare individuals to work productively and to obey laws. It is also a social institution that exemplifies and conveys basic human values centered on the quality of life for individuals. Education accepts a social responsibility concerning the well-being of people in civil society generally. (Mourad, 2001, p. 1)

If education accepts social responsibility for the well-being of individuals, this would include offenders. Hence, the purpose of this study is to discover what correctional facilities are doing to promote law-abiding citizenship through the study of the curriculum design, and the goal of correctional education pre-release handbooks. Furthermore and coincidentally, this study discovers if the purpose and the goals of correctional education (Bosworth, 2002) parallel with not only the purpose of corrections (American Correctional Association, 1986) and Minnesota’s and Indiana’s mission statements, but also if the objectives and needs of the curricula meet society’s needs (Chapman, 2002).

**Goal of Correctional Education: Law-Abiding Citizenship**

The overarching goal of correctional education was to reduce recidivism and to release law-abiding citizens (Bosworth, 2002). However, it is not known if the goal of correctional education is being portrayed according to the content of the pre-release handbooks. Researchers, policy makers, and educational program administrators of corrections should examine the goals of correctional education relating to pre-release curricula. According to Picus (2006), a method of examining the goals of education has created the development of educational objective categories: (a) the psychomotor or locomotor area (b) the cognitive area, and (c) the affective area. Although all are significant areas of educational objectives (Picus, 2006), the affective area is pertinent to this study.
The affective area handles “feelings, values, and appreciations. It promotes the development of moral and spiritual values and healthy attitudes and emotions. Education in this area is often called character education or citizenship training” (Picus, 2006, para. 7). In general, education teaches students to be law-abiding citizens through discipline. Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006) support the characteristics of a good citizen otherwise known as a law-abiding citizen. There were eight terms applied to Minnesota’s and Indiana’s DOC pre-release handbooks: (a) honesty, (b) compassion, (c) respect, (d) responsibility, (e) courage, (f) integrity, (g) self-discipline, and (h) hard work.

The first five terms are described according Hopkins (2002). First, honesty is the primary premise of law-abiding citizenship. A person must be not only honest with others, but also with him/herself. Second, compassion provides a path to develop emotional bonds of caring with other people and other living things. Third, respect applies to compassion in that one cares for oneself, rather than caring for others. Also, a person would respect other things and ideas, such as laws. Respect embraces the notion of admiration and esteem versus compassion, which comprises feelings for others that is not essential for admiring others. Fourth, responsibility is derived from honesty, compassion, and respect, which entail both personal and public responsibilities. Responsibility then is the action of learning by educating oneself to live up to one’s fullest potential. Fifth, courage shows people that they have the capacity to possess greatness. This characteristic permits people to commit to the right action, even if it is dangerous, difficult, or unpopular.

The sixth, characteristic of a law-abiding citizen is integrity. Integrity embraces or is synonymous with several other concepts, such as values, strength of character, and honesty. Integrity allows people (e.g. the offenders) to move forward making good decisions and using self-discipline (Josephson Institute of Ethics, 2006). Decisions for offenders may involve deciding how to earn money, how to adhere to supervised release rules, or how to take responsibility for their actions. The seventh and eighth terms, self-discipline and hard work, respectively, work together to form a law-abiding citizen. Self-discipline, according to the Department of Education (DOE) (2005), referred to creating a plan with realistic goals and sticking to the plan. To accomplish the plan set forth, a person needs to be perseverant which
constitutes hard work. Also, it is important to control one’s behavior and evaluate one’s impulses and avoid unfortunate criminal behavior that could lead to reincarceration.

In Westheimer and Kahne’s article *What Kind of citizen? The Politics of Educating for Democracy* (2004), they describe *The Personally Responsible Citizen*. Also, the aforementioned three characteristics of a law-abiding citizen was described and supported by Mann (1838), Wynne (1986), and Lickona (1993) in the section of *The Personally Responsible Citizen*. Westheimer and Kahne (2004) state that a person who acts responsibly within society, works and pays his/her taxes, obeys the law, volunteers his/her time to aid others in need, and helps society by doing things, such as giving blood and recycling. If people fulfill this description, they possess characteristics of a law-abiding citizen (Westheimer & Kahne, 2004, p. 3).

**Summary**

The terms honesty, compassion, respect, responsibility, courage, integrity, self-discipline, and hard work were commonly used to define a good citizen or a law-abiding citizen. This study discovered if any of the eight terms are represented in Minnesota’s and Indiana’s DOC pre-release handbooks. Correctional education should be a part of reforming deviant behavior and this goal suggests that the pre-release handbooks should aid in producing law-abiding citizens. Releasing law-abiding citizens then met the objects of the needs in society and could be achieved through the pre-release curriculum (Chapman, 2002). Therefore, the purpose of corrections was to improve society’s safety and order (American correctional Association, 1986), has been accomplished.

Each of the pre-release curriculum from Minnesota’s and Indiana’s DOCs are significant because the information included in their curriculum was studied to determine if they aided in transforming offenders into law-abiding citizens. In part, studying the goal of correctional education discovered if the pre-release handbooks purpose was to reduce recidivism and to release law-abiding citizens (Bosworth, 2002).

**Conclusion**

Although this research was confined to the state prison populations who participated in the pre-release curricula of Minnesota’s and Indiana’s DOCs, it is important to understand the gravity of the current incarceration rates in the U.S. According to The Bureau of Justice (2006), “During the year that ended last June 30 [2005], the nation’s prison and jail population grew 2.6 percent, reaching 2,186,230 inmates behind bars…Two thirds were in state or federal prisons.
(1,438,701) and the other third (747,529) were in local jails" (para. 1). Even though soon-to-be-released offenders would undergo corrective training to ensure that they would be afforded the skills and knowledge prior to release to decrease recidivism, over half of ex-offenders will return to crime (Hughes, Beck, & Black, 2001). The only two major studies regarding recidivism rates in 1983 and 1994 showed that rates had not decreased (Bureau of Justice Statistics, 2002).

This literature review documents the changes and challenges of various ideologies of punishment through the use of the social contract and discipline, referring to Bentham’s idea of the Panopticon. During Europe’s 18th century, there were political changes in the government (Foucault, 1995). The monarchy took on more of a democratic style of government. To maintain control of its citizens, the government devised the social contract (Foucault, 1995). The social contract dealt with punishment, not through violence and torturous actions, but instead through the manipulation of an offender’s soul. Foucault (1995) hypothesized that punishment, according to the law, showed that social and political power could transform, suppress, coerce, destroy, and threaten citizens if they deviated from the law or the norm.

The human sciences played a role in developing the social contract because the members of the field set the norms for society. Norms were the standards of what “normal” human behavior was judged against. Upon defining normal, the human sciences also defined what was “abnormal” behavior in a society. Normal behavior was equated to a person acting as a law-abiding citizen. Abnormal was defined as a madman, criminal, or offender of the law. Foucault (1995) perceived that the knowledge of norms created by the human sciences was used to control and discipline society. The human sciences used their power to develop knowledge that the government used to create laws. Citizens were rendered helpless and labeled as individuals, criminals, or madmen if they deviated from the norm or the laws of justice (Foucault, 1995).

The symbol of the Panopticon became vital for managing the abnormal through time and space. Discipline was used to create docile bodies by punishing the bodies, minds, and souls of the individuals and coercing them into becoming law-abiding citizens (Foucault, 1995). Every action had a reaction, and citizens had to learn to be responsible for their own action because if

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they crossed the line from normal to abnormal, corrective training must take place (Foucault, 1995) so as not to destroy society (Durkheim, 1933).

To aid offenders in becoming disciplined, no matter which philosophical education orientation was used, pre-release handbooks needed to be studied to ascertain if they provided information that offenders could understand and apply to their lives. The understanding and application of such information may aid in an offender’s discipline and desire to become a law-abiding citizen. For the review of literature, it appeared as though no one has researched or discovered the type of curriculum design, philosophical education orientation, or goals of correctional programming curriculum, specifically pre-release curricula. This area of research was lacking on how prisons were maximizing their pre-release curricula to promote law-abiding citizenship.

Yet, society continued to lean towards locking up offenders and throwing away the key (Meloy, 2006) rather then focusing on the rehabilitation of offenders (Carlson, Hess, & Orthmann, 1999). The swinging of the pendulum from rehabilitation to “getting tough on crime” escalated the challenges of the correctional system (e.g., overcrowding and incarceration costs). Through experiencing the various periods of the U.S.’s correctional history “[w]e know…that warehousing inmates with a variety of structures, models, treatments, and goals [was] not the solution” (Rees, 1990, p. 104). Rees (1990) suggested implementing the community-policing model for the prison system: Society was responsible for improvements in the safety and order of society, which was the purpose of corrections (American Correctional Association, 1986). Society then needed to become involved and create ideas that could benefit offenders upon release while they were incarcerated because researchers, policy makers, and educational program administrators of corrections had proven that they could not solve the problem of reducing recidivism rates alone.

However, as previously mentioned, there were issues of correctional programming regarding rehabilitation and effectiveness to reduce crime (Finckenauer, 2006a). For instance, studies of rehabilitation could be beneficial to the offenders, or they could fail to improve their lives (Finckenauer, 2006a). Furthermore, some experts were unable to demonstrate that prisons reduced crime rates through incarcerating offenders or even deterring individuals from breaking the law (Finckenauer, 2006a). The increase in the prison population and recidivism rates allowed citizens to determine that programming failed and emphasized incarceration as
punishment over treatment (Finckenauer, 2006a). Further research was required to discover the goals of a pre-release curriculum. Hence, “[w]ithout goals, there [was] no aim; without aim, we cannot exercise foresight; without foresight, we cannot determine the best sequence of actions, taking into account the obstacles in the way; we [could] not, therefore, consider alternative courses of action that might have a higher likelihood of success” (Covaleskie, 2006, para. 12).

Education was the premise of becoming a law-abiding citizen (e.g., educational purpose and goal) (U.S. Department of Education, 2005). As well, the goal of correctional education was to rehabilitate, release law-abiding citizens, and reduce recidivism (Bosworth, 2002). Adult offenders who did not act within the norms and values of the law marginalized themselves from the mainstream of society (Foucault, 1995). According to Gendreau and Andrews (1990), the unenlightened, uneducated offenders victimize our society of law-abiding citizens by causing communities to be unsafe and unpleasant to live in. A pre-release handbook introduced or re-familiarized the skills and knowledge of a law-abiding citizen. Through this type of education the greater possibility of discipline for the adult offenders would emerge, meaning that “[d]iscipline [was] not a thing: it [was] a description of the way we act in pursuit of our goals” (Covaleskie, 2004, para. 12). Therefore, if offenders were taught to act intelligently through education, offenders would find themselves in a quest for an end by learning what actions and decisions were necessary to reenter and stay in society.

Incorporating effective curricula provided offenders with actions that provided direction (Covaleskie, 2004), which in this case was to become a law-abiding citizen. The assumption was that the pre-release handbooks provided skills and knowledge for offenders to improve their lives, and that the pre-release handbooks met the objectives and needs of society (Chapman, 2002). Offenders then were provided with opportunities to improve their lives and become law-abiding citizens (Taxman, Young, & Byrne, 2002) as their last requirement before they reenter society (Indiana Department of Correction, 2005a; Minnesota Department of Corrections, 2005).

If the pre-release handbooks were effectively designed, the greater the possibility that discipline would be instilled accordingly within the norms and values of society. Therefore, the purpose of completing the pre-release curriculum was the social intervention or use of a mechanism to control and educate offenders. However, the aforementioned information could not be applied without the study to verify if the purpose and goals were met.
The programs specifically to be examined were Minnesota’s and Indiana’s DOC pre-release handbooks or curricula for adult offenders. Some topics that were covered in the curriculum were housing, relationships, and employment, but topics vary among states. The program was mandatory for offenders reentering society (Indiana Department of Correction, 2005a; Minnesota Department of Corrections, 2005).

Upon completion of the pre-release curriculum, the offenders should improve their character and reduce their opportunities for recidivism and become law-abiding citizens. Also, offenders may develop and further improve their cognitive and affected areas. Moreover, correctional education, including pre-release programming (e.g., pre-release handbooks), was used for decreasing recidivism, teaching offenders life competencies to increase their preparation for finding a job to setting an example for their families (Wolford, 1989).

**Alignment of the Purpose of Corrections and the Mission Statements of Minnesota’s and Indiana’s DOC Pre-Release Handbooks**

However, the curriculum design, the philosophical education orientations, and the correctional education goal were the focus of this study. The curriculum design determined if Minnesota’s and Indiana’s DOC pre-release handbooks possessed traditional or concept-based curriculum design styles. A traditional curriculum design represented memorizing “just facts” (Kroll, 1998, para. 5). A concept-based curriculum design provided examples that related to the concept of law-abiding citizenship (Kroll, 1998; Lake Washington School District, 2005). A concept-based curriculum provided synergy, which promoted stimulation for learning for both the “intellect and emotions of students” (National Education Resources, 2006, para. 1). A Functionalism philosophical education orientation supported the traditional curriculum design and the Liberal/Enlightenment philosophical education orientation supported the concept-based curriculum. The traditional curriculum design possessed characteristics that apply the information learned to a group or an institution. In contrast, a concept-based curriculum possessed characteristics, which learners could apply to the information learned in a more utilitarian style. Also, the goals of the content of the information were studied to determine if each curriculum promoted law-abiding characteristics, such as discipline, courage, and responsibility. It was hoped that this study of curriculum design, the philosophical education orientations, and the goal of correctional education through the pre-release handbooks promoted law-abiding citizenship. Also, this study not only discovered the curriculum design and the goal
of correctional education, but also if the pre-release handbooks were in alignment with ACA’s (1986) purpose of corrections and Minnesota’s and Indiana’s DOC mission statements. In addition, this study discovered if both pre-release handbooks met the objectives and needs of society (Chapman, 2002)

This study may be a catalyst for future studies. It laid the groundwork that could be used with other resources to understand offenders. For example, according to Gendreau and Andrews (1990), offenders’ behaviors were predicated according to certain factors, such as criminal history. Other factors were unpredictable, such as antisocial attitudes, substance abuse, and antisocial associates. Researchers and practitioners with approximately 80% accuracy were able to categorize clusters of offenders according to their relative likelihood of committing new offenses. Moreover, this study will be a keystone for future research dealing with improving offenders’ education during their incarceration. Other studies have not been done regarding improvements to correctional education, specifically pre-release curricula.
CHAPTER 3

MIXED METHODS CONTENT ANALYSIS

Methods of the Study

This study reveals how the Minnesota’s DOC *Making a Successful Transition: Adult Pre-Release Handbook* (2005a) curriculum design and Indiana’s DOC *Pre-Release Re-Entry Program Offender Handbook* (2005a) curriculum design were presented to male and female offenders. The purpose of this study is to discover how Minnesota’s and Indiana’s DOC curriculum designs promote the correctional education goal of law-abiding citizenship for adult offenders, when looked through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment.43, 44, 45

There were no previous studies of pre-release handbooks; thus, I implemented a fairly new methodology to obtain results in this first-time study by incorporating both quantitative and qualitative research methods. Furthermore, implementing one research method would not be able to fully answer the research question pertaining to how do Minnesota’s and Indiana’s DOC pre-release handbook curriculum designs for adult offenders promote the correctional education goal of law-abiding citizenship, so I implemented the mixed methods research methodology.

Mixed Methods Content Analysis Approach

Mixed methods research is a new approach that has materialized within the past decade, predominantly used in behavioral, health, and social sciences (Creswell & Clark, 2007). According to Creswell and Clark (2007), mixed methods is applicable for addressing multipart research questions that require “context and outcomes, meanings and trend, and narratives and numbers” (p. 184). Because mixed methods research is a new approach, a definition is provided below to assist in understanding the research design.

Mixed methods research is a research design with philosophical assumption as well as methods of inquiry. As a methodology, it improves philosophical assumptions that guide

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43 Minnesota’s pre-release handbook can be found at http://www.nicic.org/Library/021089.
44 Indiana’s pre-release handbook can be found at http://www.nicic.org/Library/020885.
45 When referring to the Minnesota Department of Corrections and the Indiana Department of Correction, Department of Correction was abbreviated DOC.
the direction of the collection and analysis of data and the mixture of qualitative and quantitative data approaches in many phases in the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problem than either approach alone. (Creswell & Clark, 2007, p. 5).

I implemented the mixed methods sequential explanatory design, symbolized as QUAN → qual. This notation shows that there are two methods employed in a definite sequential approach with a quantitative method occurring first, and then followed by a qualitative method. The primary purpose of this approach was that the qualitative data was to build upon the initial quantitative outcome (Creswell, Plano Clark, Gutmann, & Hanson, 2003).

Specifically, the study focused on the initial results, which were further investigated. The diagram in Table 1 shows that the study was employed in two separate phases (Creswell & Clark, 2007). This diagram by Creswell and Clark (2007) provided the process of the mixed methods explanatory design. The first part of the study began with phase one (the first three boxes), a quantitative approach, followed by a qualitative approach (the last three boxes). The center box represents how the quantitative results are associated to the qualitative data connection. Thus, the qualitative data are used to connect and clarify the results from the initial quantitative phase as shown in Table 2. Simply, first, I collected quantitative data and analyzed the results. Second, I further explained the results by employing an explanatory follow-up design. From my design, I collected qualitative data and those results enabled me build on the initial quantitative results.

I chose this method, according to Creswell and Clark (2007), for four reasons. First, the mixed methods design permitted me to collect two different types of data sequentially. Second, I was able to write the conclusion of the results in two phases: first quantitative then qualitative enabling me to write and provide the results clearly. Third, this design led “itself to multiphase investigations, as well as single mixed methods studies” (Creswell & Clark, 2007, p. 74). Fourth and finally, this design would be of interest to the qualitative researchers because it frequently opens with a strong quantitative perspective.
Table 1: Mixed Methods Sequential Explanatory Design adapted from Creswell, 2007

Table 2: Two-Part Research Design adapted from Creswell, 2007
Quantitative analysis. Quantitative research is the representation of numbers that inquires and manipulates “observations for the purpose of describing and explaining the phenomena that those observations reflect” (Babbie, 2004, p. 396). This type of research is used in a wide variety of natural and social sciences, including physics, biology, psychology, sociology, and geology (Wikipedia, 2007, para. 1). Exploring the texts in this fashion entails conducting a descriptive research of frequency analysis to determine the trends of the texts (Creswell, 2007).

The purpose of the quantitative content analysis research is to explain deductively the phenomenon that results in an objective numerical representation Minnesota’s and Indiana’s DOC pre-release handbooks. Thus, this portion of the study uncovers the phenomenon of how the pre-release handbooks promote law-abiding citizenship, through the traditional and/or concept-based curriculum designs and the philosophical education orientations of Functionalism and/or Liberal Enlightenment. This reveals if the pre-release handbooks promote the correctional goal of law-abiding citizenship.

There are many methods for analyzing this kind of research, according to Tesch (1990). I chose the method of quantitative content analysis to review the text and to search for the hidden meanings of the text, according to the terms defined by the coding schema prior to computer analysis. I used key terms that define the pre-constructed constructs from the text (Merriam, 1988). I narrowed and organized the constructs while developing coding schemas and observing what new constructs emerge. Once I made the final decision regarding the coding schemas, I searched for any relationships between the constructs. Once this was accomplished, I defined how the pre-constructed constructs were coded and organized. If required, I then re-coded them.

Qualitative analysis. Also, I used a qualitative content analysis research methodology, which is the second part of the mixed methods sequential explanatory design. The process of data analysis is developed through an inductive and explanatory research. The inductive and exploratory process entailed data collecting, searching for patterns, and developing hypotheses until arriving at a theory (University of Oklahoma, 2005). Qualitative research concentrated on how people understand and find meaning in social phenomena (Lock, Spirduos, & Silverman, 1987; Miles & Huberman, 1984).

Qualitative research is commonly perceived to originate from the disciplines of sociology and anthropology (Kirk & Miller, 1986). Education research also uses content analysis (Borg &
Gall, 1989). This type of research gained approval through its use in linguistic research (Giddens, 1990). Qualitative research was known for its in-depth research and expansion of constructs and is also seen as a useful tool for social research. Its in-depth research increased awareness relating to marginalized populations. Using qualitative research may provide interpretations for populations, revealing important information to explain particular phenomena (Ragin, 1994).

Qualitative research allows me to study “the social phenomena of human behavior in an indirect way” (Fraenkel & Wallen, 1990, p. 405). The purpose of this qualitative content analysis research is to aid in understanding a specific social phenomenon (Locke, Spirdusos, & Silverman, 1987) in Minnesota’s and Indiana’s DOC pre-release handbooks. This study uncovers the social phenomenon of how offenders may interpret the curricula of Minnesota’s and Indiana’s DOCs, according to the constructs of curriculum design and law-abiding citizenship. This, in turn, reveals the affect on Minnesota’s and Indiana’s DOC pre-release handbooks and society.

This study may improve opportunities for soon-to-be-released offenders; it is vital that offenders are provided the materials that teach them how to avoid re-incarceration, thereby reducing recidivism rates. Also, this research may be used in combination with other research, such as designing programs or developing improvement for the community. Furthermore, this may improve the prospects of increasing public safety and public order (American Correctional Association, 1986) and reduce the cost of incarceration.

Qualitative research originated from American sociology and cultural anthropology (Kirk & Miller, 1986) and is used by educational researchers (Borg & Gall, 1989). A qualitative method is the choice of methodologies because it may provide meaning to Minnesota’s and Indiana’s DOC pre-release handbooks that are used by their soon-to-be-released offenders, according to the curriculum design, the philosophical education orientation, and the goal of correctional education through the study of Minnesota’s and Indiana’s DOC pre-release handbooks.

Qualitative research allowed me to implement the process of inductive research pertaining to the constructs of curriculum design and law-abiding citizenship. Also, this type of research enabled data to be coded to reveal the social phenomena, compare and contrast the results, and allow for the replication of the study (Miles & Huberman 1984).
There are several methods for analyzing this type of research, according to Tesch (1990). I chose the method for qualitative content analysis to read and analyze the text, according to the pre-constructed constructs defined by the coding schema (Merriam, 1988). I then found the constructs that stand for the Functionalism and Liberal/Enlightenment philosophical education orientations defined from the literature review. Once I made the final decision regarding the coding schemas, I searched for any relationships between the constructs. Once this was accomplished, I organized how the constructs would be coded. If required, I re-coded constructs that were necessary.

**Content analysis.** The design I used was content analysis, which is defined as developing a systematic, objective, and replicable method for reducing words in a text into content categories centered on coding (Berslson, 1952; U.S. General Accounting Office, 1996; Holsti, 1969; Krippendorff, 1980; Weber, 1990). Content analysis concentrates on six questions according to Krippendorff (1980):

1. What is the text that will be studied?
2. What is the question that will be answered?
3. What is the population that will be studied?
4. What is the measurement of the concept?
5. What are the inferences?
6. What is the validation of the inferences?

Content analysis, otherwise known as “textual analysis,” is a common methodology in the social sciences on the subject of communication content (Stemler, 2001). Content analysis is a device that allows a researcher to achieve an unbiased analysis of recorded evidence, when sorting through and categorizing vast amounts of information in a systematic approach with ease (Krippendorff, 1980; U.S. General Accounting Office, 1996). This type of methodology is a “technique for making inferences by objectively and systematically identifying specified characteristics of messages” (Holsti, 1969, p.14) and studying the patterns and trends according to recorded communication of people (Babbie, 2004).

Curricula, paintings, policies, and transcripts are all a part of “the study of recorded human communication” (Babbie, 2004, p. 314). In particular, a curriculum conveys information that is intended for a learner to learn. This method is a convenient tool for concentrating on an institutional group (e.g., correctional institutions), individuals, and social awareness topics.
(Weber, 1990). According to Colorado State University (2002), the curricula were analyzed according the description of the curriculum as it was presented to the adult offenders. This means that the curricula were analyzed without anything “assumed about it” (Colorado State University, 2002, para. 1).

Content analysis measures the frequency of spaces and lines of large documents such as ideas, grammatical forms, semantic categories, and key words that print “the context (the surrounding sentences) around each and every use of the selected word” (Weber, 1990, p. 5). Content analysis makes detecting authorships, trends, and patterns easier and “provides an empirical basis for monitoring shifts in public opinion” (Stemler, 2001, para. 5). For instance, it is a commanding tool when applied to establishing authorships, scrutinizing the author’s past writings, and comparing the number or use of words to decipher the possibility of an author’s interest (Stemler, 2001).

The history of content analysis spanned from the Middle Ages to its current use today. Mayring (2000) stated that it was applied when analyzing Bibles during the Middle Ages. Also, a study was conducted to verify that James Madison (1751-1836) was the author of The Federalist Papers using the Bayesian method, which measures word frequency (Mosteller & Wallace, 1964). During the 1920s and 1930s, Lazarsfeld and Lasswell were known to have laid the groundwork for qualitative research (Berelson, 1952). A futurist, Naisbitt, asserted that content analysis had its roots during the World War II era. Intelligence was in need of a method to gather information on the enemy. Hence, Lazarsfeld and Lasswell found that gathering information could be done studying the content of German newspapers (Harris, 2003). In modern times, during the 1960s, content analysis was implemented into disciplines such as art, history, and linguists (Gerbner, Holsti, Krippendorff, Paisley & Stone 1969; Pool 1959). Another study was coded comparing the styles of party competition in American and British politics (Robertson, 1976). This coding was further developed for the purpose of the comparative content analysis method for political parties’ position on policies and the Manifesto Research group in 1979 (Wust & Volkens, 2003). Foster (1996) applied content analysis to the book Primary Colors (1992) to discover the identity of its anonymous author (Stemler, 2001). Also, schools’ mission statements were studied to deduce the main reason for their survival (Stemler & Bebell, 1998). The researchers asked if the schools’ academic test scores aligned with program purposes or the purpose of existence. Furthermore, mission statement data,
collected during the 1990s, can be impartially analyzed to depict if “policy changes related to standards-based reform” had revealed themselves in mission statements of schools that observe changes in public opinions (Stemler, 2001, para. 5). There were other forms of communication that were studied using content analysis (e.g., speeches, curricula, television, movies, web pages, magazines, and paintings) (Babbie, 2004; Stemler, 2001).

I decided to use content analysis because of the five advantages stated by Colorado State University (2002):

1. I gathered information on a range of disciplines, such as corrections and education.
2. I acquired the results of ecological validity, meaning that results can reveal the interrelationships of the pre-release handbooks between Minnesota’s and Indiana’s DOCs and society.
3. Research was accomplished inconspicuously.
4. The data can be re-examined and the study can be replicated to confirm its reliability and validity.
5. The method is inexpensive.

**Computer analysis.** I used computer analysis for the quantitative analysis portion of the study. Computer analysis’ first program is called Concordance (Rockwell, 1995). Concordance analyzes literature, such as the “…cross-reference systems for computer programmers, which enabled teams of programmers working together to keep track of all references to, for example, a variable name, across all the files which make up a project” (Logan, 1997, para. 3). Computer assisted text analysis is defined as using word processors that have “searching tools that allow you to find a word or phrase” (Rockwell, 1995, para. 1). Using computer analysis allowed me to search vast amounts of text in a short period of time, perform complex search patterns of word lists, and receive the results of the analysis in a number of formats. For example, a “Keyword In Context display show[ed] you all the occurrences of the found word with one line of context” (Rockwell, 1995, para. 4) or categories of words (Weber, 1990).

According to Krippendorff (2004), the most significant reason for employing computers for content analysis is their capacity to process large documents quickly. For instance, prior to computers, people would create lists of an author’s works and trace his or her position in the text. However, with the advent of computers and computer-readable text, the process of concordance creation may take only a few hours. Also, computers are helpful for content analysis because
they consistently reduce errors that human coders may make. Human coders may be inconsistent because they may read connotative meanings instead of denotative ones. The computer-assisted program reads the text in a straightforward fashion because computers are not sensitive to changes regarding cultural contexts. Hence, computers improve research methods because computers help to achieve reliability. It is also important to note that document analysis creates a summary text from the original text. However, to understand the summary text, it is necessary for researchers to maintain the original documents whether computers or people accomplish a re-analysis of the same or to conduct another study using the same materials.

The computer program used was the NUD•IST computer-assisted qualitative data system (CAQDAS). The term CAQDAS, which was pioneered by Fielding and Lee (1991), references a range of computer software that supports a variety of analysis methods (Gibbs, 2004). CAQDAS replaced the need for a human-coder. NUD•IST permitted me to cut and paste Minnesota’s and Indiana’s DOC pre-release handbooks into the program and decipher the data using the terms from the Harvard IV-4 and the Lasswell dictionaries. These dictionaries were chosen because they are well known and established in the study of content analysis (Harvard University, 2002a).

**Human coding analysis.** I analyzed the qualitative research, searching for patterns or themes that were relevant to the constructs pertaining to the qualitative research.

**Sample and Population**

The subject of the population was the correctional pre-release handbook. The sample of the population subject consists of Minnesota’s and Indiana’s DOCs. This study researched Minnesota’s DOC *Making a Successful Transition: Adult Pre-Release Handbook* (2005a) and Indiana’s DOC *Pre-Release Re-Entry Program Handbook* (2005a). These pre-release handbooks are a convenient sample. A convenient sample permitted me to choose the size of the sample.

**Key Constructs**

There were two different sets of constructs applied to this mixed methods study. The first pertained to the quantitative analysis section of the study. The key constructs are curriculum design and law abiding citizenships. The qualitative section of study involves six constructs. These constructs are: (a) social solidarity, (b) social laws and roles, (c) abilities and opportunities, (d) critical thinking, (e) thinking freely, and (f) self-examination. In addition, the
law-abiding citizen constructs were applied not only in the quantitative analysis, but also again in the qualitative analysis.

**Quantitative constructs.** The phenomena studied is whether Minnesota’s and Indiana’s DOCs pre-release handbooks promoted law-abiding citizenship according to two key constructs of curriculum design and law-abiding citizenship. Each construct was divided into the coding schemas, which were then subdivided into individual terms. The first construct was curriculum design, which represented the coding schema that conveys the Functionalism and Liberal/Enlightenment philosophical education orientations to decipher if the curriculum is either a traditional curriculum or a concept-based curriculum. The perspective discovered the type of curriculum design of the pre-release handbooks. The second construct was law-abiding citizenship, which was associated with the coding schema expressed by Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006). The two constructs, curriculum design and law-abiding citizenship, were coded and matched according to their meaning in the context of educational perspectives and definitions of law-abiding citizenship. Also, the curriculum design construct was tagged as either Functionalism or Liberal Enlightenment. Furthermore, there were two groups of law-abiding citizenship terms. The first was known as the core law-abiding citizenship terms, and the second was labeled supplementary law-abiding citizenships terms. The terms for each construct were matched to the Harvard IV-4 and the Lasswell dictionaries (Harvard University, 2002a). Both dictionaries were used to increase the reliability and validity.

The terms that were associated with the coding schema of the curriculum design were from the Functionalism and Liberal/Enlightenment philosophical education orientations. The terms were: (a) ENLIGHTENMNT, (b) EDUCATION, (c) DISCIPLINE #3, (d) KNOWLEDGE, (e) SKILL, (f) DISIPLINE #1, (g) PLAY #3, (h) SERVE #1 (i) SOLIDARITY, (j) UNITIY (k) ABNORMAL (l) CITIZEN, (m) OPPORTUNITY, (n) NORMAL, (o) ORDER #2, (p) THIINK #2, and (q) FREEDOM. Of the 18 terms, 13 were from the Functionalism philosophical education orientation, nine were from the Liberal/Enlightenment philosophical education orientation, and four referred to both the philosophical education orientations. Table 3 represents the coding schema that was entered into the CAQDAS. For example, the term DISCIPLINE #1 means “[b]ehavior in accord with rules, or training intended to produce such behaviors” (Harvard University, 2002b, para. 2995). The #1
means that there is more than one term for a how it is defined, but DISCIPLINE #1 is the best fit because the source of DISCIPLINE #1 referred to the Functionalism philosophical education orientation. Furthermore, some words do not have definitions (e.g., ENLIGHTENMENT). The category is RCtot representing rectitude and means that DISCIPLINE #1 falls into the list of 310 terms for this particular domain (Harvard University, 2002c). Also, I added the tag Liberal/Enlightenment or Traditional to differentiate the results of the construct of curriculum design.

Table 3: Curriculum Design Construct

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Terms and Tags</th>
<th>Source-Categories</th>
<th>Categories</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Design</td>
<td>ENLIGHTENMENT Liberal/Enlightenment</td>
<td>Cognitive orientation (knowing, assessment, and problem solving).</td>
<td>Know 348 words indicating awareness or unawareness, certainty or uncertainty, similarity or difference, generality or specificity, importance or unimportance, presence or absence, as well as components of mental classes, concepts or ideas.</td>
<td>No definition was provided-use definition from the literature review.</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>EDUCATION Functionalism Liberal/Enlightenment</td>
<td>Words reflecting the language of a particular &quot;institution&quot;</td>
<td>Doctrin 217 words referring to organized systems of belief or knowledge, including those of applied knowledge, mystical beliefs, and arts that academics study.</td>
<td>The act or process of imparting or acquiring knowledge—a degree, level or kind of schooling.</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>ATTITUDE Liberal/Enlightenment</td>
<td>Enlightenment refers, according to Lasswell, to &quot;knowledge, insight, and information concerning personal and cultural relations.&quot;</td>
<td>EnTot = total of about 835 words.</td>
<td>Manner, disposition, feeling, position, etc. with regard to a person, thing or idea.</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>DISCIPLINE #3 Functionalism Liberal/Enlightenment</td>
<td>Rectitude is concerned with moral values and has fewer subcategories.</td>
<td>RcEthic = Ethics, 151 words of values concerning the social order.</td>
<td>&quot;Disciplined&quot;—orderly, self-.</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>KNOWLEDGE Functionalism</td>
<td>Cognitive orientation (knowing, assessment, and problem solving).</td>
<td>Abs@ = 185 words reflecting tendency to use abstract vocabulary</td>
<td>Familiarity with or understanding of facts, principles, etc.—what is known.</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>DICIPLINE #1 Functionalism</td>
<td>Rectitude is concerned with moral values and has fewer subcategories.</td>
<td>( RcTot = \text{Rectitude total, 310 words for the whole domain.} )</td>
<td>Behavior in accord with rules, or training intended to produce such behavior; field of study (0).</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------------</td>
<td>------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>Individualism represents PLAY#3 Liberal/Enlightenment</td>
<td>Words referring to roles, collectivities, rituals, and forms of interpersonal relations, often within one of these institutional contexts.</td>
<td>( \text{Work 261 words for socially defined ways for doing work.} )</td>
<td>&quot;To play a part or role&quot;--to serve a function--&quot;he played an important role in the meeting.&quot;</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>Duty represents SERVE #1 Functionalism</td>
<td>&quot;Osgood&quot; three semantic dimensions.</td>
<td>( \text{Weak 755 words implying weakness. A subset of 284 words are also tagged Submit, connoting submission to authority or power, dependence on others, vulnerability to others, or withdrawal.} )</td>
<td>To work for, be of assistance, or do one's duty; to answer the purpose of, function as (17).</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>SOLIDARITY Functionalism</td>
<td>These categories reflect Charles Osgood's semantic differential findings regarding basic language universals. An earlier version had three different &quot;intensity&quot; levels for each category, but these were combined. A word may be more than one dimension, if appropriate.</td>
<td>( \text{Strong 1902 words implying strength.} )</td>
<td>No definition was provided-use definition from the literature review.</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>UNITY Functionalism</td>
<td>( SocRel 577 ) words for socially-defined interpersonal processes (formerly called &quot;IntRel,&quot; for interpersonal relations).</td>
<td>Words referring to roles, collectivities, rituals, and forms of interpersonal relations, often within one of these institutional contexts.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>ABNORMAL Functionalism</td>
<td>( Negtiv ) 1160 negative words, an earlier version of ( Negativ ).</td>
<td>These categories reflect Charles Osgood's semantic differential findings regarding basic language universals. An earlier version had three different &quot;intensity&quot; levels for each category, but these were combined. A word may be more than one dimension, if appropriate.</td>
<td></td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>CITIZEN Functionalism</td>
<td>( HU ) 795 general references to humans, including roles.</td>
<td>Noun ( HU POLIT Polit* Role ) noun: A member of a nation, state city, or other political body.</td>
<td>Ascriptive social categories as well as general references to people and animals.</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>OPPORTUNITY Functionalism</td>
<td>( Abs@ = 185 ) words reflecting tendency to use abstract vocabulary.</td>
<td>Pos Noun ( ABS Abs* Pstv Virtue ) noun: A good position, chance or prospect</td>
<td>Cognitive orientation (knowing, assessment, and problem solving).</td>
</tr>
<tr>
<td>Curriculum Design</td>
<td>NORMAL Functionalism</td>
<td>( Virtue ) 719 words indicating an assessment of moral approval or good fortune, especially from the perspective of middle-class society.</td>
<td>Pos Modif ( Virtue EVAL Pstv Ovrst l ) adjective: Usual, regular, customary, average, conforming to a norm.</td>
<td>Words of pleasure, pain, virtue and vice.</td>
</tr>
</tbody>
</table>
The curriculum design construct discovered what type of curriculum design is linked to the Functionalism perspective, which is related to the traditional curriculum or to the Liberal/Enlightenment perspective, which is related to the concept-based curriculum. Concept-based curriculum relates to “freedom of the mind” (Conant, 1995, para. 15) and the ability to relate the information learned to the real world (Lake Washington School District, 2005). On the other hand, a traditional curriculum is Functionalist because it represents the process of rote learning and how one learns to be a part of a machine (Durkheim, 1933; North Central Regional Educational Laboratory, 2006).

The terms that make up the core coding schema that represent a law-abiding citizen are supported by Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006) and constitute what a law-abiding citizen represents. These core terms include: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE. The eight terms in this coding schema allow for maximizing the opportunity for both pre-release curricula to discover if they
promote law-abiding citizenship. Table 4 represents the coding schema that was entered into the computer-aided program. For example, the term RESPONSIBILITY means “[o]bligation or duty, control or management of something, liability in case of failure” (Harvard University, 2002b, para. 8654). The category is Power, “indicating a concern with power, control or authority” (Harvard University, 2002c, para. 6).

Table 4: Core Law-Abiding Citizenship Construct

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Terms</th>
<th>Source-Categories</th>
<th>Categories</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law-Abiding Citizenship</td>
<td>HONEST#1 replaces Honesty</td>
<td>Rectitude is concerned with moral values and has fewer subcategories.</td>
<td>RcEthic = Ethics, 151 words of values concerning the social order.</td>
<td>Positiv Pstv Virtue EVAL. RcEthic RcTot Modif 79% adj: Truthful, genuine, honorable.</td>
</tr>
<tr>
<td>Law-Abiding Citizenship</td>
<td>COMPASSION</td>
<td>Words of pleasure, pain, virtue and vice.</td>
<td>Virtue 719 words indicating an assessment of moral approval or good fortune, especially from the perspective of middle-class society.</td>
<td>Positiv Pstv Affil EMOT Virtue PosAff Noun.</td>
</tr>
<tr>
<td>Law-Abiding Citizenship</td>
<td>RESPECT#1</td>
<td>Respect is the valuing of status, honor, recognition and prestige.</td>
<td>RspGain = 26 words for the garnering of respect, such as congratulations.</td>
<td>Positiv Pstv Submit Passive SocRcIAV RspGain RspTot SUPV 48% verb-adj: To hold in esteem—esteemed.</td>
</tr>
<tr>
<td>Law-Abiding Citizenship</td>
<td>RESPONSIBILITY</td>
<td>&quot;Osgood&quot; three semantic dimensions.</td>
<td>Power, indicating a concern with power, control or authority.</td>
<td>Pos Noun ABS Abs+ Virtue Power Pstv l noun: Obligation or duty, control or management of something, liability in case of failure.</td>
</tr>
<tr>
<td>Law-Abiding Citizenship</td>
<td>COURAGE</td>
<td>Words of pleasure, pain, virtue and vice.</td>
<td>Virtue 719 words indicating an assessment of moral approval or good fortune, especially from the perspective of middle-class society.</td>
<td>Positiv Pstv Strong EMOT Virtue Abs@ ABS RspOth RspTot Noun noun: A difficulty with strength and without fear.</td>
</tr>
<tr>
<td>Law-Abiding Citizenship</td>
<td>INTEGRITY</td>
<td>Rectitude is concerned with moral values and has fewer subcategories.</td>
<td>RcEthic = Ethics, 151 words of values concerning the social order.</td>
<td>Positive Pstv Strong Virtue RcEthic RcTot Noun.</td>
</tr>
<tr>
<td>Law-Abiding Citizenship</td>
<td>DISCIPLINE#3</td>
<td>Rectitude is concerned with moral values and has fewer subcategories.</td>
<td>RcTot = Rectitude total, 310 words for the whole domain.</td>
<td>Passive Virtue RcEnds RcTot Modif 36% adj: &quot;Disciplined&quot;—orderly, self-controlled.</td>
</tr>
<tr>
<td>Law-Abiding Citizenship</td>
<td>Hard work is replaced with PERSEVERE (PERSEVERANCE is not listed in either of the dictionaries.)</td>
<td>Motivation-related words.</td>
<td>Persist 64 words indicating &quot;stick to it&quot; and endurance.</td>
<td>H4LvD Positiv Pstv Strong Active Persist IAV RcEnds RcTot SUPV.</td>
</tr>
</tbody>
</table>
Table 5 represents the supplementary law-abiding citizenship terms. These terms are only used for research purposes to evaluate if the handbooks support law-abiding citizenship. They are not meant to define law-abiding citizenship, but only to complement the definition. These four terms were chosen to broaden the chances of determining if law-abiding citizenship was represented in the study. These supplementary terms are: (a) STRENGTH, (b) VALUE #2, (c) CHARACTER #1, and (d) CHARACTER #2. The four terms in this coding schema allow for maximizing the opportunity for both pre-release handbooks to discover how they promote law-abiding citizenship. Table 3 represents the coding schema that was entered into the computer-aided program. For example, the term STRENGTH means “[t]he quality of being strong or powerful physically, intellectually, morally, etc.” (Harvard University, 2002b, para. 9996). The category Virtue had 719 words that indicate an assessment of moral approval or good fortune, especially from the perspective of middle-class society (Harvard University, 2002c, para. 6).

<table>
<thead>
<tr>
<th>Constructs</th>
<th>Terms</th>
<th>Source-Categories</th>
<th>Categories</th>
<th>Definitions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Law-Abiding Citizenship</td>
<td>STRENGTH</td>
<td>Words of pleasure, pain, virtue and vice.</td>
<td>Virtue 719 words indicating an assessment of moral approval or good fortune, especially from the perspective of middle-class society.</td>
<td>Noun Virtue String Power</td>
</tr>
</tbody>
</table>
Also, it was noted that the mission statements of Minnesota’s and Indiana’s DOCs and the purpose of corrections support the law-abiding citizenship construct. The mission statements parallel the purpose of corrections, which should “enhance social order and public safety,” according to the ACA (American Correctional Association, 1986, p. 58). The purpose of the pre-release handbooks then would serve to enhance social order and public safety (American Correctional Association, 1986) for releasing law-abiding citizens and reducing recidivism rates. Thus, it would suggest that the purpose of corrections and the mission statements of Minnesota’s and Indiana’s DOCs should replicate the purpose of the pre-release handbooks.

**Qualitative constructs.** This portion of the study builds upon the frequency analysis of qualitative content analysis according to two constructs supported by the Functionalism and Liberal/Enlightenment philosophical education orientations. Each construct was divided into a coding schema, according to the Functionalism and Liberal/Enlightenment philosophical education orientations, seen in Tables 6 and 7. The first construct’s coding schema was: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities that conveyed the Functionalism philosophical education orientation to decipher if the traditional curriculum design was implemented in either of the handbooks. As well, this perspective discovered if the Functionalism philosophical education orientation was associated with the pre-release handbooks. These constructs were supported by Durkheim (1933) and Roosevelt (New Deal Network, 2003). The second construct’s coding schema was: (a) critical thinking, (b) thinking freely, and (c) self-examination that pertained the Liberal/Enlightenment philosophical education orientation. They were employed to discover if the pre-release handbooks consisted of the concept-based curriculum design. As well, this perspective revealed if the Liberal/Enlightenment philosophical education orientation was associated with the pre-release handbooks. These constructs were corroborated according to Picus (2006), Plato (514-520) and Nussbaum (1997). Furthermore, each construct was supported by the law-abiding citizenship constructs associated with Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006).

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46 See Appendix B.
Table 6: Functionalism Philosophical Education Orientation Construct

<table>
<thead>
<tr>
<th>Functionalism Construct</th>
<th>Definition</th>
<th>Supporters of the Functionalism Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Solidarity</td>
<td>Reinforcing social solidarity encourages individuals to become a part of a group in an attempt to reduce criminal behavior.</td>
<td>Durkheim (1933)</td>
</tr>
<tr>
<td>Social Laws and Roles</td>
<td>Educational institutions represent smaller versions of society and social laws of education reflect the social laws of society; thus, educational institutions train learners in how to comply with their social roles.</td>
<td>Durkheim (1933)</td>
</tr>
<tr>
<td>Abilities and Opportunities</td>
<td>“[L]earning to be a good citizen is learning to live to the maximum of one's abilities and opportunities.”</td>
<td>Roosevelt (New Deal Network, 2003, para. 1)</td>
</tr>
</tbody>
</table>

Table 7: Liberal/Enlightenment Philosophical Education Orientation Construct

<table>
<thead>
<tr>
<th>Liberal/Enlightenment Construct</th>
<th>Definition</th>
<th>Supporters of the Liberal/Enlightenment Construct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Lending itself to “which people acquire knowledge, skills, habits, values, or attitudes.”</td>
<td>Picus (2006, para. 1)</td>
</tr>
<tr>
<td>Thinking Freely</td>
<td>Functioning for oneself.</td>
<td>Plato (514-520)</td>
</tr>
<tr>
<td>Self-Examination</td>
<td>Functioning with sensitivity and alertness in ones environment or surroundings.</td>
<td>Nussbaum (1997)</td>
</tr>
</tbody>
</table>

Summary

The first part of the study entailed quantitative content analysis of Minnesota’s and Indiana’s DOC pre-release handbooks. I studied the frequency analysis in the abovementioned terms for the Harvard IV-4 and Lasswell dictionaries in each of Minnesota’s and Indiana’s DOC pre-release handbooks to explain the phenomena of how Minnesota’s and Indiana’s DOC curriculum designs promoted the correctional education goal of law-abiding citizenship of adult offenders, when looked through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment in numerical terms. This was accomplished through the abovementioned constructs of curriculum design, supported by the philosophical education orientation of Functionalism and Liberal/Enlightenment and law-abiding citizenship. The computer assisted software program, NUD●IST, was employed to search for patterns according to the coding schema of the constructs.

The chosen constructs that were present, according to each state’s pre-release handbook, were discovered through the content analysis of the CAQDAS. Therefore, each pre-release handbook reveals what type of curriculum is employed for the curricula and also how each pre-release handbook promotes law-abiding citizenship for soon-to-be-released adult offenders.
The second part of the study incorporates qualitative content analysis of Minnesota’s and Indiana’s DOC pre-release handbooks. In this portion, I studied the abovementioned Functionalism and Liberal/Enlightenment constructs, which were coded and supported by the Functionalism and Liberal/Enlightenment philosophical education orientations.

Incorporating content analysis with quantitative research provided the initial results for understanding the construction of both pre-release handbooks because content analysis is a study of documentation of human communication (Babbie, 2004). This process discovered the curriculum design, philosophical education orientation, and how the promotion of law-abiding citizenship for soon-to-be-released offenders was achieved. In addition, including content analysis with qualitative research allowed for further investigation of the preliminary results enhancing the final results when combining the quantitative and qualitative results together.

There are several possible outcomes of this study. For example, results from this study may prove that the pre-release handbooks are designed by implementing a traditional curriculum from a Functionalism philosophical education orientation. Conversely, results from this study may prove that the pre-release handbooks are designed by implementing a concept-based curriculum from a Liberal/Enlightenment philosophical education orientation. Furthermore, one or both the pre-release handbooks may fail to prove that they promote law-abiding citizenship. Hence, further research pertaining to the pre-release handbooks, environment, and instructors’ skills would be necessary to aid in reducing recidivism rates. This could be in part a significant explanation for Minnesota’s and/or Indiana’s DOCs failure to reduce recidivism rates. Another result may prove that each pre-release handbook may result in concept-based curricula and promote law-abiding citizenship. Again, further research is required pertaining to the pre-release handbooks, environment, and instructors’ skills to aid in reducing recidivism rates. In the end, the primary purpose of corrections according to ACA, is “to enhance the social order and public safety” of society (American Correctional Association, 1986, p. 58).

Conclusion

My study was a mixed methods sequential explanatory design of Minnesota’s and Indiana’s DOC pre-release handbooks. I am studying the social phenomena of how each of the pre-release handbooks promoted law-abiding citizenship to its male and female offenders. The first part of the study incorporated quantitative deductive analysis searching for the frequency analysis of terms from the Harvard 1V-4 and Lasswell dictionaries using content analysis. The
second part of the study entailed an inductive explanatory analysis of six constructs that relate to the Functionalism and Liberal/Enlightenment philosophical education orientations, employing content analysis. I merged the results from both the quantitative and qualitative research into a single interpretation because the quantitative results were initial results used to build upon for the qualitative results. Hence, both analysis results were combined into a single interpretation allowing for a greater understanding of the research questions: What is type of the curriculum design and the philosophical education orientations? How do the pre-release handbooks promote law-abiding citizenship for soon-to-be-released male and female offenders?

**Data Collection**

There was no required data to collect for this study because this is a mixed methods content analysis study of correctional pre-release handbooks that have never been studied before. Because there was no prior data, it was up to me to lay the groundwork for future studies of pre-release handbooks. Thus, the process of this research for the document analysis and data analysis is explained below.

**Selection criteria.** Minnesota’s and Indiana’s DOC pre-release handbooks collected for this study were found on the Internet. The handbooks were printed, scanned, and saved to a disk in Rich Text file. Also, the creators of Minnesota’s and Indiana’s DOC pre-release handbooks were emailed follow-up question.47

Also, 48 other state correctional agencies were emailed and/or mailed a letter requesting their pre-release handbooks.48 Those who were emailed requesting information regarding their offender pre-release handbooks were able to respond by email and those who were mailed requests for offender pre-release handbooks had the option of replying by phone, email, or letter.49 The state correctional agencies that did not respond to the email request for their offender pre-release handbooks were followed up with a letter within six to eight weeks because many emails were sent to a general contact email address. Those correctional agencies that were originally mailed were not followed up with a second request because the letter was sent to a specific individual who is knowledgeable about the pre-release handbooks or to the central office that could send the letter to the appropriate correctional staff. Thus, it was questionable if the

47 See Appendix C.
48 See Appendix D.
49 See Appendix E.
emails were forwarded to the appropriate staff member to answer. Some correctional agencies who did respond were willing to support my research efforts, and I was able to communicate by email or by phone further with additional questions if I needed to do so regarding their pre-release program.\(^{50}\)

All data was saved from each request and complied into a chart (see Table 8).\(^{51}\) Also, the addresses of correctional agencies that were emailed and/or mailed were saved. This included any emails with correctional agencies whose offender pre-release handbooks were found on the Internet.

### Table 8: Tally of State DOC Responses

<table>
<thead>
<tr>
<th>State Responses</th>
<th>Number of States</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have pre-release handbooks</td>
<td>7</td>
</tr>
<tr>
<td>Don’t Have</td>
<td>10</td>
</tr>
<tr>
<td>Have pre-release materials or pre-release info</td>
<td>8</td>
</tr>
<tr>
<td>Unknown</td>
<td>2</td>
</tr>
<tr>
<td>No response</td>
<td>23</td>
</tr>
</tbody>
</table>

**Document analysis.** The pre-release handbooks were meant to improve the lives of offenders (Indiana Department of Correction, 2005a; Minnesota Department of Corrections, 2005), hence reducing recidivism rates to create a safe and orderly society (American Correctional Association, 1986, 2006). Reducing recidivism rates means less offenders would come in contact with the criminal justice system and are “normalized” (Foucault, 1995) or are able to function within the mainstream of society as law-abiding citizens. Also, the objectives and needs of society are met (Chapman, 2002) because offenders learn to become law-abiding citizens.

Each of the handbooks provides information about various topics, such as how to find a job and develop healthy relationships (Indiana Department of Correction, 2005a; Minnesota Department of Corrections, 2005). These skills should prepare the soon-to-be-released offenders to become law-abiding citizens and “enhance social order and public safety” (American

\(^{50}\) See Appendix C.

\(^{51}\) See Appendix F.
Correctional Association, 1986, p. 58). Hence, indirectly, the research discovered if the results of studying the handbooks were in alignment to each state’s mission statement and to the basic concept of the American Correctional Association (1986).

**Minnesota’s DOC pre-release handbook.** Minnesota’s DOC pre-release handbook was provided and was required to be completed by all adult offenders who were to be released into society. Heifort, Minnesota’s DOC Facilities Re-entry Program Director, stated when offenders used the pre-release handbooks:

> The Prerelease curriculum [was] normally covered over the course of 3 days, 4-6 hours per day, to a group of offenders (15-20 in each group) who [were] 4 [to] 6 months from release date. Each of the topics [was] presented and discussed. There may be other community organizations who [were] invited in either voluntarily or by contract relationship to discuss housing, employment, personal finances, etc. as outlined in the [pre-release] handbook. (Personal communication, March 22, 2006)

She also stated that some offenders were not required to complete the pre-release handbook: (a) deported, (b) serving life sentences, (c) serving another sentence in a different state because that particular state has a detainer on the offender, or (d) currently serving a sentence in prison that is too short, less than four months, for the offenders to complete the pre-release handbook (Personal communication, March 22, 2006).

Also, Heifort stated that other offenders who were in the special housing unit for segregation, minimum custody, or treatment programs might receive the pre-release curriculum in another fashion (Personal communication, March 22, 2006). For instance, they may receive the program in an abbreviated format such as individual meetings or a specialized treatment curriculum. If Minnesota offenders were held for a period of less then six months or housed in local jails through contracting space in other facilities because of overcrowding, they would not receive the pre-release handbook. Also, offenders who recidivated do not receive the pre-release handbook. Also, Minnesota’s DOC enlisted community organizations (community organizations that pertained to the chapters in Minnesota’s DOC pre-release handbook) by invitation to speak to the offenders about any aspect of the curriculum (2006).

Minnesota’s pre-release handbook entailed an introduction and 10 chapters. The 10 chapters covered 10 topics for offenders to learn. The introduction asked offenders to determine what obstacles they had and to note them on a checklist according to answers such as “This is a
possible problem for me,” “I can take care of this,” or “I need help” (Minnesota Department of Corrections, 2005, p. 2). Also, a checklist was devised for offenders of items that may or may not be necessary for transition into society regarding obtaining a diver’s license/insurance to purchasing food and clothing. Chapter 1, Identification, spoke of various types of identification such as a birth certificate and a social security card. Chapter 2, Housing, discussed how to find housing after released from prison or from a halfway house. The chapter elaborated on types of housing (e.g., temporary housing or purchasing a home), as well as the importance of housing location, responsibilities of owning a house, and homeowner rights. Chapter 3, Employment, explained how and where to find a job, including how to format and what to include in a résumé. Also, telephone etiquette and tax credits were mentioned in this chapter. Chapter 4, Transportation, revealed the different means and costs of public transportation. Also, the chapter covered how to purchase a car and car insurance. Chapter 5, Money Management, discussed the differences of “wants” and “needs,” banking, keeping track of spending, creating a budget, ATM, checking, credit cards, credit reports, credit histories, bankruptcy, and financial services. Chapter 6, Education, spoke of the importance of education and marketable skills. This chapter detailed apprenticeships, on-the-job training, and part-time student options. Also, the chapter covered acceptance and enrollment into college and paying for education (loans, student aids, and work programs). Chapter 7, Health and Life Skills, was about fitness, nutrition, and health issues ranging from smoking to sexually transmitted diseases, and handling conflict, as well as low-cost leisure activities. Chapter 8, Family/Friend Relationships, discusses rebuilding family and friend relationships and child support. Chapter 9, Restorative Justice, explained how to handle restorative justice and understand victim awareness. Finally, chapter 10, Living Under Supervision, entailed how to conduct oneself under the supervised release conditions of the offender’s sentence, which is stipulated in the offender’s Judgment and Commitment papers (J&C).  

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52 The J&C explains an offender’s sentence, paying of fines, restitutions and assessments, and special conditions that must be adhered to while incarcerated, or recommendations made by the judge, as well as conditions that must be adhered to during supervised release or else the offender will return to prison as a supervised release violator.
Indiana’s DOC pre-release handbook. According to Johnson, Indiana’s offenders began, “1 year to 6 months entering an offender in our Standard Pre-Release Orientation Program. In this class, we …have presentation[s] from outside volunteers that [sic]… [come] and teach on various subject such as; employment, housing, child support, health (STD’s), co-Dependency, substance abuse, anger manager, relationships, budgeting, etc. The Re-Entry coordinators also assist[ed] in getting them connected to outside agencies” (Personal communication, August 11, 2006). For the short dimmers, those offenders who served a sentence of less than six months, Johnson explained, that they did not “have sufficient time to complete the 85-hour program. They enter[ed] the Modified Pre-Release Orientation Program (MPOP). They receive[d] assignments from the handbook to complete and return to their coordinator” (Personal communication, August 11, 2006).

Indiana’s DOC pre-release handbook was categorized into an introduction and nine major sections. Within the introduction there were two checklists. The first one was a standard program checklist for offenders who completed the program in its entirety. The assumption is that this is for an offender who lived in the general population and is not restricted from participating in any of the pre-release activities. The second checklist was modified. The assumption was that this checklist was for offenders who may be in the Special Housing Unit or in a special program that prevented them from participating in all of the aforementioned programs to complete the pre-release handbook in its entirety.

The second section, Social Identification, discussed obtaining personal identification ranging from a driver’s license to immigration identification. The third section, Decisions Good and Bad, communicated decision-making skills, such as weighing the pros and cons, regarding activities with friends, job hunting, and overcoming challenges pertaining to an offender’s parole and probation rules. The fourth section, Healthy Relationships, entailed both communication and listening skills and taking responsibility for one’s own actions. This section also discussed self-esteem, anger management, and domestic violence. The fifth section, Sexual Responsibility, was about sexual relationships. Topics covered were about making wise decisions about sex (e.g., sexually transmitted diseases and birth control), safe sex, and how to maintain a healthy relationship. The sixth section, Preparing, Searching, and Maintaining Employment, conveyed how to prepare, find, and maintain a job. The chapter began with making choices about where to live, the type of work, skills, and the type of business. Also, it entailed setting long- and short-
term goals. Finally, it provided information about looking for a job, applying for a job, résumé writing, and maintaining relations while on the job. The seventh section, *Education*, covered the important points of earning a GED (e.g., getting a better job). The eighth section, *Managing Finances*, discussed budgeting, financial choices, planning for retirement, and returning to school. Other related topics covered in this section were credit cards, assistance with rent, food stamps, and agencies that could provide support (e.g., The Salvation Army). The ninth section, *Health and Well-Being and Dealing with Additions/Triggers*, pertained to nutrition, exercise, avoiding substance abuse, and learning to say “No.” The tenth and final section, *Personal and Community Resources*, explained that the offender has internal resources (e.g., believing in oneself, faith, and motivation) and listed personal and community resources that offenders may need regarding housing, addictions, and relationships. Similarly, a list of substance abuse and community mental health resources were provided at the end of this section. Also, within each section, there were questions that asked the offenders to reflect about the information they had learned.

Minnesota’s DOC *Making a Successful Transition: Adult Pre-Release Handbook* (2005a) and Indiana’s DOC *Pre-Release Re-Entry Program Offender Handbook* (2005a) were accessed on the National Institute of Corrections website.53 The rationale for using Minnesota’s and Indiana’s DOC pre-release handbooks was the assumption that they were of “good” quality because of “good faith” and were designed and used by each state’s department of corrections. For example, correctional staff and the community service agencies of Minnesota’s DOC developed their pre-release curriculum (Heifort, 2006). According to Heifort “the information was synthesized by input from community service agencies and corrections staff. The curriculum designers have experience in delivering pre-release services to offenders. The topics included attempt to engage offenders to review all facets of their release plan” (Personal communication, March 22, 2006). Johnson stated, “I personally designed the [pre-release] handbook along with a few members from my staff. I determine with the approval of the Deputy Commissioner of Re-Entry what information we believe would assist someone that [sic] is being released. We also receive feedback from offenders in assisting us to make this decision” (Personal communication, August 11, 2006). Johnson further explained, “[t]he Re-Entry coordinators are long time employees of the Department. They all have their degrees in some of

form of Social Work [or] Criminal Justice. Most of them have been correctional officers, counselors, etc” (Personal communication, August 11, 2006).

The advantages to surveying whether or not state correctional agencies had pre-release handbooks aided in decreasing the limitations of this study because from the survey few DOCs stated that they had pre-release handbooks. I did not see any disadvantages to this survey unless I did not get a response from the survey question of asking if an agency has pre-release handbooks for their offenders.

There were no existing data sets that paralleled this type of investigation. This study resulted as an exemplar for other studies that also attempt to decipher and justify the pre-release information discovered in offenders’ pre-release handbooks and to discover the type of curriculum design and to implement the content analysis method to discover if the offenders’ pre-release handbooks contain content that promotes law-abiding citizenship.

The study itself was not being compared to other prison studies because it was the first of its kind. Also, this study opened opportunities for comparisons with past study methods concerning pre-release handbooks and other pre-release programs. Studies in the past were done regarding correctional pre-release programs, such as The Practice and Promise of Prison Programming (Lawrence, Mears, Dubin, & Travis, 2002). However, many of these studies researched the aftereffects of being released regarding programming, in general, for offenders, not what can be improved while the inmates are incarcerated. This was not to say that they were not important, but perhaps the combination of information can prove beneficial in the long run. After all, providing opportunities for offenders should not be accomplished with “tunnel vision,” but rather by studying all aspects of the offenders. Nevertheless, too few studies have been conducted to even perform a meta-analyses study (Lawrence, Mears, Dubin, & Travis, 2002). Therefore, the true effectiveness for pre-release programming currently is difficult to analyze.

**Rationale for Choice of Methods**

The rational for why I chose mixed methods content analysis as an appropriate method for my study was for a number reasons. The first reason was because it permitted me to study a topic that I am interested in. I studied a marginalized population that I work around every day, and I was curious to see if the handbooks given to offenders were appropriate materials for engaging offenders and promoting the topic of law-abiding citizenship in at least in two states. I could still gain some insight on the topic, although I work for a different correctional agency
than the ones I am studying. Second, this method allowed me to understand how offenders may perceive and interpret the pre-release handbooks and what was expected of them upon release. Also, I was able to apply the educational field to the correctional field, which enabled me to improve my perspective about correctional education.

Furthermore, no matter the criticism this study receives, this study was desperately needed because research of curriculum design was non-existent in correctional education. I hoped that this study served as a springboard to motivate other researchers to contribute their skills and knowledge to improve curriculum design. After all, this study starts at the ground level of education: the curriculum design. If citizens or institutions want to improve their society, they could come up with methods that could improve their society for those who, for a lack of better words, have issues with obeying significant laws. I did not say that improving correctional education programs is the cure-all in reducing recidivism, but it is a start. There are initiatives that aid ex-offenders (U.S. Department of Justice, 2006a; 2006b), but what is being done for offenders on the institutional level?

Although there is an array of factors that may prevent an ex-offender from recidivating (Jeffery, 1990), if the handbooks were inappropriately designed, it did not help the situation of reducing recidivism. Also, if the results of the study showed that the handbooks should be redesigned, the issue of finding knowledgeable people to improve the handbooks is necessary. This may be costly. Allocating money for such improvements is desperately needed, but may not fare well with directors who work with depleted resources to manage their agencies. Although, a start would be if this were done as a pilot study by a researcher who had greater resources, finding improvements through research would not be as costly.

I had limited resources and time, so I used a CAQDAS for the quantitative part of the study. This permitted me to complete the project in a much shorter amount of time versus using human coders. Also, I did not have to be concerned with paying the human coders (Krippendorff, 2004; Weber, 1990). Human coders also may vary in their judgments of interpreting the coding of the handbooks (Weber, 1990). Therefore, my study was an inexpensive study and easy to replicate (Miles & Huberman, 1984). This type of design also allowed me to continue my work and schooling because I was able to research this topic in an indirect way rather then interacting with the offenders and other correctional staff (Creswell, 1994; Fraenkel & Wallen, 1990).
Furthermore, I discovered the results of the study were in alignment with the purpose of correctional education and if the goal of correctional education was associated with the departments’ mission statements and the primary principle of ACA (1986). Also, this study allowed me to perceive how the handbooks related to the society’s culture of locking up the offenders and throwing away the key (Carlson, Hess, & Orthmann, 1999; Colorado State University, 2002).

**Data Analysis**

The data analysis included two parts: quantitative and qualitative. The first part ascertained the process of gathering the results from the quantitative analysis of frequency for the terms, which were from the Harvard–IV 4 and Lasswell dictionaries coding schema for the curriculum design and law-abiding citizenship. The second part revealed the six constructs of Functionalism and Liberal/Enlightenment philosophical educational orientations coding schema. Three constructs characterized the Functionalism philosophical educational orientation: (a) social solidarity, (b) social laws and rules, and (c) abilities and opportunities. Moreover, three constructs embodied the Liberal/Enlightenment philosophical educational orientation: (a) critical thinking, (b) thinking freely, and (c) self-examination.

**Quantitative analysis.** The process of quantitative analysis relied on “reduction” and “interpretation” of Minnesota’s and Indiana’s DOC pre-release handbooks (Marshall & Rossman, 1989, p. 114). The pre-release handbooks were reduced into terms from the coding schema, and the NUD●IST CAQDAS searched for the terms that made up the key constructs of curriculum design and law-abiding citizenship. This procedure, according to Tesch (1990), took apart the text of the pre-release handbooks and surmised what social phenomena or what “big picture” emerged. The big picture is how the pre-release handbooks promote offenders in becoming law-abiding citizens and how it reflects the coding schema according to the above-mentioned key constructs.⁵⁴

As well, the process of quantitative content analysis was centered on a deductive process of analyzing Minnesota’s and Indiana’s DOC pre-release handbooks for discovering how each of their curriculum design is either a traditional curriculum or a concept-based curriculum, the purpose of the handbooks according to either the educational perspective, Functionalism or

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⁵⁴ See Tables 1 and 2.
Liberal/Enlightenment, and the goal of the pre-release handbooks. The approach employed the NUD*IST CAQDAS. Each of the pre-release handbooks is machine-readable.

The handbooks were converted from a Portable Document Format (PDF) file to a Rich Text File (RTF) document for the computer assisted analysis program to analyze them according to the coding schema. The inductive exploratory process began searching for patterns through the organization of the handbooks and constructs. The data analysis was organized according to the chapters of the handbooks and the terms of the constructs. The unit of data collected or units of observation were defined as the chapters of the pre-release handbooks. The units of analysis for this study were the constructs of the study. The terms of the study were not the units for analysis because the schemas did not parallel each other. Curriculum design was reduced to subcategories according to the tags, Functionalism and Liberal/Enlightenment, but law-abiding citizenship did not have any subcategories. The most descriptive terms were sought out to fit each construct, and I reviewed the process. A preliminary analysis was conducted and categories were recoded if necessary. Once the coding schema was established, the process of analyzing the data could occur to search for patterns. The study interpreted and documented results separately for Minnesota’s and Indiana’s DOCs. Also, a comparison of the two handbooks’ results was deciphered.

Coding strategies. The quantitative content analysis and computer analysis examined the pre-release handbooks of Minnesota’s and Indiana’s DOCs according to constructs (Merriam, 1988). The constructs were curriculum design and law-abiding citizenship, and I broke down each construct into word lists or two coding schemas that created nodes and node trees, and the terms were words that the CAQDAS searched for in the handbooks (Bogdan & Biklen, 1992; Tesch, 1990).

The coding of curriculum design and law-abiding citizenship allowed for the reduction and interpretation of the handbooks, by deferring patterns in the handbooks through the defined constructs (Marshall & Rossman, 1989, p. 114). The handbooks were reduced to constructs, and the constructs were subsequently reduced into terms that defined the pre-constructed coding schema (Tesch, 1990).

The constructs are curriculum design and law-abiding citizenship. The first construct, curriculum design, is supported according to the type of educational perspective of the curriculum. Concept-based curriculum and traditional curriculum are the two opposing types of
curricula that defined the curriculum design construct. A traditional curriculum instructs the learner to memorize rote facts (North Central Regional Educational Laboratory, 2006) and instructs the learner on how to live within the norms of society (Foucault, 1995). On the other hand, a concept-based curriculum is a design that allows the learner to use the information to meet his/her experiences in the real world (Lake Washington School District, 2005). The educational philosophical educational orientations that support the construct curriculum design are either the Functionalism and Liberal/Enlightenment philosophical educational orientations. The Functionalism and Liberal/Enlightenment philosophical educational orientations are chosen because they represent opposites of each other. The Functionalism philosophical educational orientation represents living according to social norms (Foucault, 1995) and using the information learned to blend in with society, like a part of a machine (The Hewett School, 2004). In contrast to the Liberal/Enlightenment philosophical educational orientation that represents freedom of thought (Conant, 1995) and allows a person to use the information learned for how it best suits the individual’s life (Plato, c355 BC). The Functionalism philosophical educational orientation supports the traditional curriculum and the Liberal/Enlightenment philosophical educational orientation supports the concept-based curriculum. The second construct, law-abiding citizenship, was defined according to the following theorists, government agencies, and educational businesses: Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006).

Curriculum design and law-abiding citizenship were further reduced to terms. The terms were derived from the descriptors in the literature review, as well as from theories, educational businesses, and U.S. government agencies that defined a good citizen or citizenship. The terms were then cross-referenced to see if they matched the Harvard–IV 4 and Lasswell dictionaries (Harvard University, 2002a). If any terms derived from the literature review were not listed in the dictionaries, I found suitable substitutes from the dictionaries.

For instance, referring to curriculum design, ENLIGHTENMENT was derived from the concept-based curriculum and the Liberal/Enlightenment educational perspective. ENLIGHTENMENT was defined as “(c)ognitive orientation (knowing assessment, and problem solving)” (Harvard University, 2002b, para. 16). EDUCATION was derived from both Liberal/Enlightenment educational perspectives. EDUCATION meant “[w]ords reflecting the language of a particular ‘Institution’” (Harvard University, 2002b, para. 16). If the original term
was not listed, it was replaced with a suitable substitute for the study. For instance, “Individualism” was replaced with PLAY #3 and “Duty” was replaced with SERVE #1. Also, discipline was listed twice, but each time it was defined differently. DISCIPLINE #1 was defined as “[b]ehavior in accord with rules” and DISCIPLINE #3 meant “[s]elf-[c]ontrolled” (Harvard University, 2002b, para. 2995 and 2997).

Furthermore, each term was tagged, seen here in parenthesis, according to which educational perspective it represented. Thus, the results of the terms that were applied to the study were: (a) ENLIGHTENMENT (Liberal/Enlightenment), (b) EDUCATION (Functionalism and Liberal/Enlightenment), (c) ATTITUDE (Liberal/Enlightenment), (d) DISCIPLINE #3 (Functionalism), (e) KNOWLEDGE (Functionalism), (f) SKILL #1 (Liberal/Enlightenment), (g) DISCIPLINE #1 (Functionalism and Liberal/Enlightenment), (h) PLAY #3 (Functionalism and Liberal/Enlightenment), (i) SERVE #1 (Functionalism), (j) SOLIDARITY (Functionalism), (k) UNITIY (Functionalism), (l) ABNORMAL (Functionalism) (m) CITIZEN (Functionalism and Liberal/Enlightenment), (n) OPPORTUNITY (Functionalism), (o) NORMAL (Functionalism), (p) ORDER #2 (Functionalism), (q) THINK #2 (Liberal/Enlightenment), and (r) FREEDOM (Liberal/Enlightenment).

Law-abiding citizenship terms were derived from Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006). For example, “Honesty,” according to Hopkins (2002), meant a person should be truthful with others and himself. Again, the terms were crossed referenced to see if they are listed in the Harvard–IV 4 and Lasswell dictionaries. “Honesty” was listed as HONEST #1, which meant “[r]ectitude [was] concerned with moral values…” (Harvard University, 2002b, para. 5081). The use of numbers after a term means that there is more than one way to define it. The best choice for a replacement term was made to suit the study. Also, “Hard Work” was replaced with PERSEVERE because “Hard Work” was not found in the Harvard–IV 4 and Lasswell dictionaries. The results of the terms that were used were (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, (h) PERSEVERE, (i) SOLIDARITY, (j) UNITIY (k) ABNORMAL (l) CITIZEN, (m) OPPORTUNITY, (n) NORMAL, (o) ORDER #2, (p) THINK #2, and (q) FREEDOM.
A preliminary analysis was conducted and categories were recoded if necessary (Tesch, 1990). It was vital for me to check the coding schema to ensure that the CAQDAS was searching accurately. What I did not input into the CAQDAS, the CAQDAS ignored.

**Analytical method.** The process of analyzing the handbooks was done through the use of a computer software program called NUD●IST. First, the pre-release handbooks were imported into NUD●IST. Next, the coding schema was entered into the NUD●IST CAQDAS, which searched for patterns according to the terms that make up the key constructs of the handbooks. Then, I employed the coding strategy of a string search, which searched for patterns in the handbooks. String searches were used “to find specific words” in each of the handbooks (Kerlins, 2002, para. 5). The string search gathered the information that was used to infer the social phenomena of the texts. Also, the coding schema used manifest coding. The analysis searched for the terms later in the handbooks.

In the program, I applied the constructs to two nodes labeled curriculum design and law-abiding citizenship. A node was “an object that represents an idea, theory, dimension, characteristic etc. of data” (Gibbs, 2004, 243). The terms of the constructs were stored in the nodes as subcategories. The information stored in the nodes was called a node description (Gibbs, 2004). A node tree was created which was used to sort categories (constructs) into subcategories (Bazeley & Richards, 2005). The tags noted the construct curriculum design subcategories. The coding schema for the construct curriculum design were: (a) ENLIGHTENMENT (Liberal/Enlightenment), (b) EDUCATION (Functionalism and Liberal/Enlightenment), (c) ATTITUDE (Liberal/Enlightenment), (d) DISCIPLINE #3 (Functionalism), (e) KNOWLEDGE (Functionalism), (f) SKILL #1 (Liberal/Enlightenment), (g) DISCIPLINE #1 (Functionalism and Liberal/Enlightenment), (h) PLAY #3 (Functionalism and Liberal/Enlightenment), (i) SERVE #1 (Functionalism), (j) SOLIDARITY (Functionalism), (k) UNITIY (Functionalism), (l) ABNORMAL (Functionalism) (m) CITIZEN (Functionalism and Liberal/Enlightenment), (n) OPPORTUNITY (Functionalism), (o) NORMAL (Functionalism), (p) ORDER #2 (Functionalism), (q) THINK #2 (Liberal/Enlightenment), and (r) FREEDOM (Liberal/Enlightenment). The results discovered that the curriculum was either a concept-based curriculum or traditional curriculum or a combination of both curricula designs, according to the terms discovered in the each of the handbooks. Also the results discovered the purpose of
correctional education according to which educational perspective was dominant in each of the handbooks.

Also, I created a node tree for law-abiding citizenship. The same process applied to law-abiding citizenship. The node was law-abiding citizenship and its subcategories were: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, (h) PERSEVERE, (i) STRENGTH, (j) VALUE #2, (k) CHARACTER #1, and (l) CHARACTER #2. The results discovered if the handbooks promote law-abiding citizenship. The final results of the study were written in a descriptive format that interpreted the results of the type of curriculum design, the type of educational perspective, which in turn explained the purpose of correctional education, and the goal of correctional education. Thus, Minnesota’s and Indiana’s DOC pre-release handbooks discovered they promoted law-abiding citizenship for the soon-to-be-released offenders. Furthermore, I discovered if the results of studying the handbooks corresponded to each state’s mission statement and to the basic concept of the American Correctional Association (1986), which served the objectives and needs of society (Chapman, 2002).

**Qualitative analysis.** The results did not clearly determine the curriculum design, philosophical education orientations, or if the handbooks promoted law-abiding citizenship through frequency analysis. Thus, I decided to apply the qualitative approach. The implementation of qualitative methods was used to build upon the quantitative content analysis, when looked through the Functionalism and Liberal/Enlightenment philosophical education orientations.

**Coding strategies.** The qualitative content analysis was achieved through human coding by analyzing the pre-release handbooks from Minnesota’s and Indiana’s DOCs according to constructs (Merriam, 1988). I reviewed the pertinent literature review regarding the Functionalism and Liberal/Enlightenment philosophical education orientations (Bogdan & Biklen, 1992; Tesch, 1990). The coding schema resulted in six new constructs from the literature review. I ensured there was no repletion of constructs and that the constructs were general enough not to leave out any specifics of the definition of Functionalism and Liberal/Enlightenment. Also, I made certain that they were broad enough to cover the enough of the Functionalism and Liberal/Enlightenment philosophical education orientation.
The coding of the six constructs allowed for the reductions and interpretation of the handbook, by giving way to patterns in the handbooks through the defined constructs (Marshall & Rossman, 1989). The pre-release handbooks were again reduced to constructs that were defined by pre-constructed coding schema to further build upon the preliminary quantitative results (Tesch, 1990).

The new constructs that embodied the Functionalism philosophical education orientation were: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. The new constructs that characterized the Liberal/Enlightenment philosophical education orientation were: (a) critical thinking, (b) thinking freely, and (c) self-examination. As mentioned, the Functionalism philosophical education orientation supported the traditional curriculum design. As well, mentioned above the Liberal/Enlightenment philosophical education supported the concept-based curriculum design. Moreover, the construct of law-abiding citizenship was again applied to further prove if the new coding schema supported the promotion of law-aiding citizenship.

First, the social solidarity construct was defined as reinforcing social solidarity, which encouraged individuals to become a part of a group in an attempt to reduce criminal behavior (Durkheim, 1933). Second, the social laws and roles construct meant that educational institutions represented smaller versions of society and social laws of education reflect the social laws of society; thus, educational institutions train learners in how to comply with their social roles (Durkheim, 1933). Third, the abilities and opportunities construct was defined as “learning to be a good citizen is learning to live to the maximum of one’s abilities and opportunities” (New Deal Network, 2003, para. 1). Fourth, the critical thinking construct was described as lending itself to “which people acquire knowledge, skills, habits, values, or attitudes” (Picus, 2006, para. 1). Fifth, the thinking freely construct meant functioning for oneself (Plato, 514-520). Sixth, the self-examination was identified as functioning with sensitivity and alertness in one’s environment or surroundings (Nussbaum, 1997).

**Analytical method.** The process of analyzing the handbooks was hand coded. I searched for patterns in both Minnesota’s and Indiana’s DOC pre-release handbooks to determine if the six constructs were characterized in each of the chapters. Within the chapters, I took a closer look at the sections of the chapter writing notes in the margins if they consisted of
the six constructs. Also, I implemented manifest coding to search the visible and surface content of the constructs (Bos & Tarnai, 1999).

Next, I selected chapters that included the Functionalism philosophical education orientation that comprised its three constructs: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. Similarly, I also chose the chapters that incorporated the Liberal/Enlightenment philosophical education orientation that embraced its three constructs: (a) critical thinking, (b) thinking freely, and (c) self-examination.

Limitations

There were five limitations of content analysis ranging from how the coding schema was developed to the use of the curriculum (Colorado State University, 2002). First, it may be difficult to achieve an unbiased operationalized coding schema. Another researcher may discover and apply other terminology and constructs that may further improve the coding schema. Second, this study may give the impression of criticizing or justifying Minnesota’s and Indiana’s DOC pre-release handbooks. This was not the case. This was an analytical and exploratory study searching for improvements in correctional education for offenders and society. Third, this study may be considered biased because it involved only two pre-release handbooks; hence, the results may not be representative of all of the states’ DOC pre-release handbooks. This was a possibility because I chose readily and easily accessible pre-release handbooks from the Internet. Other pre-release handbooks were listed on the Internet, but they were not designed for both male and female offenders and consisted of an outline of the state DOC pre-release handbook. Also, some state correctional agencies did not have pre-release handbooks. Furthermore, the qualitative analysis portion of the study involved hand coding. However, since it appeared that this is the first study of its kind, further research could include as many DOCs’ pre-release handbooks as possible and use multiple hand coders for the qualitative portion, reducing this particular limitation.

Fourth, the pre-release handbooks may be considered too complex for the NUDIST computer-assisted program to analyze the pre-release handbooks or provide over simplified results. The pre-release handbooks, although up to 157 pages, were constructed on a level that was easily understandable in contrast to documents such as The Federalist Papers. Fifth and finally, some people may determine that the constructs were not specifically defined or were too specifically defined. If they were defined too broadly it would lead to ambiguity in the study
creating reliability and validity issues (e.g., if a word has synonyms). Conversely, the terms and constructs may be considered oblique or unrecognized because of the poorly defined coding schemas and constructs. If the terms were defined too narrowly, it would lead to the inability of denoting the qualitative aspect in the study creating reliability and validity issues.

**Reliability**

**Quantitative.** The reliability of the measuring procedure was verified according to three factors. First, the reliability of this study was strong because of the implementation of the NUD•IST CAQDAS and the standardized and established Harvard IV-4 and Lasswell dictionaries. The implementation of NUD•IST negated a human coder or intra-rater. NUD•IST increased reliability, verses the use of a human coder, because a trained human code may not be able to repeat the same process in the same fashion. Also, if this study was conducted using human coders, it may not be possible to use the same ones again the next time the study was conducted because one human coder may interpret the handbooks differently from another human coder. Therefore, the established dictionaries were used to develop a standardized coding system, which could be implemented in NUD•IST. This reduced the “ambiguity of word meanings, category definitions, or other coding rules” (Weber, 1990, p. 15). This enabled me to employ a strict coding schema because of the established dictionaries that I used to determine the keywords.

Second, the reliability increased by the testing of the coding schema of the terms. The coding schema was tested and revised to ensure that the definitions for the deductive process of content analysis are the best fit for the documents to be analyzed. These steps were repeated until the accuracy was great enough to continue with the measuring process. Finally, reliability was achieved through assessing the output, which was accomplished by reviewing the correctness of the application of coding. Also, I checked to see if the input of the coding schema was applied correctly to the computer program, ensuring the best results possible.

Through the implementation of the three factors regarding the use of NUD•IST, testing the coding schema, and testing the output of the measuring procedure would not increase vulnerability if the study were to be repeated. Hence, the measuring procedure would produce the same results. The results of the study would remain the same if the measurement process that is described here was implemented.
Qualitative. The reliability of the measuring procedure was verified according to three factors. First, the reliability of this study would be strong because of the implementation the schema that originated from the literature review. The coding schema was standardized and established because they were common constructs established according to standardized definitions as seen in the literature review. Although there was the use of a human coder or intra-rater, the standard and established definitions of the coding schema increased reliability because the coding schema was made up of general constructs verses specific terms. Hence, any human coder would be able to repeat this portion of the study the same way. Therefore, because the coding schema was general, it again reduced the “ambiguity…category definitions, or other coding rules” (Weber, 1990, p. 15).

Validity

The validity of the study was accomplished by ensuring that the measuring process measured the appropriate defined constructs of curriculum design and law-abiding citizenship and the Functionalism and Liberal/Enlightenment philosophical education orientations. This was achieved below by describing each construct and concept. Also, the justification of the coding schemas and the interpretation of the results applied to the constructs. Before revealing individual analysis of quantitative and qualitative analysis validity, first the validity of implementing mixed methods was addressed. First, the use of the same pre-release handbooks for both the quantitative and qualitative analysis, and second, the use of standardized and established terms followed up by employing general constructs increased the overall validity of the mixed methods design.

Curriculum design. The Functionalism philosophical education orientation means that society is broken into parts and forms a structure (The University at Buffalo, 2005) and each structure or part maintains a society (Durkheim, 1933). In order to maintain this type of society, people learn what is necessary for their positions in society. Thus, a traditional curriculum entails trivia or facts (Erickson, 1995) and rote learning (North Central Regional Educational Laboratory, 2006). This ensured the learner learned what was necessary to maintain the particular structure of society (Durkheim, 1933). Also, there was a loss of higher-level learning, and it led to a decline in cognitive and problem solving skills (North Central Regional Educational Laboratory, 2006).
The Liberal/Enlightenment philosophical education orientation promoted critical thinking, meaning that the information learned can be applied to real-world situations. The concept-based curriculum also promoted a similar idea, a utilitarian notion of education, because the learner had the opportunity to understand the information and understand the deeper meaning of the topics and how to apply the concepts to offenders’ lives.

The quantitative analysis of the curriculum design coding schema stemmed from the Functionalism philosophical education orientation that was matched to the Harvard IV-4 and the Lasswell dictionaries to ensure that the definitions of the coding schema correspond to the definitions of Functionalism and Liberal/Enlightenment philosophical education orientations. The results of the curriculum design construct coding schema were applied to the definition of the traditional or concept-based curriculum designs. The results of the coding schema acknowledged that the construct was used in one or both the pre-release handbooks. This construct was represented from the abovementioned description of traditional and concept-based curriculum designs, supported by the Functionalism and Liberal/Enlightenment philosophical education orientation as: (a) ENLIGHTENMNT, (b) EDUCATION, (c) DISCIPLINE #3, (d) KNOWLEDGE, (e) SKILL #1, (f) DISIPLINE #1, (g) PLAY #3, (h) SERVE #1 (i) SOLIDARITY, (j) UNITIY (k) ABNORMAL (l) CITIZEN, (m) OPPORTUNITY, (n) NORMAL, (o) ORDER #2, (p) THIINK #2, and (q) FREEDOM.

The qualitative analysis of the curriculum design coding schema derived from the Functionalism and Liberalism/Enlightenment philosophical education orientations from the literature review, which concentrated on revealing the Functionalism and Liberal/Enlightenment philosophical education orientations. This coding schema was divided into each philosophical education orientation. The Functionalism philosophical education orientation supported the traditional curriculum, which was divided into: (a) social solidarity, (b) social rules and laws, and (c) abilities and opportunities constructs. The Liberal/Enlightenment philosophical education orientation, which supported the concept-based curriculum was divided into: (a) critical thinking, (b) thinking freely, and (c) self-examination constructs.

Law-abiding citizenship. Law-abiding citizenship was defined according to Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), and the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006) as described in the literature review. Law-abiding citizenship’s coding schema was broken down into 12 units. The core eight terms were:
(a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE, which defines what a good citizen or a law-abiding citizen is. As well, the supplementary law-abiding citizenship terms were: (a) STRENGTH, (b) VALUE #2, (c) CHARACTER #1, and (d) CHARACTER #2.

Analyzing the quantitative data discovered whether Minnesota’s and Indiana’s DOC pre-release handbooks promoted law-abiding citizenship. The coding schema was supported by Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006). The coding schema was then matched to the Harvard IV-4 and the Lasswell dictionaries to ensure that the definitions of the coding schema correspond to the meaning of the terms from Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006). The results of this part of the coding schema were applied to the definitions of the traditional and concept-based curriculum designs. The results of the coding schema acknowledged if the construct is covered in both the curricula. Next, I compared the results to the definition of a traditional curriculum to ascertain if either Minnesota’s or Indiana’s DOC curricula resembled traditional or concept-based curriculum designs.

The qualitative data of this part of the study was analyzed to denote whether Minnesota’s and Indiana’s DOC pre-release handbooks promoted law-abiding citizenship, when looked through the philosophical education orientations of Functionalism and Liberal/Enlightenment, and supported by Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2000). The coding schema is then matched to the Harvard IV-4 and the Lasswell dictionaries to ensure that the definitions of the coding schema correspond to the meaning of the terms from Mann (1838), Wynne (1986), Lickona (1993), Hopkins (2002), the U.S. Department of Education (2005), and the Josephson Institute of Ethics (2006). The results of this part of the coding schema were applied to the definition of the traditional and concept-based curriculum designs. The results of the coding schema acknowledged if the constructs were covered in both the curricula. Next, I compared the results to the definition of a traditional and concept-based curriculum designs, ascertaining if either Minnesota’s or Indiana’s curricula resembled a traditional or concept-based curriculum designs, when looked through the philosophical education orientations of Functionalism and Liberal/Enlightenment.
The study applied the research to the level that was being acknowledged by the developers of the pre-release handbooks from Minnesota’s and Indiana’s DOCs of whether they designed pre-release handbooks for the purpose of rote or utilitarianism. Furthermore, the construct of law-abiding citizenship was analyzed to see if the chosen coding schemas were observed in either Minnesota’s or Indiana’s DOC pre-release handbooks. The results discovered the type of curriculum design and whether or not Minnesota’s and Indiana’s DOC pre-release handbooks promote law-abiding citizenship, or “normalization” (Foucault, 1995) and reduce recidivism, when looked through the philosophical education orientations of Functionalism and Liberal/Enlightenment.

Conclusion

I was able to determine the curriculum design and how the goal of correctional education of law-abiding citizenship was promoted by implementing the mixed methods content analysis design in a sequential explanatory technique. Furthermore, I was able to prove that the pre-release handbooks were in alignment with ACA’s purpose of corrections and the DOC mission statements of Minnesota and Indiana. Also, I was able to determine whether or not the curricula met the objectives and needs of society (Chapman, 2002) regarding the purpose of corrections. By working within the research design and including the parameters of the constructs, I was able to control the reliability and validity of this study. This study produced mixed methods results with positive outcomes.
CHAPTER 4

RESULTS

Introduction

The purpose of this study is to discover how Minnesota’s DOC *Making a Successful Transition: Adult Pre-Release Handbook* (2005a) and Indiana’s DOC *Pre-Release Re-Entry Program Offender Handbook* (2005a) answered the three research questions, each of which were looked at through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to both of the philosophical education orientations and curriculum designs and law-abiding citizenship constructs.

First, this study determined how Minnesota’s and Indiana’s DOCs adult offender pre-release handbooks were comprised of the traditional curriculum design and/or the concept-based curriculum design, when looked through the lenses of the philosophical orientations of Functionalism and Liberal/Enlightenment. Second, this study ascertained how either of the pre-release handbooks promoted the correctional education goal of law-abiding citizenship, when looked through the lenses of the philosophical orientations of Functionalism and Liberal/Enlightenment. In addition, this study also determined if Minnesota’s and Indiana’s DOC pre-release handbooks supported their state’s mission statements and whether they met the needs and objectives of society, which related to the purpose of corrections (American Correctional Association, 1986). Third, this study revealed how each of the pre-release handbooks results compared to each other for the abovementioned questions.

This chapter is divided into two main sections. The first section entails the preliminary results of the three research questions. The research questions’ results were fashioned to interpret deductively the descriptive frequency patterns of analysis regarding the curriculum design constructs and law-abiding citizenship. The second section involved qualitative research, which searched for patterns to explain the answers of the research questions through an inductive process. The qualitative section revealed that additional data were essential because the initial results did not ascertain the results needed to answer the research questions.
Quantitative Content Analysis Results

The quantitative content analysis results was divided into eight parts that explained the quantitative, descriptive, frequency analysis of terms associated with the constructs of curriculum design and law-abiding citizenship, when looked through the lenses of philosophical orientations of Functionalism and Liberal/Enlightenment. The first part showed the frequency of the curriculum design construct, which was subdivided into terms and tagged as Functionalism in Minnesota’s DOC pre-release handbook. The second part depicted the frequency of the curriculum design construct, which was subdivided into terms and tagged as Liberal/Enlightenment in Minnesota’s DOC pre-release handbook. The third part revealed the frequency of the core law-abiding citizenship and the supplementary law-abiding citizenship construct, which was subdivided into terms in Minnesota’s DOC pre-release handbook.

The fourth part discovered the frequency of the curriculum design construct, which was subdivided into terms and tagged as Functionalism in Indiana’s DOC pre-release handbook. The fifth part revealed the frequency of the curriculum design construct, which was subdivided into terms and tagged as Liberal/Enlightenment in Indiana’s DOC pre-release handbook. The sixth part showed the frequency of the core law-abiding citizenship, the supplementary law-abiding citizenship construct, which was subdivided into terms in Indiana’s DOC pre-release handbook.

The seventh part divulged how Minnesota’s and Indiana’s DOC pre-release handbooks each support their state’s mission statement and if Minnesota’s and Indiana’s DOC pre-release handbooks both were in alignment with their state mission statement and met the objectives and needs of society (Chapman, 2002). Finally, the eighth part revealed the comparison between Minnesota’s and Indiana’s DOC pre-release handbooks according to the results of the abovementioned parts of this section.

I discovered when looking through the lenses of the philosophical educational orientations of Functionalism and Liberal/Enlightenment, according to specific terminology chosen from the Harvard IV-4 and Lasswell dictionaries, that the handbooks were a combination of Functionalism and Liberal Enlightenment philosophical education orientations. Thus, the designers of each pre-release handbook, consciously or unconsciously, designed the pre-release handbooks to incorporate a combination of traditional and concept-based curricula. Moreover, each of the pre-release handbooks promoted the correctional education goal of law-abiding citizenship, when I looked through the lenses of the philosophical education orientations of
Functionalism and Liberal/Enlightenment, again using specific terminology that related to law-abiding citizenship.

First, both Minnesota’s and Indiana’s DOC pre-release handbooks revealed that they were composed of both the traditional and concept-based curricula. Both Minnesota’s and Indiana’s DOC pre-release handbooks implemented the Functionalism philosophical education orientation that supported the traditional curriculum because of qualities that promoted conforming and that did not provide offenders with the cognitive and problem solving skills necessary for learning and thinking. This primarily was depicted from the results of the term ORDER #2 because it appeared 33 times and was applied to the study 28 times in the Minnesota DOC pre-release handbooks. As well, EDUCATION appeared 28 times and was applied to the study 15 times in Indiana’s DOC pre-release handbook. Followed up with added inquiry, Minnesota’s and Indiana’s DOC pre-release handbooks showed that they were both composed of the traditional and concept-based curricula.

Also, both Minnesota’s and Indiana’s DOC pre-release handbooks employed the Liberal/Enlightenment philosophical education orientation that supported the concept-based curriculum because of qualities that promoted individualism and independence; offenders were able to critically think about the essential understandings of the handbook, which fostered learning norms. This primarily was depicted from the results of the term THINK #2 because it appeared 17 times and was applied all 17 times in Minnesota’s DOC pre-release handbook. As well, THINK #2 appeared 99 times and was applied to the study 99 times in Indiana’s DOC pre-release handbook.

After further investigation, both Minnesota’s and Indiana’s DOC pre-release handbooks depicted that they were composed of the traditional and concept-based curricula. This was justified through the implementation of the concepts of Functionalism and Liberal/Enlightenment. The Functionalism constructs applied were: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. These constructs were applied because they supported the sequence of information. As well, the Liberal/Enlightenment constructs applied were: (a) critical thinking, (b) thinking freely, and (c) self-examination. These constructs were applied because they supported the development of higher education, which allowed for a greater insight into subject matters.
Also, both Minnesota’s and Indiana’s DOC pre-release handbooks showed that they incorporated the Functionalism and Liberal/Enlightenment philosophical education orientations. This was determined because the Functionalism philosophical education orientation was depicted through the term ORDER #2, which appeared and was applied to the study 28 out of 33 times in Minnesota’s DOC pre-release handbook. ORDER #2 was referenced to the Functionalism philosophical education orientation because everything had a place or a role to play, which sustained the equilibrium in society. Also, the Liberal/Enlightenment philosophical education orientation was depicted through the term EDUCATION, which appeared 28 times and 15 times the term was applied to the study in Indiana’s DOC pre-release handbook. EDUCATION referred to the Functionalism physiological orientation because education perpetuated the survival of society.

The Liberal/Enlightenment philosophical education orientation was depicted through the term THINK #2, which appeared and was applied to the study 17 out of 17 times in Minnesota’s DOC pre-release handbook. On the other hand, THINK #2 appeared 99 times and each time the term was applied to the study in Indiana’s DOC pre-release handbook. Both terms referred to the Liberal/Enlightenment philosophical education orientation because education allowed people to think freely.

Upon further inspection, the results divulged that both Minnesota’s and Indiana’s DOC pre-release handbooks still incorporated both the Functionalism and Liberal/Enlightenment philosophical education orientations. This was supported as the abovementioned results. The results were shown through examples used to support the Functionalism constructs: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. Similarly, the results were compounded by examples that supported the use of the Liberal/Enlightenment constructs: (a) critical thinking, (b) thinking freely, and (c) self-examination.

Second, both Minnesota’s and Indiana’s DOC pre-release handbooks disclosed that they both promoted the correctional goal of law-abiding citizenship. Four of 12 terms applied to Minnesota’s DOC pre-release handbook. This was depicted through the term RESPONSIBILITY, which appeared and was applied to the study 16 of 16 times in Minnesota’s DOC pre-release handbook. Similarly, in Indiana’s DOC pre-release handbook three of 12 law-abiding citizenship terms applied to the handbook. For instance, RESPONSIBILITY appeared 16 of 17 times in Indiana’s DOC pre-release handbook.
After further investigation, it was shown that both Minnesota’s and Indiana’s DOC pre-release handbooks revealed that they promoted the correctional goal of law-abiding citizenship. This was reaffirmed when each of the handbooks were applied to the core law-abiding citizenship constructs, and when each handbook was looked through the Functionalism and Liberal/Enlightenment philosophical education orientations. The core law-abiding citizenship constructs applied were: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE.

Third, both Minnesota’s and Indiana’s DOC pre-release handbooks revealed that they supported each of their state’s mission statement and the needs and the objectives of society through quantitative research. This verified that the purpose of corrections was also met. This was proven through the use of all the terms that applied to law-abiding citizenship as stated above. However because of the aforementioned information, further investigation was needed.

Also, subsequent qualitative research concluded that both Minnesota’s and Indiana’s DOC pre-release handbooks did support each of their state’s mission statement and objectives of society. Again, this verified that the purpose of corrections was met. These results arose established because the core law-abiding citizenship constructs applied of: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE were applied to the Functionalism constructs of: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities and the Liberal/Enlightenment constructs of: (a) critical thinking, (b) thinking freely, and (c) self-examination.

In summary, I determined the curriculum design, philosophical educational orientation, and how the goal of correctional education of law-abiding citizenship was promoted by implementing the mixed methods content analysis design in a sequential explanatory technique. Furthermore, I proved that the pre-release handbooks were in alignment with the American Correctional Association (ACA) purpose of corrections and the DOC mission statements of Minnesota and Indiana. This was accomplished through reviewing all of the constructs that represented the Functionalism and Liberal/Enlightenment philosophical education orientations in conjunction with the core law-abiding citizenship construct. Also, I revealed that the pre-release curriculum of Minnesota’s and Indiana’s DOCs met the objectives and needs of society.
(Chapman, 2002) regarding the purpose of corrections to “enhance social order and public safety” (American Correctional Association, 1986, p. 58). This was achieved through the alignment of the pre-release handbooks to their state’s DOC mission statement and ACA’s (1986) purpose of corrections.

**Minnesota’s Results**

The results of the first research question provided evidence that the data illustrated that Minnesota’s DOC pre-release handbook was a combination of traditional and content-based curriculum designs that promoted the correctional educational goal of law-abiding citizenship.

**Functionalism.** A total of 13 terms were processed through NUD●IST; however, eight appeared in Minnesota’s DOC pre-release handbook and seven applied to the study. The terms that did not appear in Minnesota’s DOC pre-release handbook to represent the Functionalism philosophical education orientation were: (a) ABNORMAL, (b) DISIPLIINE #1, (d) SOLIDAITY, (e) UNITY, (f) DISICPLINE #3. The term that appeared but did not apply in the study was NORMAL (see Table 9).

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The following terms listed below appeared and were applied to Minnesota’s DOC pre-release handbook. They were presented in the order of frequency. The terms originated from the literature review and were defined according to the Harvard IV-4 and Lasswell dictionaries to provide a standardized word list aiding in the replication of the study.
ORDER #2 was defined as a “[c]ondition or sequence in general, proper condition or sequence, an arrangement or system of” (General Inquirer, 2006, para. 7215). ORDER #2 related to the Functionalism philosophical education orientation because everything had a place or a role to play to sustain the different parts of society. The Functionalism philosophical education orientation was characterized by a concern for social order and harmony, and for a healthy society to exist, people must abide by normative behaviors or the social laws and rules of society.

ORDER #2 appeared 33 times in the 144-page Minnesota’s DOC pre-release handbook, and it applied to the Functionalism philosophical educational orientation 28 times. In Chapter 1: Identification, ORDER #2 appeared four times. Each of the four times the term referred to a condition of the courts, such as a court order (p. 4-5, 7). In Chapter 3: Employment, the term was referred to once as a sequence by showing an example of a résumé and how the offenders should list everything in order or sequentially on their résumé (p. 37). In Chapter 5: Money Management, ORDER #2 was applied once out of five times. The term applied to the definition asking a question of what the minimum balance was to be maintained in order to prevent incurring interest (p. 80). In Chapter 6: Education, on page 103, ORDER #2 appeared once referring to following a sequence of rules to receive financial aid for going to college. In Chapter 8: Family and Friend Relationships, ORDER #2 appeared 19 times and each time ORDER #2 referred to a condition of the courts, such as a court order (p. 125, 127-129). In Chapter 10: Living Under Supervision, ORDER #2 was mentioned three times and twice the term referred to a condition of the courts (p. 141).

EDUCATION was defined as the “act or process of imparting or acquiring knowledge—a degree, level, or kind of schooling” (General Inquirer, 2006, para. 3378). EDUCATION related to the Functionalism philosophical education orientation because education was needed for society to prolong. Hence, EDUCATION helped people obtain skills and knowledge they needed for daily activities, such as completing job applications and managing personal finances.

EDUCATION appeared 32 times in Minnesota’s DOC pre-release handbook, and 16 times the term pertained to the definition. In Chapter 3: Employment, EDUCATION was applied two out of 12 times. First, on page 39, EDUCATION referenced imparting knowledge, and second, on page 48, the term referenced gaining knowledge. In Chapter 6: Education,
EDUCATION was applied 10 of 11 times. Each instance the term was used, it referred to gaining knowledge.

On page 124 in Chapter 8: *Family and Friend Relationships*, EDUCATION was applied two out of three times according to a level of education. In Chapter 10: *Living Under Supervision*, EDUCATION appeared twice, and both times referred to gaining education (p. 138, 143).

KNOWLEDGE was defined as a “[f]amiliarity with or understanding of facts, principles…what is known” (General Inquirer, 2006, para. 5888). KNOWLEDGE related to the Functionalism philosophical education orientation because people needed to have the understanding of facts that guide the social laws and rules of society for it to sustain itself.

KNOWLEDGE appeared nine times in Minnesota’s DOC pre-release handbook, but referred to the definition seven times. In Chapter 3: Employment, KNOWLEDGE was used four of six times. On page 37, each time the term within an example of a résumé section referred to a list of skills. Also, KNOWLEDGE referred to having a superior or a reference, who was familiar with the offender, so that they could be called upon when the offender applied for a job (p. 45).

In Chapter 6: Education, KNOWLEDGE appeared and was applied all three times. First, the term was applied to a list of basic abilities that were beneficial in acquiring a job, such as familiarity and understanding of medical knowledge (p. 100). Second, KNOWLEDGE was referred to as power, meaning familiarity and understanding of the fact; thus, education was “the key to a better life” (Minnesota Department of Corrections, 2005, p. 101). Third, the term was referred to the ability to show familiarity and understanding of facts that pertained to achievement tests and that showed familiarity and understanding of facts relating to a “range of academic subjects” (Minnesota Department of Corrections, 2005, p. 101).

OPPORTUNITY was defined as a “good position, chance or prospect” (General Inquirer, 2006, para. 7194). OPPORTUNITY related to the Functionalism philosophical education orientation because those who learned to be good citizens took on opportunities to live their lives to the fullest. Offenders who created and used opportunities improved their chances of becoming good citizens by maximizing their time efficiently.

OPPORTUNITY appeared six times, but the term was only referenced to offenders pertaining to a chance or prospect four times. In Chapter 2: Housing, on page 11,
OPPORTUNITY appeared once and was applied to those going to a halfway house because offenders placed there were in a better position to reenter society. In Chapter 3: Employment, OPPORTUNITY appeared five times, but was applied three times. First, “We Are An Equal Opportunity Employer” was represented on a sample Minnesota employment application, which meant that whomever applied for a position had an equal chance of getting the position according to the information presented on the form. Second, OPPORTUNITY was mentioned in an example of how not to generalize when writing a résumé. For instance, “‘[a] challenging position enabling me to contribute to organizational goals while offering an opportunity for growth and advancement’” (Minnesota Department of Corrections, 2005, p. 33). Third, the term referred to a chance to network when offenders volunteered at an organization (p. 42). Third, on page 49, the term was referenced to offenders because the Minnesota Work Opportunity Tax Credit program increased prospects for offenders to find jobs.

SKILL #1 was defined as an acquired ability (General Inquirer, 2006, para. 9491). SKILL #1 was referenced to the Functionalism philosophical education orientation because learners were tracked during school according to their skill levels. This division influenced their future occupations.

SKILL #1 was applied four of four times in Chapter 6: Education. The first three times SKILL #1 was used, on page 100, it was in reference to an ability that was explained under the topic of education and marketable skills that the offenders would want to learn through education for obtaining a job or a better job. The fourth time the term was applied, it related to a question to see if offenders knew what a marketable skill or ability was (p. 105).

CITIZEN was defined as a “member of a nation, state, city, or other political body” (General Inquirer, 2006, para. 1760). CITIZEN related to the Functionalism philosophical education orientation because the primary purpose of education was to create citizens. Also, the Functionalism philosophical education orientation presented what defined a good citizen of the U.S.: This was a citizen who lived to their potential and took advantages of opportunities that were afforded to them.

CITIZEN appeared and was applied all three times. The term was applicable to the offender in the text. In Chapter 1: Identification, CITIZEN appeared twice in reference to primary identification forms to prove that the offender was a citizen of the U.S. (p. 6). Similarly, the term was applied to registered offenders (p. 141).
SERVE #1 was defined to “work for, be of assistance, or do one’s duty; to answer the purpose of, function as” (General Inquirer, 2006, para. 9215). This related to the Functionalism philosophical education orientation in the sense that each person and/or group of people played a role or made a commitment to their duties that kept a society from perishing. These roles acted to reinforce social solidarity, social laws, and social roles.

SERVE #1 appeared twice and was applied twice in the 147-page Minnesota DOC pre-release handbook. In Chapter 2: Housing, SERVE #1 referred to a center that served “as a source of information, and a daytime shelter” (Minnesota Department of Corrections, 2005, p. 10). In other words, the center was the same as a group of people assisting or functioning to assist those in need. In Chapter 3: Employment, job-seeking skills were listed and the handbook made a point that when offenders volunteered their time they demonstrated a “positive work ethic,” which acted as a method of obtaining a job (Minnesota Department of Correction, 2005, p. 42).

Liberal/Enlightenment. A total of nine terms were run through NUD●IST; however, seven terms appeared in Minnesota’s DOC pre-release handbook, and four terms applied to the study. The terms that did not appear representing Liberal/Enlightenment philosophical education orientation were: (a) DISCIPLINE #3 and (b) ENLIGHTENMENT. The terms that appeared, but that did not apply to the study were: (a) CITIZEN (b) FREEDOM, and (c) PLAY #3 (see Table 10).

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The following terms listed below were applicable and applied to Minnesota’s DOC pre-release handbook. They were presented in the order of frequency. The terms originated from the literature review and were defined according to the Harvard IV-4 and Lasswell dictionaries to provide a standardized word list to aid in the replication of the study.

EDUCATION was defined as the “act or process of imparting or acquiring knowledge—a degree, level of kind of schooling” (General Inquirer, 2006, para. 3378). EDUCATION related to the Functionalism philosophical education orientation because education was necessary for society to survive. Hence, EDUCATION helped people obtain skills and knowledge necessary for daily life, such as finding a job and managing their finances.

EDUCATION appears 32 times in Minnesota’s DOC pre-release handbook. Sixteen times the term pertains to the definition. In Chapter 3: Employment, EDUCATION is applied two out of 12 times. First, on page 39, EDUCATION references imparting knowledge, and second, on page 48, the term is referenced to gaining knowledge. In Chapter 6: Education, EDUCATION is applied 10 of 11 times. Each time the term is used, it refers to gaining knowledge.

On page 124 in Chapter 8: Family and Friend Relationships, EDUCATION is applied two out of three times, according to a level of education. In Chapter 10: Living Under Supervision, EDUCATION appears twice, and both times refers to gaining education (p. 138, 143).

THINK #2 is defined as promoting critical thinking; “to conceive, imagine, cogitate, contemplate, [and] talk to oneself” (General Inquirer, 2006, para. 10511). THINK #2 refers to the Liberal/Enlightenment philosophical education orientation because education gives people the ability to think freely. As well, those who think become sensitive and alert to their surroundings.

THINK #2 appears 17 times and 17 times it references conceiving an idea or contemplating a situation. The term THINK #2 appears in Chapter 2: Housing twice. On page 10, THINK #2 refers to offenders thinking where they are going to live, and again on page 18, offenders are to THINK #2 about if they are going to purchase a new home and how long will they live in it.

In Chapter 3: Employment, THINK #2 is applied five times in reference to the definition THINK #2. First, the term refers to offenders thinking about their self-management skills (p.
22). Second, the term applies to what people contemplate about education, on p. 27. Third, THINK #2 is used in a question posed to offenders to make them think about a specific job (p. 51). Fourth, the term is applied to offenders through contemplating clearly and gathering information to solve a problem (p. 62). Finally, THINK #2 means that offenders consider themselves to be problem-solvers (p. 62).

In Chapter 5: Money Management, THINK #2 appears four times. Each time offenders are asked to think about their needs, referring to money management (p. 69, 72, 74, 76). In Chapter 7: Health & Life Skills, under the topic of handling conflict, the offenders are encouraged to think before they speak to family or friends to reduce or prevent conflict (p. 115). In Chapter 10: Living Under Supervision, THINK #2 appears five times that depict five ways thinking could get offenders in trouble, suggesting that if offenders were not try to improve their lives they would get in trouble with the criminal justice system (p. 142-143). For example, if offenders imagine “‘what is the use in trying’” (Minnesota Department of Corrections, 2005, p.142). As well, THINK #2 is used to show how offenders could succeed in their supervision program. For example, offenders are taught to “[t]ake time to think things through” (Minnesota Department of Corrections, 2005, p. 143).

SKILL #1 is defined as an ability that is usually acquired (General Inquirer, 2006, para. 9491). SKILL #1 refers to the Liberal/Enlightenment philosophical education orientation because the abilities could be applied to society. Furthermore, such skills enable individuals to function for themselves and to think freely.

SKILL #1 is applied four out of four times in Chapter 6: Education. The first three times SKILL #1 is used, on page 100, it is in reference to an ability explained under the topic of education and marketable skills, which the offenders may want to learn through education for obtaining a better job. The fourth time SKILL #1 is applied to a question, it asks if offenders have knowledge of what a marketable skill or ability is (p. 105).

ATTITUDE is defined as “[m]anner, disposition, feeling, position…with regard to a person, thing or idea” (General Inquirer, 2006, para. 783). ATTITUDE relates to the Liberal/Enlightenment philosophical education orientation because offenders are enlightened about attitudes. Hence, offenders are taught to think critically when in particular situations that bring about various attitudes, which cause them to be sensitive and alert to their environment.
ATTITUDE is found three times in the text and twice it relates to acquiring a particular disposition. In Chapter 3: Employment, there are suggestions regarding positive things to do when on a job interview. For instance, offenders should have a “positive attitude” while on a job interview (Minnesota Department of Corrections, 2005, p. 55). The heading “Communicate Your Best Attitude” means that offenders should present their best disposition (Minnesota Department of Corrections, 2005, p. 56). Also, on page 58, it is mentioned that the offenders should not have a boastful attitude, especially on their job interview.

**Law-abiding citizenship.** A total of 12 terms are processed through NUD•IST; however, six terms appear in Minnesota’s DOC pre-release handbook, and four terms apply to the study. The terms that are not germane to law-abiding citizenship are: (a) CHARACTER #2, (b) COMPASION, (c) COURAGE, (d) DISCIPLINE #3, (e) INTEGRITY, and (f) PERSEVERE. The terms that appear, but are not applicable are: (a) STRENGTH and (b) VALUE #2. The following terms listed below are applicable and were applied to Minnesota’s DOC pre-release handbook. They are presented in the order of frequency (see Table 11).

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</table>

The terms originate from the literature review and are defined according to the Harvard IV-4 and Lasswell dictionaries which provide a standardized word list, aiding in a the replication of the study.
RESPONSIBILITY is referred to as an “[o]bligation or duty, control or management of something, liability in case of failure” (General Inquirer, 2006, para. 8654). RESPONSIBILITY relates to law-abiding citizenship because this term is derived from honesty, compassion, and respect, which include both personal and public responsibilities. Furthermore, responsible citizens live to their fullest potential through education.

RESPONSIBILITY appears 16 times, and 16 times it relates to the definition. In Chapter 2: Housing, RESPONSIBILITY refers to obligations, relating to home ownership that include making payments on a house and maintaining the house; thus, the offenders show respect for their community (p. 18). In Chapter 3: Employment, on page 47, RESPONSIBILITY is depicted in an exercise for offenders to learn how to be liable for their actions. Also, the offenders are taught how to accept obligations in the work place (p. 62).

In Chapter 5: Money Management, the handbook points out the relationship between offenders and their money is their responsibility (p. 69). On page 94, offenders learn to be responsible for their finances even if they have a joint account with another person. In Chapter 8: Family and Friend Relationships, RESPONSIBILITY discusses how children, who are not taught about morals and values, may grow up without understanding the sense of obligation (p. 124). The term is applied to the courts that decide each parent’s obligation regarding a child, on page 132. Also, it is the offenders’ obligation to report to the child support office if they became re-incarcerated (p. 132). Again, on page 133, the aforementioned statement was mentioned again.

In Chapter 9: Restorative Justice, RESPONSIBILITY is used four times (p. 134-135). All four times, the offenders should uphold their obligations and admit to their actions. In Chapter 10: Living Under Supervision, on page 137, offenders have the duty to inform their caseworkers of their address upon release from incarceration. Similarly, offenders have the duty to know the laws, such as those pertaining to sex offenders. For instance, twice the handbook states that sex offenders are obligated to keep their registration with law enforcement upon completion of their supervised release (p. 140).

RESPECT #1 is defined as to “hold in esteem--esteemed” (General Inquirer, 2006, para. 8642). RESPECT #1 refers to law-abiding citizenship though respect of not only oneself, but also to others, things, and ideas. Also, RESPECT #1 includes the notion of admiration and esteem rather than compassion.
RESPECT #1 appears in Minnesota’s DOC pre-release handbook six times and all instances of the word apply to the definition. In Chapter 3: *Employment*, if offenders become reliable and dependable, their employer would hold them in esteem (p. 59). Also, it is mentioned that offenders should hold their co-workers in esteem (p. 59). On page 60, it is again mentioned to get along with others. Also, if offenders act with “[g]race under fire,” others could hold them in esteem (Minnesota Department of Corrections, 2005, p. 62). In Chapter 8: *Family and Friend Relationships*, on page 123, refers to offenders who esteem their children. In Chapter 10: *Living Under Supervision*, RESPECT #1 suggests that offenders who hold their probation officers in esteem may have a successful release plan (p. 143).

HONEST #1 is defined as “[t]ruthful, genuine” (General Inquirer, 2006, para. 5081). HONEST #1 relates to law-abiding citizenship because one must be truthful with not only others, but also oneself. Moreover, HONEST #1 is noted as the cornerstone of a law-abiding citizen.

HONEST #1 appears four times in Minnesota’s DOC pre-release handbook, and each time it refers to the definition. In Chapter 2: *Housing*, when offenders are taught to look for housing, many property managers may ask them if they have committed a crime in a residence. The handbook recommends that offenders should always answer truthfully (p. 13).

In Chapter 3: *Employment*, HONEST #1 refers to offenders giving truthful answers when they are on an interview (p. 56). In Chapter 8: *Family and Friend Relationships*, under a topic for incarcerated parents, it is encouraged that offenders be truthful with their children, depending on their age (p. 123). In Chapter 10: *Living Under Supervision*, on page 143, offenders are told that one way for them to have a successful supervision program is to live a genuine life.

CHARACTER #1 refers to the “aggregated of qualities which distinguishes one person from another” (General Inquirer, 2006, para. 1656). CHARACTER #1 is related to law-abiding citizenship because it is the same as INTEGRITY.

CHARACTER #1 appears once in the 144-page Minnesota DOC pre-release handbook. In Chapter 3: *Employment*, it refers to the offenders’ potential supervisor who may call someone to tell them if they possess distinguishing qualities for the job (p. 45).

**Conclusion**

In answering the first research question the results reveal that although not all of the terms chosen appear in the text and not all terms chosen applied to the text, some terms did appear and applied to Minnesota’s DOC pre-release handbook. First, the analysis of the
quantitative data demonstrates that Minnesota’s DOC pre-release handbook supports the traditional curriculum, when looking through the lens of the philosophical education orientation of Functionalism, as evidenced by a search of specific terminology relating to the philosophical education orientation of Functionalism curriculum design. The terms under the construct curriculum design, tagged as Functionalism, result in:
(a) ORDER #2--28/33, (b) EDUCATION --9/32, (c) KNOWLEDGE--7/9, (d) OPPORTUNITY--4/6, (e) SKILL #1--4/4, (f) CITIZEN--2/3, and (g) SERVE #1--2/2 (see Table 12).

Second, the analysis of the quantitative data shows that Minnesota’s DOC pre-release handbook supports the concept-based curriculum, when looking through the lens of the philosophical education orientation of Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the philosophical education orientation of Liberal/Enlightenment curriculum design. The terms under the construct curriculum design, tagged as Liberal/Enlightenment resulted, in: (a) EDUCATION--9/32, (b) THINK #2--17/17, (c) SKILL #1--4/4, and (d) ATTITUDE--3/3 (see Table 13).

Third, the analysis of the quantitative data divulges that Minnesota’s DOC pre-release handbook supports the correctional education goal of promoting law-abiding citizenship, when looking through the lens of the philosophical education orientation of Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the law-abiding citizenship. The terms under the law-abiding citizenship construct result in: (a) RESPONSIBILITY--16/16, (b) RESPECT #1--6/6, (c) HONEST #1--4/4, and (d) CHARACTER #1--1/1 (see Table 14).

Table 12: Summary of Frequency of Functionalism Terms in Minnesota’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Terms</th>
<th>Terms Applied</th>
<th>Terms Appeared</th>
</tr>
</thead>
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<tr>
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<tr>
<td>SERVE #1</td>
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</table>
Table 13: Summary of Frequency of Liberal/Enlightenment Terms in Minnesota’s DOC Pre-Release Handbook

<table>
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<th>Terms</th>
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<td>3</td>
</tr>
</tbody>
</table>

Table 14: Summary of Frequency of Law-Abiding Citizenship Terms in Minnesota’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Terms</th>
<th>Terms Applied</th>
<th>Terms Appeared</th>
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</tr>
</tbody>
</table>


In summary, the abovementioned results support that Minnesota’s DOC pre-release handbook curriculum for adult offenders pertains to both the traditional and concept-based curriculum designs and promotes the correctional education goal of law-abiding citizenship. The results occur when looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the philosophical education orientations of Functionalism and Liberal/Enlightenment curriculum designs and law-abiding citizenship.

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Traditional Curriculum Design</th>
<th>Concept-Based Curriculum Design</th>
<th>Law-Abiding Citizenship</th>
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<td>-</td>
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</tr>
<tr>
<td>Housing</td>
<td>-</td>
<td>X</td>
<td>X</td>
</tr>
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<td>Employment</td>
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<td>X</td>
<td>X</td>
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<tr>
<td>Transportation</td>
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<td>-</td>
<td>-</td>
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<td>Money Management</td>
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<td>Education</td>
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<td>-</td>
</tr>
<tr>
<td>Family and Friend Relationships</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>-</td>
<td>-</td>
<td>X</td>
</tr>
<tr>
<td>Living Under Supervision</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

**Indiana’s Results**

The answer the second research question indicated the data illustrates that Indiana’s DOC pre-release handbook is a combination of traditional and content-based curriculum designs that promote the correctional educational goal of law-abiding citizenship.

**Functionalism.** A total of 12 terms are run through NUD●IST. Seven terms appear in Indiana’s DOC pre-release handbook and six terms apply to the study. The terms not
represented, according to the Functionalism philosophical education orientation include: (a) ABNORMAL, (b) DISCIPLINE #3, (c) DISCIPLINE #1, (d) SERVE #1 (e) SOLIDATITY, and (f) UNITY, and one term that appears, but that does not apply is NORMAL (see Table 16).

The following terms that appear in Indiana’s DOC pre-release handbook are presented below. They are presented in the order of frequency. The terms originally stem from the literature review and are defined according to the Harvard IV-4 and Lasswell dictionaries to provide a standardized list of terms to aid in the replication of the study.

<table>
<thead>
<tr>
<th>Words</th>
<th>Terms Appeared</th>
<th>Terms</th>
<th>Terms Applied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education</td>
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<td>EDUCATION</td>
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</tr>
<tr>
<td>Discipline</td>
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<td>DISCIPLINE #3</td>
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<td>Discipline</td>
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</tr>
<tr>
<td>Order</td>
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<td>ORDER #2</td>
<td>8</td>
</tr>
</tbody>
</table>

EDUCATION is defined as the “act or process of imparting or acquiring knowledge—a degree, level or kind of schooling” (General Inquirer, 2006, para. 3378). EDUCATION relates to the Functionalism philosophical education orientation because education is necessary for society to survive. Hence, EDUCATION aids people obtain skills and knowledge necessary for their daily activities, such as completing résumés and handling their money.

EDUCATION appears 28 times in Indiana’s DOC 157-page pre-release handbook, but the term applies to the definition 15 of 28 times. In the introduction of the handbook, EDUCATION appears twice but relates to the definition once. In the introduction, EDUCATION refers to acquiring knowledge (p. 11). In the Preparing, Searching, &

55 I added page numbers to Indiana’s DOC pre-release handbook because it had no page numbers.
Maintaining Employment section, the term appears nine times, but it is applied five times. On page 91, EDUCATION is applied two times. First, EDUCATION is applied in reference to the level of education. Second, EDUCATION refers to the attainment of knowledge. On pages 99 and 100, the term is applied three times in reference to a person’s education level. Also, in the Education section, EDUCATION appears 16 times, but it applies to the definition nine times. Eight of the nine times EDUCATION refers to acquiring knowledge (p. 113-116). One of the nine times EDUCATION refers to the level of education, on page 113.

ORDER #2 is defined as a “[c]ondition or sequence in general, proper condition or sequence, an arrangement or system of” (General Inquirer, 2006, para. 7215). ORDER #2 relates to the Functionalism philosophical education orientation because everything has a place or a role to play to sustain the different parts of society. The Functionalism philosophical education orientation is characterized by a concern for social order and harmony, and for a healthy society to exist, people must abide by normative behaviors or the social laws and rules of society.

ORDER #2 appears 15 times, and eight of the times it reflects the definition. In the introduction, ORDER #2 appears and is applied once as a condition of not attending the pre-release program (p. 5). In the Social Identification section ORDER #2 is applied five of seven times. On page 14, the term refers to the proper condition of obtaining an Indiana Driver’s License. As well, the term refers to as a condition for proof of identification (p. 14-15, 20). Also, ORDER #2 is used as a condition for a “search to be completed” (Indiana Department of Correction, 2005a, p. 27).

In the Preparing, Searching, & Maintaining Employment section, ORDER #2 appears five times, but it applies once to the definition. On page 97, ORDER #2 is used as a condition to obtain records. In the Managing Finances section, ORDER #2 appears and applies once. It is applicable to the definition, and the term is referenced when the offenders arrange their finances, on page126.

KNOWLEDGE is defined as a “[f]amiliarity with or understanding of facts, principles…what [is] known” (General Inquirer, 2006, para. 5888). KNOWLEDGE relates to the Functionalism philosophical education orientation because people should have the understanding of facts that guide the social laws and rules of society for it to sustain itself.
KNOWLEDGE appears seven times, but it applies to the definition six times. In the Preparing, Searching, & Maintaining Employment section, KNOWLEDGE appears and is applied all three times. It refers to the familiarity and understanding of facts (p. 96, 100, 107). In the Education section, KNOWLEDGE appears four times and three times it pertains to the familiarity and understanding of facts, on pages 114-115.

OPPORTUNITY is defined as a “good position, chance or prospect” (General Inquirer, 2006, para. 7194). OPPORTUNITY relates to the Functionalism philosophical education orientation because those who learn to be good citizens take on opportunities to live their lives to the fullest. Offenders who create and use opportunities improve their chances to become good citizens because they maximize their time efficiently.

OPPORTUNITY is applied all five times and refers to a chance. In the introduction, offenders have plenty of chances to gather information when they network. In the Decisions Good or Bad section, OPPORTUNITY is seen twice (p. 39). First, OPPORTUNITY is used in an example for offenders to learn that parole is a prospect aiding them to avoid troubles upon release from incarceration. Second, the term applies to probation or parole, providing chances for offenders to prove themselves.

In the Preparing, Searching, & Maintaining Employment section, OPPORTUNITY appears and is applied once. Under a section of tips for offenders about writing their résumé, the handbook mentions that the offenders write their employment object by seeking prospects for growth (p. 100). On page 115, in the Education section, OPPORTUNITY is mentioned once. The term means that an education refers to as a chance to obtain a better job.

SKILL #1 is defined as an ability that is usually acquired (General Inquirer, 2006, para. 9491). SKILL #1 is referenced to the Functionalism philosophical education orientation because learners are divided at school according to their skill levels. This division influences their future occupations.

SKILL #1 appears five times and each time it relates to the definition. Also, each section below mentions SKILL #1 once. In the Healthy Relationships section, SKILL #1 refers to offenders mastering the ability to communicate, aiding in improved relationships (p. 47). In the Preparing, Searching, & Maintaining Employment section, SKILL #1 is referenced to offenders’ ability to make enlightened decisions (p. 92). In the Education section, on page 113, the heading “Education and Skill Enhancement” refers to a topic that explores how to enhance the offenders’
abilities regarding education. In the *Health & Well-Being and Dealing with Addition/Triggers*, on page 143, offenders learn about the ability of saying “no” because it shows the offenders how to control their lives and learn how to think for themselves. Also, on the same page, the ability to say “no” is applied again, but this time offenders were to write how they can say “no” to something or someone.

*CITIZEN* is defined as a “member of a nation, state, city, or other political body” (General Inquirer, 2006, para. 1760). *CITIZEN* relates to the Functionalism philosophical education orientation because the primary purpose of education is to create citizens. Also, the Functionalism philosophical education orientation presents what defines a good citizen of the U.S. This is a citizen who lives to his or her potential and takes advantages of opportunities that are afforded to him or her.

*CITIZEN* appears four times throughout Indiana’s DOC pre-release handbook; however, it applies to the definition three times. In the introduction section, on page 1, *CITIZEN* refers to the offenders who become productive people of the U.S. society. In the *Social Identification* section, *CITIZEN* refers to being a part of the U.S. nation (p. 21, 23).

**Liberal/Enlightenment.** A total of nine terms were run through NUD•IST, but seven terms appear in Indiana’s DOC pre-release handbook and four terms apply to the study. The terms that do not represent the Liberal/Enlightenment philosophical education orientation are: (a) DISCIPLINE #3 and (b) ENLIGHTEMENT, and terms that appear, but did not apply include the following: (a) CITIZEN, (b) FREEDOM, and (c) PLAY #3 (see Table 17).

<table>
<thead>
<tr>
<th>Words</th>
<th>Words Appeared</th>
<th>Terms</th>
<th>Terms Applied</th>
</tr>
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</table>
The following terms that appear in Indiana’s DOC pre-release handbook are presented below. They are presented in the order of frequency. The terms originally stem from the literature review and are defined according to the Harvard IV-4 and Lasswell dictionaries, which provide a standardized list of terms to aid in the replication of the study.

THINK #2 is defined as promoting critical thinking “to conceive, imagine, cogitate, contemplate, [and] talk to oneself” (General Inquirer, 2006, para. 10511). THINK #2 refers to the Liberal/Enlightenment philosophical education orientation because education allows people the ability to think freely. In addition, people who think become sensitive and alert to their environment.

THINK #2 appears 99 times throughout Indiana’s DOC pre-release handbook and each times the term references the definition. In the introduction, THINK #2 appears three out of six times. On page 9, THINK #2 applies to offenders who need to contemplate their goals, accomplishments, and plans for success because they do not have much time before they released from incarceration. Also, the offenders are taught to contemplate what and who are important to them, especially those who are important to them (p. 10).

In the Social Identification section, THINK #2 appears once. THINK #2 means that if the offenders perceive that they are qualified for Social Security benefits, they should call the Social Security office to inquire about benefits (p. 18).

In the Decisions Good and Bad section, THINK #2 appears 16 times. On page 35, offenders should contemplate how to handle challenges and barriers. An exercise entitled, “Stop and Think” ends a section, and it promotes offenders to think about what they have learned so far (p. 36). THINK #2 is referred to four times (p. 37). Offenders are not only taught to contemplate what they learned, but also why it is important to contemplate challenges and changes. The handbook recommends that contemplating challenges and changes assist offenders in planning a successful future. After the offenders list some potential challenges, the offenders are asked to contemplate the possibilities of how their attitudes would affect their handling of the challenges.

On page 38, THINK #2 is depicted in a diagram that teaches offenders how to contemplate, feel, and behave. Also, THINK #2 refers to an example given that asks the

56 I added page numbers to Indiana’s DOC pre-release handbook because it had no page numbers.
offenders to describe how the character, Nate’s, feelings affected his probation. In another example, Peggy expresses the rules of parole and how they will help her avoid trouble. For example, Peggy learns that being on probation will allow her to work on contemplating her behavior before she acts upon it.

Offenders then are asked a question about the aforementioned example of cogitating how Peggy’s feelings affect how she copes with parole (p. 39). The handbook offers a suggestion that Peggy will contemplate the benefits of parole, such as improving her attitude. Furthermore, at the end of the example, a list is provided regarding probation or parole. For example, an employer may see offenders as reliable if they follow the rules of probation or parole. Also, at the end of the section, a “Stop-Think” exercise makes offenders contemplate what they learned so far (p. 40). As well, the handbook mentions the importance of conceiving plans for coping, and the conditions of being on probation or parole.

In the Healthy Relationships section, THINK #2 appears 28 times. On page 44, THINK #2 appears twice, and it refers to the subject of relationships. Also, the handbook points out to offenders that when two people are together they could conceive of different thoughts, and that when offenders take another’s perspective into consideration they learn that they consider what the other person cogitates. On page 45, THINK #2 is used three times. Offenders are asked to contemplate the people that are in their lives and the people that would be in their lives after incarceration. An exercise then is given to the offenders requesting them to contemplate how those people feel about the offenders and to circle those terms listed in the exercise.

THINK #2 is used two times on page 46. Under the heading “Effective Communication,” offenders are taught that positive relationships with others stem from cogitating other points of view. Also, a point is made to the offenders that when they use “I” in a statement, they are speaking about what they think. It is brought to the offenders’ attention that some people contemplate that anger is an emotion, while others believed that it is a response to a feeling (p. 47). At the end of the section, there is a “Stop-Think” exercise where offenders contemplate what they learned and thought about what really goes on (p. 48). Next, THINK #2 refers to thinking before responding. A diagram expresses the steps of controlling the offenders’ behaviors to ponder what they feel, and then behave appropriately.

Under another “Stop-Think” exercise, a question asks the offenders to contemplate and review what they learn (p. 49). Referring to the next “Stop-Think” exercise, the aforementioned
question is repeated (p. 50). Also, referring to the previous stories, the handbook describes how the characters, Rich and Jackie, contemplate another’s reaction. At the end of the “Stop-Think” exercise, the pre-release handbook points about anger management are discussed. The offenders are provided with information about how their thoughts and attitudes always change which affects the way they contemplate a situation. On page 52, the handbook mentions that if offenders imagine themselves as not being good people, others possibly will perceive them in the same light. At the end of the exercise offenders are asked several questions and are asked to circle the positive statement (p. 54). In question five, one of the responses states that offenders’ crimes are in the past; however, others may think the offenders’ crimes are primary characteristics of them. A final “Stop-Think” exercise assists in contemplating what the offenders have learned about feelings (p. 55).

On page 64, under the topic of “Anger Management,” ten questions are posed to the offenders. Question six mentions five ways to handle another’s behavior, and one of the responses is to contemplate a solution together. Also, offenders need to create an anger log as a method of learning how to control their anger (p. 66). An anger log helps offenders contemplate how they feel and provides clues on what they really think about a situation. As part of a “Domestic Violence Awareness Survey,” question six asks offenders to contemplate if they have “the right to control” their partner’s life (Indiana Department of Correction, 2005a, p. 69). On page 70, offenders are taught that if their partners treat them well during hardship, even when both imagine the relationship is over, that person is the one to hold on to.

In the Sexual Responsibility section, THINK #2 appears once. On page 76, under the subject of safe sex, the offenders should stop, contemplate, and talk about pursuing a sexual relationship because it could cost the offenders’ health and their lives.

In the Preparing, Searching, & Maintaining Employment section, THINK #2 appears 26 times and applies all 26 times to the definition. On page 88, it is stated that offenders contemplate where they are going to live upon release from incarceration. Also, a “Stop-Think” exercise refers to offenders contemplating what they have learned thus far about preparing and searching for a job (p. 92). Offenders then should contemplate their steps up the ladder to find a successful job (p. 93). Regarding the application process, it is stated that the offenders contemplate the “employment application as a legal and binding contract” (Indiana Department of Correction, 2005a, p. 97).
When offenders write their résumés, they need to cogitate that although something may not be important to them, it may be important to their future employers (p. 102). The offenders also read, on page 104, that job assistance offices could help offenders contemplate what types of jobs offenders are qualified for in the workforce. After investigating what types of jobs offenders are qualified for, the offenders should discover how others conceive the company they work for (p. 105). If the offenders show interest in a company they wish to work for, that employer would believe that they show motivation and ingenuity. Therefore, it is encouraged that offenders contemplate a job they will enjoy, that is suited their abilities, and offers potential advancement.

Offenders are told that there are three reasons why employees lose their jobs, and one reason is because employees do not consider their actions (p. 107). Hence, offenders are reminded that they would work with others who reflect differently from them, on page 107. Another “Stop-Think” exercise encourages the offenders to ponder what they learn, contemplating another perspective rather than imaging other predicaments (p. 108). For instance, the offenders might think that they are being verbally attacked through another’s perspective, but the other person may be having a bad day. Also, the heading “Think Before You Act” suggests that offenders should contemplate their actions before they act upon them, on page 109. Next, the “Stop-Think” exercise mentions that offenders should contemplate what they have learned thus far about maintaining a job. Again, it is reiterated that offenders contemplate all of their choices, including the benefits and the consequences of each choice (p. 109). On page 110, offenders are asked how they would resolve a situation regarding an example that employed the decision-making model. Under the Problem-Solving section, offenders should contemplate the situation before acting (p. 111). One way is to think about the situation and write a goal the offenders wish to accomplish. Hence, if the offenders ponder the issue, they critically contemplate the problem, and then they could cogitate problems that may prevent from achieving their goals, on page 111.

In the Education section, THINK #2 appears once. On page 114, offenders should contemplate different abilities they wish to develop; thus, the handbook recommends that they contact one of several education centers or schools. In the Managing Finances section, THINK #2 is used five times, but it applies four times to the definition. Offenders are assisted with a table to cogitate about how much money they would like to earn according to the type of job they
will obtain upon release (p. 118). After offenders conceive that they have found the right job, they should consider if they will do well at that job and how much money they will earn. After offenders have considered their income and goals, it is time for them to contemplate their expenses and develop a financial plan (p. 121). Offenders then are encouraged to contemplate what type of credit that is accessible to them (p. 124). On page 128, within the example of budgeting finances, a question is posed to the offenders about contemplating purchasing an expensive present.

In the Health & Well-Being and Dealing with Addictions/Triggers section, THINK #2 appears 14 times, and it was applied 14 times to the definition. The term points out that offenders feel they may not contemplate that they need a “‘plan’” to eat healthy (Indiana Department of Correction, 2005a, p. 134). On page 137, suggestions are made to assist offenders in contemplating how they can enjoy exercise. On page 138, offenders may contemplate that it is easy to avoid substance abuse, and they may have changed the way they cogitate and speak of using alcohol and drugs since their incarceration. Also, statements are giving that are traps to see how offenders will handle drugs and alcohol in their future. For example, offenders begin to cogitate how they will cope with drugs and alcohol in their lives. However, it is recommended that offenders recall their past and imagine their current situation. Hence, the handbook recommends that the offenders plan for the insurance of formulating more informed decisions (p.139). A “Stop-Think” exercise causes the offenders to contemplate what offenders have learned regarding staying sober, making good decisions, and thinking about what they value (p. 140). Also, offenders should contemplate people and places when asking for help (p. 141). As well, under the topic of learning to say “no,” offenders are empowered to cognate for themselves (p. 143). After participating in refusal skills, offenders should tell another offender what the offender is contemplating, on page 114. Next, offenders should take the previous exercise and apply it to a plausible situation, again using the refusal skills. Hence, the offenders should “[t]ell the person what you think” (Indiana Department of Correction, 2005a, p. 144)

In the Personal & Community Resources section THINK #2 appears 14 times and is applied once. On page 152, offenders are provided information regarding community resources. THINK #2 refers to the offenders who ask for help (e.g., location of the community center) because the person on the other end of the phone may have conceived that the offenders already know the area well.
EDUCATION is defined as the “act or process of imparting or acquiring knowledge—a degree, level of kind of schooling” (General Inquirer, 2006, para. 3378). EDUCATION relates to the Liberal/Enlightenment philosophical education orientation because it allows a person to possess the ability to think critically for himself or herself and to obtain skills, knowledge, attitudes, and values. Also, the aforementioned characteristics should be imitated by others so as to instruct others who do not have the knowledge.

EDUCATION appears 28 times in Indiana’s DOC 157-page pre-release handbook, but the term is applied to the definition 15 of 28 times. In the introduction of the handbook, EDUCATION appears twice, and it relates to the definition one time. In the introduction, EDUCATION refers to acquiring knowledge (p. 11). In the Preparing, Searching, & Maintaining Employment section, the term appears nine times, but it is applied five times. On page 91, EDUCATION is applied two times. First, EDUCATION is applied in reference to the level of education. Second, EDUCATION refers to the attainment of knowledge. On pages 99 and 100, the term is applied three times in reference to a person’s education level. Also, in the Education section, EDUCATION appears 16 times, but only it applies to the definition nine times. Eight of the nine times, EDUCATION refers to acquiring knowledge (p. 113-116). One of the nine times, EDUCATION refers to the level of education, on page 113.

ATTITUDE is defined as a “[m]anner, disposition, feeling, position…with regard to a person, thing or idea” (General Inquirer, 2006, para. 783). ATTITUDE relates to the Liberal/Enlightenment philosophical education orientation because offenders are enlightened about their attitudes. Hence, offenders are taught to think critically when in particular situations that bring about various attitudes, which cause them to be sensitive and alert to their environment.

ATTITUDE is found 19 times, and all 19 usages apply to the definition that pertains to a feeling. In the introduction section, ATTITUDE is applied once. The term is used as a feeling concerning offenders’ goals and outcomes when they participate in the Indiana’s DOC pre-release program (p. 7).

In the Decisions Good and Bad section, ATTITUDE is applied eight times. On page 35, ATTITUDE is applied twice. First, the heading reflects that when the offenders encounter challenges and barriers, they should have positive dispositions. Second, the term means how offenders look at life. Also, the term refers to offenders reviewing a list of challenges, and
learning how their disposition could affect the way they handle them (p. 37). This topic further expresses in two sentences the challenges of probation and parole because offenders’ dispositions and feelings could influence the way they cope with the rules of probation or parole (p. 38). Next, the offenders should explain the example presented in the handbook and answer questions about the character’s disposition, on page 38. The character Peggy, in another exercise, illustrates a positive disposition by getting along with her parole officer (p. 39). Also, offenders are asked to see if they can adjust their dispositions to have a positive outlook on probation or parole (p. 40).

In the Healthy Relationships section, ATTITUDE is found three times, and each time it applies to a disposition. On page 50, an example of two individuals discusses their dispositions. On the same page, the term is expressed as feelings or thoughts on how things may change if offenders think about the situation. Also, an exercise is presented to offenders to “throw away” things that they do not like or would like to change about themselves (p. 53), such as a poor disposition.

In the Preparing, Searching, & Maintaining Employment section, ATTITUDE is applied seven times. The first three times ATTITUDE is used it describes offenders having a positive attitude. Beginning with the heading, “Finding a Job – Attitude Counts,” and the following sentence relates to the offenders’ good disposition increasing the possibility of improve their chances of finding a job (p. 92). Also, ATTITUDE refers to offenders who believe that they cannot get jobs because they are convicted felons (p. 105). On page 108, the term is applied three times in an example. In the example, the character Gayle displays a poor disposition in the offenders’ perspective. Next, a situation is presented showing that Gayle’s disposition poses a problem, including that she may not realize her disposition is a problem (p. 108). Thus, offenders learn how to handle their feelings in the work environment.

SKILL #1 is defined as an ability that is usually acquired (General Inquirer, 2006, para. 9491). SKILL #1 refers to the Liberal/Enlightenment philosophical education orientation because the abilities could apply to society. Furthermore, such skills enable individuals to function for themselves and to think freely.

SKILL #1 appears five times and each time it relates to the definition. Also, each section below mentions SKILL #1 once. In the Healthy Relationships section, SKILL #1 refers to offenders mastering the ability to communicate, which aids in the improvement of relationships
(p. 47). In the *Preparing, Searching, & Maintaining Employment* section, SKILL #1 is referenced to the ability for offenders making enlightened decisions (p. 92). In the *Education* section, on page 113, the heading “Education and Skill Enhancement” refers to a topic that explores how to enhance the offenders’ abilities regarding education. In the *Health & Well-Being and Dealing with Addition/Triggers* sections, on page 143, offenders learn about how to say “no” because it shows the offenders how to control their lives and lean how to think for themselves. Also on the same page, the ability to say “no” is applied again, but this time offenders need to write how they should apply their abilities for saying “no” to something or someone.

**Law-abiding citizenship.** A total of 12 terms were run through NUD●IST; however, seven terms appear in Indiana’s DOC pre-release handbook, and three times apply to the study. The terms not applicable to the law-abiding citizenship characteristics include: (a) COMPASION, (b) COURAGE (c) DISCIPLINE #3, (d) PERSERVERE, and (e) STRENGTH. The terms that do appear, but do not apply are: (a) CHARACTER #1, (b) CHARACTER #2, (c) INTEGRITY, and (d) VALUE #2 (see Table 18).

<table>
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<th>Terms Applied</th>
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<td>INTEGRITY</td>
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<td>Discipline</td>
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<tr>
<td>Character</td>
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<td>CHARACTER #2</td>
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</table>
The following terms that appear in Indiana’s DOC pre-release handbook are presented below in the order of frequency. The terms originally stem from the literature review and are defined according to the Harvard IV-4 and Lasswell dictionaries, providing a standardized list of terms to aid in the replication of the study.

RESPONSIBILITY is referred to as an “[o]bligation or duty, control or management of something, liability in case of failure” (General Inquirer, 2006, para. 8654). RESPONSIBILITY relates to law-abiding citizenship because this term derives from honesty, compassion, and respect, which include both personal and public responsibilities. Furthermore, responsible citizens live to their fullest potential by obtaining some form of education.

RESPONSIBILITY appears 17 times, and 17 times the term refers to the definition. In the introduction, RESPONSIBILITY appears twice and applies to the definition each time. The term is directed toward the Pre-Release Re-Entry Coordinator, saying that that person is managing the program. On page 7, RESPONSIBILITY states that offenders are in control of their action, no matter if they are good or bad.

In the *Healthy Relationships* section, RESPONSIBILITY appears eight times and each time it refers to the definition. Under the heading stated “Take Responsibility,” the term means that offenders need to take control of their behavior (p. 46). For instance, offenders need to stand behind their actions. Also, RESPONSIBILITY refers to offenders using the “I” statement because they are obligated to their thoughts and actions. Also, offenders are asked if they have managed their past and the handbook states that they must manage their past (p. 52). An example of offenders managing their past is for offenders to “throw away” aspects of their lives that they wish to change (p. 53).

In the *Sexual Responsibility* section, RESPONSIBILITY is used five times and each time relates to the definition. Offenders are taught to take precautions regarding sexual relationships because such a relationship is described as an obligation (p. 75). Also, there are questions, on page 76, that are to be discussed with the offenders’ partners to ascertain if the offenders are able to manage their sexual relationships (p. 76). The information in the pre-release handbook states that a healthy relationship means more than managing a sexual relationship (p. 83). It is important that offenders and their partners manage their relationships and control their behavior.

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57 I added page numbers to Indiana’s DOC pre-release handbook because it had no page numbers.
In the *Preparing, Searching, & Maintaining Employment* section, on page 105, RESPONSIBILITY appears three times and each time the term relates to the definition. Offenders are taught how to cope with a felony conviction by believing in themselves, making changes, managing their lives, and moving on. Also, a statement is made, in bold letters, that offenders need to control their actions, and that they may want to share with others how they have learned to take control of their lives (p. 106).

HONEST #1 is defined as “[t]ruthful, genuine” (General Inquirer, 2006, para. 5081). HONEST #1 relates to law-abiding citizenship because one must be truthful with not only others, but also with oneself. Moreover, HONEST #1 is noted as the cornerstone of a law-abiding citizen.

HONEST #1 appears six times in Indiana’s DOC pre-release handbook and is applied each time according to the definition. In the *Healthy Relationships* section, HONEST #1 appears four times. The term means effective communication involves being truthful and respectful when communicating with others (p. 46). Under step eight of the “Twelve Valuable Steps to Raise Your Self-esteem,” offenders should make a list of positive qualities they need to ensure they are being truthful with themselves (p. 59). Also, under the “Self-Esteem Self-Evaluation Survey,” question two, on page 72, asks the offenders if they are truthful with their feeling when relating to others. If the offenders are truthful with their feelings when answering the question, they should rate themselves a nine or 10 out of 10.

In the *Sexual Relationships* section, HONESY #1 appears once. The pre-release handbook notes that offenders practicing safe sex need to include truthful communication with their partners (p. 75). In the *Preparing, Searching, & Maintaining Employment* section, the handbook states that it is important for offenders to be truthful when completing their job application (p. 97).

RESPECT #1 is defined as to “hold in esteem--esteemed” (General Inquirer, 2006, para. 8642). RESPECT #1 refers to law-abiding citizenship though respect of not only oneself and others, but also things and ideas. Also, RESPECT #1 includes the notion of admiration and esteem, rather than compassion.

RESPECT #1 appears four times in the text and reflects the definition each time. In the *Healthy Relationships* section, RESPECT #1 appears twice in the text. Under step eleven of the “Twelve Valuable Steps to Raise Your Self-esteem,” offenders are taught they will never hold
themselves in esteem if they do not live the lives they wish to lead (p. 60). On page 70, regarding relationships with partners, if offenders’ partners hold them in esteem during the rough times, then that was the person to hold on to. In the Sexual Relationships, RESPECT #1 appears twice. First, offenders are taught that a relationship happens when two people have esteem and care about each other (p. 75). Second, offenders are taught that one of several factors in maintaining a relationship involves having esteem for each other (p. 83).

Conclusion

In answering the research question the results show that although not all of the terms chosen appear in the text, and not all terms chosen apply to the text, some terms do appear and apply to Minnesota’s DOC pre-release handbook. First, the analysis of the quantitative data uncovers that Indiana’s DOC pre-release handbook supports the analysis of the data that divulges that traditional curriculum is represented, when looking through the lens of the philosophical education orientation of Functionalism, as evidenced by a search of specific terminology relating to the philosophical education orientation of Functionalism curriculum design. The terms under the construct curriculum design, tagged as Functionalism, result in the following: (a) EDUCATION --15/28, (b) ORDER #2--8/15, (c) KNOWLEDGE--6/7, (d) OPPORTUNITY--5/5, (e) SKILL #1--5/5, and (f) CITIZEN--3/4 (see Table 19).

Table 19: Summary of Frequency of Functionalism Terms in Indiana’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Terms</th>
<th>Terms Applied</th>
<th>Terms Appeared</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION</td>
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</table>

Second, the analysis of the quantitative data reveals that Indiana’s DOC pre-release handbook supports the analysis of the data demonstrates that concept-based curriculum is represented, when looking through the lens of the philosophical education orientation of Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the
philosophical education orientation of Liberal/Enlightenment curriculum design. The terms under the construct curriculum design, tagged as Liberal/Enlightenment, result in: (a) THINK #2 -- 99/99, (b) EDUCATION -- 15/28, (c) ATTITUDE -- 19/19, and (d) SKILL #1 -- 5/5 (see Table 20).

Table 20: Summary of Frequency of Liberal/Enlightenment Terms in Indiana’s DOC Pre-Release Handbook

<table>
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<th>Terms</th>
<th>Terms Applied</th>
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<tr>
<td>SKILL #1</td>
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Third, the analysis of the quantitative data notes that Indiana’s DOC pre-release handbook supports the analysis of the data that demonstrates law-abiding citizenship. The terms under the construct law-abiding citizenship result in the following: (a) RESPONSIBILITY -- 16/17, (b) HONEST #1 -- 6/6, and (c) RESPECT #1 -- 4/4 (see Table 21).

Table 21: Summary of Frequency of Law-Abiding Citizenship Terms in Indiana’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Terms</th>
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<td>RESPECT #1</td>
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</table>

Also, Indiana’s DOC pre-release handbook reveals that the traditional and concept-based curricula and law-abiding citizenship characteristics are represented throughout the text. The traditional and concept-based curricula and law-abiding characteristics appear together in three of the sections: introduction, Healthy Relationships, and Preparing, Searching, & Maintaining Employment. The traditional curriculum and law-abiding citizenship characteristics are
represented in the sections of the introduction, *Healthy Relationships* and *Preparing, Searching, & Maintaining Employment*. The concept-based curricula and law-abiding citizenship characteristics both appear in the sections of the introductions, *Healthy Relationships*, *Sexual Responsibility*, and *Preparing, Searching, & Maintaining Employment*. The traditional curriculum design does not appear in the sections of *Sexual Relationships* and *Personal & Community Resources*. The concept-based curriculum characteristics appear in all sections of the pre-release handbook. The law-abiding citizenship characteristics appear in the sections, such as the introduction, *Healthy Relationships*, *Sexual Relationships*, and *Preparing, Searching, & Maintaining Employment* (see Table 22).

In summary, the abovementioned results support that Indiana’s DOC pre-release handbook curriculum for adult offenders is designed with both the traditional and concept-based curriculum designs and both handbooks promote the correctional education goal of law-abiding citizenship, when looked through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to both the philosophical education orientations and curriculum designs and law-abiding citizenship constructs. Hence, Indiana’s DOC pre-release handbook is a combination of both Functionalism and Liberal Enlightenment philosophical educational orientations and law-abiding citizenship.

<table>
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<th>Concept-Based Curriculum Design</th>
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Table 22: Frequency of Constructs in Indiana’s DOC Pre-Release Handbook Sections
Mission Statements and Law-Abiding Citizenship of Minnesota’s and Indiana’s DOC Pre-Release Handbooks

According to the results of the law-abiding citizenship characteristics, both Minnesota’s and Indiana’s DOC handbooks show that they promote the correctional education goal of law-abiding citizenship. This means that both the pre-release handbooks support each of their state’s mission statements.

The core law-abiding citizenship terms RESPONSIBLE and PERSEVERE correspond to Minnesota’s DOC mission statement because if offenders possess the aforementioned characteristics, they will have learned to account for their actions and possess the courage to take opportunities that require perseverance. Thus, Minnesota’s DOC is “restoring justice for victims and contributing to a safer Minnesota” (Minnesota Department of Corrections, 2006b, para. 1), which corresponds to their re-release handbook.

Also, the core law-abiding citizenship terms include: (a) RESPECT #1, (b) RESPONSIBILITY, (c) COURAGE, and (d) PERSEVERE relate to Indiana’s DOC mission statement because if offenders participate in “self improvement programs, jobs skills, and family values” (Indiana Department of Correction, 2005a, para. 1), they would possess the aforementioned characteristics. Hence, Indiana’s DOC maintains public safety. The aforementioned information leads to the fact that Minnesota’s and Indiana’s DOC pre-release handbooks meet the objectives and needs of society (Chapman, 2002), regarding the purpose of corrections to “enhance social order and public safety” (American Correctional Association, 1986, p. 58).

Comparison of Minnesota’s and Indiana’s DOC Pre-Release Handbooks

Similarities. The answer to the third research question is the following: The evidence depicts that although each of the handbooks have different number of terms, the data discloses that both share a combination of Functionalism and Liberal/Enlightenment philosophical educational orientations. This provides evidence, according to this study, that both Minnesota’s and Indiana’s DOC pre-release handbooks share a combination of traditional and concept-based curriculum design. Furthermore, both display law-abiding citizenship characteristics through both curriculum designs.

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58 See Appendix B.
The terms that apply to both Minnesota’s and Indiana’s DOC pre-release handbooks, pertaining to the Functionalism philosophical education orientation are: (a) EDUCATION, (b) ORDER #2, (c) KNOWLEDGE, (d) OPPORTUNITY, (e) CITIZEN, and (f) SKILL #1 (see Table 23). The terms that apply to both Minnesota’s and Indiana’s DOC pre-release handbooks, pertaining to the Liberal/Enlightenment philosophical education orientation are: (a) EDUCATION, (b) THINK #2, (c) SKILL #1, and (d) ATTITUDE (see Table 24). The terms that apply to both Minnesota’s and Indiana’s DOC pre-release handbooks, pertaining to the promotion of the goal of correctional education of law-abiding citizenship are: (a) RESPONSIBILITY, (b) HONEST #1, and (c) RESPECT #1 (see Table 25).

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</tr>
<tr>
<td>ATTITUDE</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Law-Abiding Citizenship Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESPONSIBILITY</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HONEST #1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>RESPECT #1</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Other similarities that occur in the study are terms not present in either of Minnesota’s or Indiana’s DOC pre-release handbooks. These terms that represent the Functionalism philosophical education orientation are: (a) ABNORMAL, (b) DISIPLINE #3 (c) DISCIPLINE #1, (d) SOLIDARITY, and (e) UNITY (see Table 26). The terms that represent the Liberal/Enlightenment philosophical education orientation that are not present in either of Minnesota’s and Indiana’s DOC pre-release handbooks are: (a) DISIPLINE #3 and (b) ENLIGTHENMENT (see Table 27). The terms that represent the promotion of correctional education of law-abiding citizens that are not present in either of Minnesota’s and Indiana’s DOC pre-release handbooks include: (a) COMPASSION, (b) COURAGE, (c) DISIPLINE #3, and (d) PERSEVRE (see Table 28).

Table 26: Similarities of Functionalism Philosophical Education Orientation Terms that do not Appear in both Minnesota’s and Indiana’s DOC Pre-Release Handbooks

<table>
<thead>
<tr>
<th>Functionalism Philosophical Education Orientation Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABNORMAL</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE #3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE #1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>UNITY</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 27: Similarities of Liberal/Enlightenment Philosophical Education Orientation Terms that Do Not Appear in both Minnesota’s and Indiana’s DOC Pre-Release Handbooks

<table>
<thead>
<tr>
<th>Philosophical Education Orientation Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABNORMAL</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE #1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>SOLIDARITY</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>UNITY</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 28: Similarities of Law-Abiding Citizenship Terms that do not Appear in both Minnesota’s and Indiana’s DOC Pre-Release Handbooks

<table>
<thead>
<tr>
<th>Law-Abiding Citizenship Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMPASSION</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>COURAGE</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>DISCIPLINE #3</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PERSEVERE</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
The term that is represented but is not applicable, according to the Functionalism philosophical education orientation and is not present in Minnesota’s and Indiana’s DOC pre-release handbooks is NORMAL (see Table 29). The terms that represent, to the Liberal/Enlightenment philosophical education orientation, but are not applicable and are not present in both of Minnesota’s and Indiana’s DOC pre-release handbooks include: (a) CITIZEN, (b) FREEDOM, and (c) PLAY #3 (see Table 30). The terms that represent, but that do not apply to the promotion of the correctional education goal of law-abiding citizens in both of Minnesota’s and Indiana’s DOC pre-release handbooks include: (a) CHARACTER # 1 and (b) VALUE #2 (see Table 31).

Table 29: Similarities of Liberal/Enlightenment Philosophical Education Orientation Terms are Represented, but do not Appear in both Minnesota’s and Indiana’s DOC Pre-Release Handbooks

<table>
<thead>
<tr>
<th>Liberal/Enlightenment Philosophical Education Orientation Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>NORMAL</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 30: Similarities of Functionalism Philosophical Education Orientation Terms are Represented, but do not Appear in both Minnesota’s and Indiana’s DOC Pre-Release Handbooks

<table>
<thead>
<tr>
<th>Functionalism Philosophical Education Orientation Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>CITIZEN</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>FREEDOM</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PLAY #3</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Table 31: Similarities of Law-Abiding Citizenship Constructs Terms are Represented, but do not Appear in both Minnesota’s and Indiana’s DOC Pre-Release Handbooks

<table>
<thead>
<tr>
<th>Law-Abiding Citizenship Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHARACTER #1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>VALUE #2</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Finally, both Minnesota’s and Indiana’s DOC pre-release handbooks meet the objectives and needs of society (Chapman, 2002), regarding the purpose of corrections which is to “enhance social order and public safety” (American Correctional Association, 1986, p. 58).

**Differences.** Law-abiding citizenship characteristics apply to a variety of chapters in Minnesota’s DOC pre-release handbook that is represented in the aforementioned results such as in Chapter 3: Employment, Chapter 5: Money Management, Chapter 8: Family and Friend Relationships, Chapter 9: Restorative Living, and Chapter 10: Living Under Supervision (see Table 15). However, the text in Indiana’s DOC pre-release handbook provides evidence that a law-abiding citizenship pertains to the sections of the introduction, Healthy Relationships, Sexual Relationships, and Preparing Searching And Maintaining Employment because the law-abiding citizenship characteristics appear in each of the sections (see Table 22).

The only term, according to the Functionalism philosophical education orientation, that is supported by the traditional curriculum design is not applied in Indiana’s DOC pre-release handbook in comparison to Minnesota’s DOC pre-release handbook is SERVE #1 (see Table 32). Also, according to the Liberal/Enlightenment philosophical orientation, which is supported by the concept-based curriculum design, depicts that there are no differences in the terms applied to the study (see Table 33). In Minnesota’s DOC pre-release handbook, the terms that represent the correctional education goal of law-abiding citizenship were INTEGRITY and CHARACTER #2. As well, in Indiana’s DOC pre-release handbook, STRENGTH does not represent the correctional education of goal of law-abiding citizenship.

<table>
<thead>
<tr>
<th>Functionalism Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>SERVE #1</td>
<td>X</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Law-Abiding Citizenship Terms</th>
<th>Minnesota’s DOC Pre-Release Handbook</th>
<th>Indiana’s DOC Pre-Release Handbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTEGRITY</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>CHARACTER #2</td>
<td>X</td>
<td>-</td>
</tr>
<tr>
<td>STRENGTH</td>
<td>X</td>
<td>-</td>
</tr>
</tbody>
</table>
Moreover, the data suggests that Indiana’s DOC pre-release handbook strongly emphasizes the Liberal Enlightenment philosophical orientation because the THINK #2 is represented and is applied 99 times compared to Minnesota’s DOC pre-release handbook. Minnesota’s DOC pre-release handbook represents THINK #2 17/17.

Other differences are the chapters or sections of the pre-release handbooks. For example, Minnesota’s DOC includes in its pre-release handbook in the section entitled Introduction, as well as the chapters on Transportation, Restorative Justice, and Living Under Supervision. Of the sections in Indiana’s DOC pre-release handbook, there is no table of contents or an introduction; however, the introduction is not titled and neither are any of the other sections. Also, there are sections on Sexual Responsibility, Health & Well Being and Dealing with Addictions/Triggers, and Personal & Community Resources.

**Conclusion**

The results determine that both Minnesota’s and Indiana’s DOC pre-release handbooks are comprised of the traditional and the concept-based curriculum design, when looked through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the philosophical education orientations of Functionalism and Liberal/Enlightenment curriculum designs. This means that both the Functionalism and Liberal/Enlightenment philosophical education orientations are present in each of the handbooks. Also, the results indicate that both Minnesota’s and Indiana’s DOC pre-release handbooks promote the correctional education goal of law-abiding citizenship, when looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to law-abiding citizenship.

No direct patterns and relationships occur relating to the terms chosen. No direct patterns and relationships are revealed when comparing or contrasting the data. Also, no patterns or relationships occur when comparing the Functionalism and Liberal/Enlightenment terminology in either Minnesota’s or Indiana’s DOC pre-release handbooks. As well, there are no direct patterns or relationships pertaining to the terms that do appear, but that does not apply, in Minnesota’s and Indiana’s DOC pre-release handbooks. However, a relationship is discovered between the mission statements and the law-abiding citizenship characteristics for Minnesota’s and Indiana’s DOCs. The law-abiding citizenship construct supports both states’ mission
statement and the objectives and needs of society (Chapman 2002), which support the purpose of corrections (American Correctional Association, 1986).

It is revealed that the traditional curriculum characteristics send a message that some material is intended to be taught as facts to be memorized. This is discovered from the terms chosen to represent the Functionalism philosophical education orientation, supporting the traditional curriculum design. Similarly, the terms chosen to represent the Liberal/Enlightenment philosophical education orientation support the curriculum design. The terms prove that both pre-release handbooks promote the utilitarian use of information. The terms chosen to represent the law-abiding characteristics support both pre-release handbooks to promote the correctional education goal of law-abiding citizenship, which is evident in both the traditional and concept-based curriculum designs. Thus, Minnesota’s and Indiana’s DOC pre-release handbooks provide information to offenders that is necessary for them to function in society, whether offenders need to know information as fact or information, which they could reflect upon. Also, it is discovered that law-abiding citizenship characteristics send the message that of becoming a member of society, which is reflected both Minnesota’s and Indiana’s DOC mission statements. Thus, the objectives and needs of society are met.

In summary, this study indicates that both Minnesota’s and Indiana’s DOC pre-release handbooks do provide information concerning the learning of facts and critical thinking skills to offenders before they are released from incarceration to society. As well, Minnesota’s and Indiana’s DOC pre-release handbooks promoted some law-abiding citizenship characteristics as the results portray in the abovementioned information.

**Further Investigation**

The abovementioned preliminary results show that further analysis is necessary because the standardized terminology chosen from the Harvard IV-4 and Lasswell dictionaries that represents the constructs of curriculum design and law-abiding citizenship, when looking through the lenses of the Functionalism and Liberal/Enlightenment philosophical education orientations do not reveal if Minnesota’s and Indiana’s DOC pre-release handbooks are comprised of the concepts the Functionalism and Liberal/Enlightenment philosophical education orientations traditional and/or concept-based curricula. Also, the evidence to claim that the Minnesota’s and Indiana’s DOC pre-release handbooks promote the correctional education goal of law-abiding citizenship is not sufficient. Thus, the findings of the deductive patterns of
descriptive frequency analysis regarding the constructs of curriculum design and law-abiding citizenship are not adequate to answer the three research questions. Consequently, the constructs from the Functionalism and Liberal/Enlightenment philosophical education orientations are implemented to further analyze each of the pre-release handbooks. As well, the previously mentioned law-abiding citizenship constructs would apply in conjunction with the new constructs to examine each of the handbooks in depth to gain greater insight into whether Minnesota’s and Indiana’s DOC pre-release handbooks are: (a) a traditional and/or concept-based curriculum design, which also discloses if either of the pre-release handbooks possess the Functionalism and/or Liberal/Enlightenment philosophical education orientation, and (b) how the pre-release handbooks promote law-abiding citizenship.

The analysis of further examination reveals that the concepts of the Functionalism and Liberal/Enlightenment philosophical education orientations and law-abiding citizenship constructs, when looking through the lenses from the Functionalism and Liberal/Enlightenment philosophical education orientations, do exist in both Minnesota’s and Indiana’s DOC pre-release handbooks. The concept of the Functionalism philosophical education orientation is broken down into three constructs. These constructs work to further investigate the pre-release handbooks: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. Also, the concept of the Liberal/Enlightenment philosophical education orientation is divided into three constructs. These constructs are: (a) critical thinking, (b) thinking freely, and (c) self-examination. The core law-abiding citizenship constructs are also employed in this section to support and law-abiding citizenship characteristics within the abovementioned six constructs. The core law-abiding constructs are: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE.

**Qualitative Content Analysis Results**

The second section involves an inductive process of qualitative content analysis. This method of research looks for patterns to add further evidence in thoroughly answering the research questions. The qualitative content analysis discloses additional data that are essential in answering the research questions further because the initial results do not ascertain the information necessary to answer the research questions. The technique that the qualitative
results reveal differs for the quantitative technique, which allows the qualitative findings to support the quantitative results.

The second section of this study is divided into 10 ten parts, which support quantitative content analysis results and explain the patterns of the six constructs associated with the concepts of the Functionalism and Liberal/Enlightenment philosophical education orientations. The first part denotes that the social solidarity, social rules and laws, and abilities and opportunities constructs are linked with the Functionalism philosophical education orientation, which supports the traditional curriculum in Minnesota’s DOC pre-release handbook. The second part illustrates the core law-abiding citizenship constructs: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE are indirectly embedded in Minnesota’s DOC pre-release handbook. The third part shows that critical thinking, thinking freely, and self-examination constructs are linked with the Liberal/Enlightenment philosophical education orientation, which supports the concept-based curriculum in Minnesota’s DOC pre-release handbook. The fourth part illustrates how the core law-abiding citizenship constructs of (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE are implicitly placed in Minnesota’s DOC pre-release handbook.

The fifth part discloses the social solidarity, social rules and laws, and abilities and opportunities constructs that are linked with the Functionalism philosophical education orientation, which supports the traditional curriculum in Indiana’s DOC pre-release handbook. The sixth part reveals how the core law-abiding citizenship constructs (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE are incidentally embedded in Indiana’s DOC pre-release handbook. The seventh part divulges that the critical thinking, thinking freely, and self-examination constructs are linked with the Liberal/Enlightenment philosophical education orientation, which supports the concept-based curriculum in Indiana’s DOC pre-release handbook. The eighth part shows how the core law-abiding citizenship constructs (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE are indirectly embedded in Minnesota’s DOC pre-release handbook.
The ninth part shows that Minnesota’s and Indiana’s DOC pre-release handbooks each support their state’s mission statement and support the needs and objectives of society. Intertwined together, their state’s mission statement and support the needs and objectives of society supports the purpose of corrections (American Correctional Association, 1985). Finally, the tenth part denotes a comparison between the two pre-release handbooks.

**Functionalism Constructs Relating to Minnesota’s DOC Pre-Release Handbook**

The constructs for the Functionalism philosophical orientation include: (a) social solidarity, (b) social laws and roles, and (c) creating opportunities. These constructs are depicted in various chapters in Minnesota’s DOC pre-release handbook. Particular examples are chosen to support the Functionalism philosophical education orientation, which also supports the traditional curriculum design.

**Social solidarity.** Social solidarity provides social stability by allowing individuals to feel part of a group though creating ties or bonds that relate to mainstream society; thus attempting to reduce criminal behavior. This group could be expressed as a relationship with one or more individuals, or it could be associated with work environments or personal relationships.

Social solidarity applies to every offender who participates in the pre-release program, which includes the pre-release handbook. Hence, even working on Minnesota’s DOC pre-release handbook in a group emphasizes the reinforcement of social solidarity by preparing offenders for mainstream of society. Offenders learn the norms and values of mainstream society from each chapter of Minnesota’s DOC pre-release handbook, which aids their adjustment from abnormal individuals to citizens of society.

One method of making offenders feel a part of a group is involving them in a group, such as the workforce. The workforce, in general, is a group of people creating, developing, and/or delivering goods, and managing other people to provide services to others. Each part of the workforce has a function that keeps society running smoothly. Also, each offender, as part of the workforce, reinforces social solidarity because he or she is putting his or her skills and knowledge towards creating and maintaining a productive society.

An example of reinforcing social solidarity is described in Chapter 3: *Employment*. At the beginning of the chapter, offenders need to write five skills that they possess (p. 21). Their skills could relate to “personal skills (loyal, good communicator, good work ethic, etc.) or technical skills (data processing, public speaking, artistic, etc.)” (Minnesota Department of
Corrections, 2005, p. 21). Hence, the handbook promotes matching offenders’ skills with jobs. The chapter then continues depicting job search strategies, matching offenders’ skills to a job, as well as it instructs them on how to prepare for a job interview, complete an application, and write résumés, thank you letters, and references. Other topics that are covered in the chapter teach offenders about proper telephone etiquette, discussions of their conviction record, the state’s bonding program, the Minnesota Work Opportunity Tax Credit, job survival skills, getting along with others, and mistakes made on the job. Each of the abovementioned sections aids the offenders in obtaining gainful employment. This ensures that they become a part of the workforce, which leads to improving society’s productivity and prevents recidivism. Specifically, under the topic of “Getting Your Resume Out” is a list of nine points telling the offenders how to prepare their résumés prior to being mailed (Minnesota Department of Corrections, 2005, p. 34). The nine points include:

- Resumes should be sent to a person by name: make the extra effort to find out the name and title of the appropriate person.
- If are asked to send a resumes to Personnel or Human Resources, also send a resume to the person in charge of the department for which you want to work. Though the personnel staff executes the screening, the department manager has the final hiring authority.
- Always send your resume with the cover letter.
- When directly contacting employers, always have a copy of your resume available and offer it to them.
- When applying for a job with an employment application, you may want to attach your resume. Always take time to completely fill out the application. NEVER write on the application, “‘see resume.’”
- Give a copy of your resume to your references as it provides information about you and helps them talk to the employer about your qualifications.
- Always phone the employer before or after sending your resume. Be courteous and professional and sell your qualifications.
- Always bring extra copies of your resume to an interview.
- Finally, follow up, follow up! It is no use mailing resumes if you do not take the time to follow up your efforts. (Minnesota Department of Corrections, 2005, p. 34).
The construct of social solidarity relates to the Functionalism philosophical education orientation because the points listed above tell offenders how to accomplish several tasks to become a part of the workforce. These points are facts that promote offenders to the workforce and help them avoid recidivism. Thus, social solidarity survives through maintaining social order and normalization to perpetuate society’s cohesiveness. These facts are taught to assist in maintaining the solidarity of a workforce and to sustain society’s norms and values.

**Social laws and roles.** The Minnesota’s DOC is similar to an educational institution because it provides various educational programming, such as its pre-release handbook. Also, Minnesota’s DOC represents a smaller version of society and its social laws of education that reflect the social laws of society. Thus, Minnesota’s DOC trains its offenders on how to comply with society’s social roles and laws. In this case, social laws apply to gaining skills and knowledge through education that assist offenders in finding their particular social roles in society.

In Chapter 8: *Family and Friend Relationships*, social laws are about how offenders should adjust to life, particularly relationships that may have changed since their incarceration (p.118). For instance, offenders are told to show their family that they understand that they have hurt them, allow their family members to share painful memories with them, admit fault with them, and ask them for forgiveness. As well, offenders are told to let go of their negative past and move forward toward a positive future. These changes include that offenders should no longer associate with old friends who are still involved in “drugs, violence, stealing,” and other criminal activities (Minnesota Department of Corrections, 2005, p. 119). Hence, these social laws aid the offenders in their social roles, such as the re-establishment of their family ties to become an active member of their families.

In this example, the concept of social laws and roles pertains to the Functionalism philosophical education orientation by telling the offenders to transform their lives by moving forward, re-establishing family ties, and finding new friends. This information aids the offenders to adhere to the social laws and roles of society, promoting the values and norms of society.

**Abilities and opportunities.** Citizens live to their fullest through opportunities that are offered to them. Minnesota’s DOC pre-release handbook instructs offenders on how to live to their full potential and tells them how to find opportunities in various situations they encounter.
For instance, when offenders transition to a halfway house, opportunities come about that lead to improving their readjustments to society, as described in Chapter 2: *Housing*. The opportunities afforded to offenders who transition to a halfway house include:

- May provide shelter for up to one year.
- Expects you to be accountable at all times and cooperate with any programming identified by the referring agency.
- Provides opportunity to ease back into the community by gaining employment, accumulating savings, developing a plan of working toward independent living, and established community support services.
- Includes support services (such as counseling and job help) in addition to food and shelter.
- Provides time for offenders to save money for their own place. (Minnesota Department of Corrections, 2005, p. 11)

This construct of abilities and opportunities is relevant to the Functionalism philosophical education orientation because offenders learn how to manage and maximize their time efficiently for opportunities to arise. Offenders are taught that opportunities exist for them to improve their lives. Thus, when the offenders take the opportunities they increase their abilities to function in society.

**Summary**

The Functionalism philosophical education orientation supports the traditional curriculum design because the constructs denote facts promoting social order and conformity. They are facts from the pre-release handbooks that offenders learn to blend and function as a part of society. For example, offenders who learn how to enter and stay in the workforce (social solidarity), communicate to become an active family member (social laws and roles), and transition to a halfway house (abilities and opportunities) are a part of society because they obey the norms and values of society’s social contract.

**Law-Abiding Citizenship**

The core constructs of law-abiding citizenship for this study include: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE. These core law-abiding citizenship constructs are associated with imposing society’s safety and order, which serve the needs of society. These
constructs are revealed indirectly, when looking through the lens of the Functionalism philosophical education orientation. The core constructs of law-abiding citizenship are established according to the Functionalism constructs: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. Also, the examples from Minnesota’s DOC pre-release handbook used in the previous section are applied here.

Social solidarity. Social solidarity promotes law-abiding citizenship because many of the core law-abiding citizenship characteristics are represented indirectly in the description of teaching offenders how to become employed and stay employed throughout Chapter 3: Employment. For example, if offenders overcome spending time in a correctional facility and the obstacles of finding and maintaining a job, the offenders hold the core law-abiding citizenship characteristics of courage, self-disciplined, and the perseverance. Moreover, it would take responsibility, courage, integrity, self-discipline, and the ability to persevere not to settle on the first job after incarceration, but to continue to learn and grow until finding a successful career.

For instance, offenders who possess the law-abiding characteristic of responsibility live up to their potential through finding a successful career. The offenders who hold courage as a law-abiding characteristic possess the quality to commit to the difficult task of finding a job and/or a successful career. As well, offenders who possess the characteristic of integrity display strength of character by moving forward and making good decisions. This was achieved through education to find a better career. Offenders who hold the quality of self-discipline create and stick to a plan with realistic goals. Hence, offenders strive every day to overcome the abnormal label and to become a member of society and conform to the social norms and values of society, all of which underlines the construct of social solidarity, which promotes the reduction of recidivism.

Social laws and roles. Social laws and roles promote law-abiding citizenship because many of the core law-abiding citizenship characteristics are referred to indirectly in Chapter 8: Family and Friend Relationships. Offenders are told how to act with their families and friends after incarceration. Offenders who abide by the criteria of re-establishing family relationships, becoming an active member of their family and losing old friends take on some of the core law-abiding characteristics that are represented indirectly. For example, offenders, who open themselves up to their families and let their families open up to them, sharing feelings of pain, as well as asking forgiveness, hold the core law-abiding characteristics of honesty, compassion,
respect, courage, and integrity. Also, offenders, who learn to let go of old friends involved in criminal activity, hold the core law-abiding characteristics of honesty, respect, courage, and integrity.

For instance, offenders who possess honesty are able to not only be honest with themselves, but also with others, such as their family members. Offenders who show compassion are able to develop emotional bonds with their friends and families. If offenders have the characteristic of respect, they learn to respect the feeling of their family. If the offenders have courage, they possess the quality to commit to a difficult task of losing old friends and making new ones. Offenders who possess the characteristic of integrity display strength of character by moving forward and making good decisions by changing their lifestyles. Hence, offenders interact with others within the scope of the society’s social contract.

**Abilities and opportunities.** Abilities and opportunities promote law-abiding citizenship because many of the core law-abiding citizenship characteristics are represented in Chapter 2: *Housing*. For example, when offenders leave a correctional facility and transition to a halfway house, they learn to respect the parole officer and the rules of the halfway house, in addition to being honest with the parole officer. Also, offenders are responsible to themselves and to others when participating in programming and support service. Offenders should display compassion, integrity, and the ability to persevere toward independent living and establish community support service. Furthermore, offenders who hold the law-abiding characteristics of courage, self-discipline, the ability to persevere, find gainful permanent employment, and save money for their own residences.

For instance, offenders who possess honesty are able to not only be honest with themselves, but also with others, such as their parole officer. If offenders hold the characteristic of respect, they learn to respect the feelings of their probation or parole officer. Offenders who are responsible hold the quality of living up to their potential by using the opportunities afforded to them at the half way house. If the offenders hold the law-abiding characteristic of courage, they are able to commit to the difficult task of transitioning from a correctional facility, to a half way house, to society. Offenders who possess the characteristic of integrity display strength of character, by moving forward and making good decisions when re-entering society.
Summary

Law-abiding citizenship characteristics are mentioned in the aforementioned examples. Each example shows how offenders are trained to become law-abiding citizens. Hence, the core law-abiding citizenship characteristics are promoted indirectly within Minnesota’s DOC pre-release handbook, when looking through the lens of the Functionalism philosophical education orientation.

Liberal/Enlightenment Constructs Relating to Minnesota’s DOC Pre-Release Handbook

The constructs for the Liberal/Enlightenment philosophical orientation include: (a) critical thinking, (b) thinking freely, and (c) self-examination. These constructs are depicted in various chapters in Minnesota’s DOC pre-release handbook. Particular examples are randomly chosen to support the Liberal/Enlightenment philosophical education orientation, which also supports the traditional curriculum design.

Critical thinking. Critical thinking lends itself to the development of how people acquire various habits, skills, knowledge, values, or attitudes. Theses factors, acquired by people, allow them to control their behavior through the process of informed decision-making skills.

Critical thinking applies to offenders who allow themselves to contemplate their actions and how their actions could cause a ripple effect, influencing others’ behavior, as well as their own behavior. Thus, offenders learn to think about the benefits and consequences of their actions. As well, the learning of how new behaviors could introduce new habits, skills, knowledge, values, or attitudes, or how to alter them.

For example, in some of the chapters, there are close-ended question that lead to open-ended questions. The open-ended questions foster learning by provoking offenders to contemplate their behavior. These questions are geared to cause the offenders to critically think about how to handle particular situations, preparing them for when they will encounter such situations in society.

For example, the close-ended questions posed to the offenders, in Chapter 5: Money Management, pertains to financial issues:

- Does your money always seem to disappear long before the next check?
- Do you often wonder where your money went?
- Do you often get collection notices for the past due bills?
• Do you need to buy things that you can’t seem to afford?
• Do you pay some if your bills late every month?
• Do you need to barrow money to make ends meet each month?
• Do you owe a lot of money on credit cards? (Minnesota Department of Correction, 2005, p. 70).

Although these questions are not thought provoking, they do cause offenders to think when they answer, “yes” to the abovementioned questions. If they answered “yes,” they are asked to think about how they can avoid living in perpetual debit, save money, and create a spending plan through the information provided after this section. Offenders are taught about financial topics, such as spending habits and developing credit that are compounded by answering critical thinking questions later in the chapter.

The abovementioned questions then lead to the critical thinking questions. For example, at the end of this chapter, offenders are asked to consider six questions pertaining to money management. Some are more thought provoking than others, but the offenders are inclined to think about how to manage their finances. The questions are the following:

1. What 2 things will you have to consider when spending your money?
2. What will be your biggest expense on your budget?
3. What are some ways in which you can save money?
4. What things should you consider when choosing a bank?
5. What is credit?

These questions ask offenders to consider the management of their money after they read through a description of keeping track of their spending by considering wants verses needs, learning how to save their money, learning important facts when opening an account, explaining the various aspects of credit, and understanding legal rights when encountering debt collectors.

The example involves critical thinking because the questions, on page 99, cause them to ponder the realities of how they manage their finances and ways they can improve their financial situation. Hence, these are skills and knowledge that offenders need to think about when managing their finances. This concept then is related to the Liberal/Enlightenment philosophical education orientation because Minnesota’s DOC pre-release handbook instructs offenders to
become independent by developing habits and values that create independence and individualism (p. 107). Also, pondering such realities of money management could introduce or alter current skills, knowledge, attitudes, habits, and values of how offenders manage their finances.

Thinking freely. When people are able to think freely, they function for themselves. The Liberal/Enlightenment philosophical education orientation is emphasized because the information illustrates how to handle the situations themselves through the instruction of how to accomplish tasks or overcome obstacles.

For instance, in Chapter 7: Health & Life Skills, offenders learn ways of taking care of their health (p. 106). Specifically, offenders have the ability to choose what types of exercises are conducive to their lifestyle. Offenders learn that exercising frequently reduces their risk of heart disease, high blood pressure, and depression (p. 107). Also, offenders are provided a table displaying how much and what types of exercise are beneficial to them, thereby encouraging offenders to continue the practice of exercising for a lifetime. Hence, the offenders are able to think freely about what types of exercise they enjoy, and how often they wish to exercise.

Thinking freely relates to the Liberal/Enlightenment philosophical orientation because this concept allows offenders to function for themselves. In this case, thinking freely is associated with making decision about taking care of their health. Offenders learn to become increasingly independent and become their own person when they make their own choices.

Self-examination. Self-examination focuses on people’s behaviors enabling the skills of interacting with others. Offenders learn to become sensitive and alert, not only to others, but also to their surroundings.

Specifically, in Chapter 7: Health & Life Skills, there is a section listing 10 points about “Rules for Handling Conflict”:

- Don’t fight to win.
- Be sure that you understand exactly what the problem is.
- Take care of the problem when it comes up.
- Talk about one conflict at a time.
- Don’t blame others for problems you are having with someone else.
- Think before you speak.
- Never strike another person to get you way.
- Try writing down your feelings.
• Listen to what the other person has to say.
• When the fight is over, drop it (Minnesota Department of Correction, 2005, p. 115).

After each rule for handling conflict is an explanation for why or why not to adhere to the rules of conflict. For instance, the rule “[t]hink before you speak” is followed with an explanation for this rule (Minnesota Department of Corrections, 2005, p. 115):

If you say mean things to your family and friends or speak sarcastically to them even though you are just teasing, you are really hurting them. If you have something constructive to say, be sure you say it in a way that will be helpful and not harmful.
(Minnesota Department of Corrections, 2005, p. 115)

The construct of examining oneself relates to the Liberal/Enlightenment philosophical education orientation because it illustrates to offenders how to effectively and efficiently communicate with others. Offenders are provided with information pertaining to why they should think before they speak. Also, they learn to view how their actions could influence a situation. Offenders then learn to communicate with others with sensitivity and alertness to others’ feelings.

Summary

The Liberal/Enlightenment philosophical education orientation supports the concept-based design curriculum design because the constructs illustrate, through examples, how to behave, by providing identifiable and organized concepts in Minnesota’s DOC pre-release handbook. For instance, offenders who apply skills and knowledge to manage their finances (critical thinking), make decisions about their health (thinking freely), and learn how to handle conflict (self-examination) exercise democratic values that promote individualism and independence, creating an effective and efficient society.

Law-Abiding Citizenship

The core constructs of law-abiding citizenship for this study are: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE. These core law-abiding citizenship constructs are associated with imposing society’s safety and order, which serve the needs of society. The law-abiding citizenship constructs are revealed indirectly, when looking through the lens of the Liberal/Enlightenment philosophical education orientation. Theses revealed are arranged according to the Liberal/Enlightenment constructs: (a) critical thinking, (b) thinking freely, and
Critical thinking. Critical thinking promotes law-abiding citizenship because many of the core law-abiding citizenship characteristics are presented in Chapter 5: *Money Management.* For example, offenders learn to become responsible and self-disciplined through learning how to manage their money. If offenders learn to control their spending habits, regarding needs versus wants, they will take on the law-abiding characteristics of responsibility and self-discipline. Also, if offenders have characteristics of responsibility and self-discipline, they will be able to pay their bills on time, save money, and improve their credit.

Thinking freely. Thinking freely promotes law-abiding citizenship because many of the core law-abiding citizenship characteristics are found in Chapter 7: *Health and Life Skills.* For example, offenders learn how to respect their bodies and learn how to become responsible for their health. If offenders hold the law-abiding characteristic of respect relating to their health, they learn how to take care of their body. Also, if offenders have responsibility as a law-abiding citizen regarding their health, they will learn to live up to their potential through keeping their body healthy.

Self-examination. Self-examination promotes law-abiding citizenship because many of the core law-abiding citizenship characteristics are found in Chapter 7: *Health and Life Skills.* For example, offenders learn to think before they speak (Minnesota Department of Corrections, 2005, p. 115). As well, they are taught about the social role of acting as a good communicator. For instance, offenders who are responsible can live up to their potential as a good communicator. If the offenders have courage, they possess the quality to commit to the difficult task of avoiding altercations. Offenders who possess the characteristics of integrity display strength of character by moving forward and making good decisions to manage their conversations through avoiding disputes. Offenders who hold the quality of self-discipline and the ability to persevere may avoid a heated argument or fight.

Summary

Law-abiding citizenship characteristics are mentioned in the aforementioned examples. Each example shows how offenders can become law-abiding citizens. Hence, the core law-abiding citizenship characteristics are promoted indirectly within Minnesota’s DOC pre-release
handbook, when looking through the lens of the Functionalism philosophical education orientation.

**Functionalism Constructs Relating to Indiana’s DOC Pre-Release Handbook**

The constructs for the Functionalism philosophical orientation are: (a) social solidarity, (b) social laws and roles, and (c) creating opportunities. These constructs are depicted in various chapters in Indiana’s DOC pre-release handbook. Particular examples are chosen to support the Functionalism philosophical education orientation, which also support the traditional curriculum design.

**Social solidarity.** Social solidarity provides social stability through the establishment of allowing individuals to feel part of a group by attempting to reduce criminal behavior. This group can be expressed as a relationship with one or more individuals, or it could be associated with work environments or personal relationships.

Social solidarity applies to every offender who participates in the pre-release program, which includes the pre-release handbook. Even working on Indiana’s DOC pre-release handbook in a group emphasizes social solidarity by preparing offenders for mainstream society. Offenders learn from each chapter of Indiana’s DOC pre-release handbook the norms and values of mainstream society to aid their adjustment from abnormal individuals to citizens of society and not to recidivate.

An example of reinforcing social solidarity is described in the *Preparing, Searching, & Maintaining Employment* section (p. 91). Offenders learn how to become a part of a workforce group through employment. In this section, offenders are questioned about the type of work in which they are interested, experience and skills, the type of employer or company they wish work for. Finding employment after incarceration involves setting short- and long-term goals. Also, the handbook stipulates that the first job after incarceration may not be the only job that offenders will obtain because they need to build a work history to find a successful career. The section then is broken down into steps about finding long-term career success through telling the offenders how to fill out applications, create résumés, search for jobs, and handle finding a job with a felony conviction.

Next, the section discusses how to maintain employment, which includes cooperating with others. Specifically, in the *Preparing, Searching, & Maintaining Employment* section, a subsection of “Resume Writing Tips” is presented to the offenders (p. 100). The subsection
provides a list of 10 tips about how to write a résumé with an explanation of each tip. For instance, one of the tips is called “Job Gaps.” Job gaps are employment gaps from one job to another job on their résumés. If there are gaps in offenders’ work history, they are to focus on their skills and knowledge that they possess related to the job they are applying for rather than a steady work history.

Social solidarity relates to the Functionalism philosophical education orientation because getting offenders in the workforce keeps society functioning. The social solidarity construct in this example is applied to keep the conformity through teaching offenders how to develop a résumé to find gainful employment. Hence, assisting the offenders’ job search according to their skills and knowledge helps maintain the solidarity of a workforce and prevents recidivism, and thus sustains society’s norms and values. Social solidarity thrives on norms and values that maintain social order and normalization to perpetuate society’s cohesiveness.

**Social laws and roles.** The Indiana’s DOC is similar to an educational institution because it provides various educational programming, such as its pre-release handbook. Also, Indiana’s DOC represents a smaller version of society and social laws of education reflecting the social laws of society. Thus, Indiana’s DOC trains its offenders through the implementations of their pre-release handbook on how to comply with society’s social roles. In this case, social laws apply to gaining skills and knowledge through education that assists offenders in finding their particular social roles in society.

For example, the social laws are described in the *Healthy Relationship* section, specifically, pertaining to the topic of “Effective Communication” (Indiana Department of Correction, 2005a, p. 46). Social laws of communication refers to taking responsibility, using “I” statements, listening, reflecting, taking time out, and learning to react responsibly to anger. Effective communication entails having good relationships with others through thinking about other people’s feelings and communicating honestly and respectfully. Hence, the social laws of learning effective communication will lead to offenders’ roles as good communicators, enabling them to deal with challenges effectively in their lives.

First, the social laws apply to offenders who learn to take responsibility for their thoughts and actions. For example, frequently, some people may announce that “‘he made me mad’ and ‘he asked for it, I just carried it through’” (Indiana Department of Correction, 2005a, p. 46). Offenders are told that when the aforementioned statements are made they have a choice about
how to react to them. Offenders can either state that someone makes them mad or act on their emotions, which may result in an altercation. Hence, offenders’ choices have consequences. Once offenders have made a choice, good or bad, they are instructed to take responsibility for their actions rather than passing the responsibility to someone else.

Second, offenders learn the social law of using “I” statements. For example, when offenders stated that “‘you make me angry’” (Indiana Department of Correction, 2005a, p. 46), they have to take responsibility for such thoughts and words. However, a better way offenders could express their anger is to say, “‘When you talk about that subject, I feel angry. I would rather that we talk about something else’” (Indiana Department of Correction, 2005a, p. 46). The latter statement explains how offenders want to avoid further conflict and how the offender would prefer to manage the situation.

Third, offenders learn the social law of listening. Offenders are taught the importance of listening and that communication is “a two-way street” (Indiana Department of Correction, 2005a, p. 46). A person who speaks without listening may not hear what the other person has said. The object of listening is to hear what another has said, and this does not mean that offenders have to agree with what the other has said.

Fourth, offenders learn the social law of reflection. Offenders are taught that often what they hear is different from what others have said. Hence, offenders are instructed to repeat to the speaker what they have heard, explaining that this process reduces any misunderstandings. Also, this process lets the speaker know that the offender hears what is said. For instance, in the statement of “‘I hear you are saying that you feel angry when we discuss that subject, and you would prefer that we talk about something else, is that correct?’” (Indiana Department of Correction, 2005a, p. 47).

Fifth, offenders learn the social law of time out. Offenders then are instructed to take a time out if a conversation becomes “too hot to resolve anything” (Indiana Department of Correction, 2005a, p. 47). If all those involved in the conversation become too emotional, some options are to agree to disagree or converse later about the issue. Another option that is told to the offenders is to let the issue drop knowing that an agreement will never occur. When offenders realize that the conversation is “going nowhere or that anger is building out of control, [they] have mastered an important communication skill that can help [them] get along with others, making better decisions, and keeping [their] cool!” (p. 47).
Sixth, offenders learn the social law of reacting responsibly to feeling, such as anger. Offenders learn that anger is a combination of both an emotion and a reaction to a feeling; this anger is a secondary emotion, and it is a "reaction to a feeling" (Indiana Department of Correction, 2005a, p. 47). Furthermore, offenders are taught that it is okay to feel "sad, lonely, frustrated, threatened, or scared" at times; however, these feelings possibly could result their "actions and behaviors as anger" (Indiana Department of Correction, 2005a, p. 47). Offenders are then taught that it is okay to express anger as long as it is expressed in an effective fashion, including not harming or attacking others.

The abovementioned exercise is about challenging relationships. The exercise explains how people think, showing that communication can be challenging. People may have different perspectives on any topic that may cause an altercation; thus, they learn about considering others’ feelings. This construct is pertinent to the Functionalism philosophical education orientation because the social law of effective communication and the social role as a good communicator provides social stability necessary for social order in a society. The list of skills and knowledge regarding effective communication pertains to skills and knowledge that offenders need to know to function and conform to the norms and values of society. Hence, there is communication etiquette that helps to maintain the cohesiveness of society.

**Abilities and opportunities.** Citizens live to their fullest through opportunities that are offered to them. Indiana’s DOC pre-release handbook instructs offenders on how to live to their potential and tells them how to find opportunities in various situations they encounter.

For example, offenders learn from Indiana’s DOC pre-release handbook to live to their abilities and take opportunities. For instance, in the *Decisions Good and Bad* section, two narrative scenarios illustrate how offenders should cope with probation or parole (p. 38). The first narrative scenario, titled “The Case of Negative Nate,” illustrates how offenders should not handle probation. The scenario states that Nate is released six months early and has one year of supervision. However, he complains that he does not want to deal with people telling him what to do while on probation because Nate has already served five years of incarceration. Then, there are two questions the offenders need to answer: (a) “What Nate is thinking” and (b) “How do Nate’s thoughts influence how he feels?” (Indiana Department of Correction, 2005a, p. 38).

Next, in the narrative scenario called “The Case of Positive Peggy,” Peggy is a character who has just been released from a correctional facility, completing a three-year sentence and has
to meet her parole officer. Peggy’s disposition is positive because she knows that if she obeys
the rules and thinks before she acts she would avoid returning to a correctional facility (Indiana
Department of Correction, 2005a). Three more questions are presented to offenders to answer;
(a) “What is Peggy thinking” (b) “How do Peggy’s thoughts influence how she feels,” and (c)
“How do you think Peggy’s feeling will influence the way she copes with parole” (Indiana
Department of Correction, 2005a, p. 38). Suggestions are provided to how Nate and Peggy think
and feel about probation and parole. Specifically, Peggy realizes that parole would benefit her
through the opportunities afforded to her.

If offenders create opportunities by having a positive attitude, they will gain other
positive aspects of being on probation or parole:

- Gives you an excuse to say “no” to peer pressure.
- Gives an employer a reason to think you will be reliable.
- Adds some structure ad routine to your life.
- Encourages you to be more self-disciplined.
- Helps you feel better about yourself.
- Teaches you to be responsible.
- Provides an opportunity for you to prove yourself (Indiana Department of Correction,
2005a, p. 39).

The offenders learn that changing their attitude for the better promotes the possibilities of
creating opportunities for them. If offenders create opportunities, in this case changing their
perspective about being on parole, other opportunities would arise for them. The abilities and
opportunities construct relates to the Functionalism philosophical education orientation because
opportunities allow for people to improve themselves. Thus, depending how they view a
situation reveals if they take advantage of opportunities that allow them to live to their fullest
abilities.

Summary

The Functionalism philosophical education orientation supports the traditional curriculum
design because the constructs denote facts promoting social order and conformity. Offenders
learn to function as a part of society. Hence, offenders who apply the résumé writing tips
become part of group of people who use one of the several standardized method mentioned to
create a résumé to enter the workforce (social solidarity), communicate to become an effective
communicator (social laws and roles), and live up to their potential by creating and receiving opportunities that come their way while living in a halfway house (abilities and opportunities).

**Law-Abiding Citizenship**

The core constructs of law-abiding citizenship for this study include: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE. These core law-abiding citizenship constructs are associated with imposing society’s safety and order, which serve the needs of society. These are revealed indirectly, when looking through the lens from the Functionalism philosophical education orientation. The core constructs of law-abiding citizenship revealed are arranged on the Functionalism constructs: (a) social solidarity, (b) social laws and roles, and (c) abilities and opportunities. Also, the examples from Indiana’s DOC pre-release handbook used in the previous section are applied here.

**Social solidarity.** Social solidarity promotes law-abiding citizenship because many of the core law-abiding citizenship characteristics are represented indirectly in the description of teaching offenders how to become employed and stay employed. For example, in the *Preparing, Searching, & Maintaining Employment* section, offenders are taught the process step-by-step, to obtain a job. For instance, if offenders overcome spending time in a correctional facility and the obstacles of finding and maintaining a job, they will hold law-abiding characteristics of courage and self-discipline. Moreover, if offenders do not settle on a job, but learn and grow to find a successful career, they will have the law-abiding characteristics of responsibility, courage, self-discipline, and perseverance. Hence, offenders strive everyday to overcome the label of being abnormal to become a member of mainstream society and conform to the social norms and values of society.

Offenders who are responsibility hold the quality of living up to their potential to pursue a better job. If the offenders have courage, they possess the quality to commit to a difficult task of finding a better job. Offenders who move forward and make good decisions will possess integrity. As well, offenders who possess the characteristic of integrity display strength of character by moving forward and making good decisions. Offenders who have the quality of self-discipline create and stick to a plan with realistic goals to achieve their goal of finding a better job. Offenders who possess the characteristic of the perseverance endured to complete the
task of finding a better job. The abovementioned examples promote the underlying construct of social solidarity, which is to reduce recidivism.

**Social laws and roles.** Social laws and roles promote law-abiding citizenship because many of the core law-abiding citizenship characteristics are indirectly mentioned in the *Healthy Relationships* section. For example, if offenders are good communicators, they will possess law-abiding citizenship characteristics that include honesty, compassion, respect, responsibility, courage, and integrity. All of the aforementioned characteristics help to manage anger without ending the conversation in a dispute or a physical altercation.

Offenders who possess honesty are able to not only be honest with themselves, but also with others, such as when communicating with their families about incarceration. Offenders who show compassion are able to develop emotional bonds when communicating with their family and friends. If offenders have the characteristic of respect, they learn to respect the feelings of their families. Offenders who are responsible live up to their potential as good communicators. If the offenders have courage, they possess the ability to commit to a difficult task of avoiding altercations. Offenders who possess the characteristic of integrity display strength of character by moving forward and making good decisions to manage their conversations and avoid disputes. Offenders who hold the quality of self-discipline create and stick to a plan with realistic goals that demands the ability to persevere.

**Abilities and opportunities.** Abilities and opportunities promote law-abiding citizenship because many of the core law-abiding citizenship characteristics are in the *Decisions Good and Bad* (p. 38-39). In the narrative scenarios, law-abiding citizenship characteristics indirectly are promoted if the offenders change their attitudes and use the opportunities provided by working with their parole officers.

Offenders who possess honesty are able to not only be honest with themselves, but with others, such as their parole or probation officers. Offenders who show compassion are able to develop emotional bonds within the community while living at the half way house. If offenders have the characteristic of respect, they learn to respect the feeling of the parole officer, as well as the community. Offenders who are responsible have the quality of living up to their potential by taking opportunities afforded to them. If the offenders have the characteristic of courage, they learn the qualities committing to the difficult tasks. The difficult tasks can be transitioning from a correctional facility, to a half way house, to society. Offenders who possess the characteristic
of integrity display strength of character by moving forward and making good decisions, and they will learn to say “no” to peer pressure. Offenders who have the quality of self-discipline create and stick to a plan with realistic goals, abiding by the half way house rules and the parole or probation, which demand the ability to persevere.

**Summary**

Law-abiding citizenship characteristics are mentioned throughout Indiana’s DOC handbook as cited in the aforementioned examples. Each example shows how offenders are trained to become law-abiding citizens. Hence, the core law-abiding citizenship characteristics are promoted indirectly within Indiana’s DOC pre-release handbook, when looking through the lens of the Functionalism philosophical education orientation.

**Liberal/Enlightenment Constructs Relating to Indiana’s DOC Pre-Release Handbook**

The construct for the Liberal/Enlightenment philosophical orientation includes: (a) critical thinking, (b) thinking freely, and (c) self-examination. These constructs are depicted in various chapters in Indiana’s DOC pre-release handbook. Particular examples are chosen to support the Functionalism philosophical education orientation, which also supports the traditional curriculum design.

**Critical thinking.** Critical thinking lends itself to the development of how people acquire various habits, skills, knowledge, values, or attitudes. These factors acquired by people allow them to control their behavior through the process of informed decision-making skills.

Critical thinking applies to offenders who contemplate their actions and think about how their actions could cause a ripple effect, influencing others’ behavior, as well as their own behavior. Thus, offenders learn to think about the benefits and consequences of their actions. These actions could introduce new habits, skills, knowledge, values, or attitudes or alter them, as well.

For instance, in the *Decisions Good or Bad* section, offenders are showed how to make informed decisions (p. 33). Making informed decisions leads to becoming a member of society, thus conforming to the norms and values of society. For example, under the subsection “When the Going Gets Tough,” offenders contemplate the benefits and consequences of taking a job from an old friend who has “had some trouble with the law and he deals dope…” (Indiana Department of Correction, 2005a, p. 33). The example places offenders in a situation of being released from a correctional facility, and after two weeks, they have not found a job. The
offenders are told they are living in a hotel and money is running out. The offenders have just run into the aforementioned friend, but they are still thinking about taking the job. The offenders must think if they could avoid getting into trouble, but what should the offenders do? Six questioned are posed to the offenders:

1. What are the benefits of taking the job?
2. What are the consequences of taking the job?
3. What are the benefits of turning down the job and looking for another job?
4. What are the consequences of turning down the job and looking for another job?
5. What are the benefits of taking the job but talking honestly with your friend about the dope issue and staying clean?
6. What are the consequences of taking the job but talking honestly with your friend about the dope issue and staying clean? (Indiana Department of Correction, 2005a, p. 33-34).

As well, there are several “Stop-Think” exercises. For example, in the Preparing, Searching & Maintaining Employment section, offenders have learned the benefits and consequences of decision-making (p. 110). Offenders are then faced with a scenario, and then need to apply the same decision-making strategies that they have learned in this section. The example shows an offender waking up in the morning and his or her car not starting. The offender knows enough that the starter is the problem, and that he or she has the ability to fix it. Offenders realize that fixing the problem themselves would save them money, but they could not afford to miss work. If the offenders wait another day to have the car fixed, they would need to find transportation to work. The offenders need to decide how to best resolve their situation. The offenders are then provided a decision-making model to assist them in weighing the benefits and consequences of each choice they make. After the offenders have gathered enough information, they need to resolve the problem.

The decision making model is divided into three sections: (a) “You call in and fix the car,” (b) “You pay someone else to fix the car,” and (c) “If you have another choice, write it below” (Indiana Department of Correction, 2005a, p. 110). At end of the decision making model is a question: “What do you think is the best way to solve your problem and why” (Indiana Department of Correction, 200a, p. 110).
The example involves critical thinking because offenders throughout the section learn how to solve problems centered on decision-making skills. First, offenders gather the necessary information, and second, they evaluate the benefits and consequences to each issue. Once offenders have weighed the benefits and consequences, they are able to reach a decision of what is best for them without getting into trouble. Critical thinking relates to the Liberal/Enlightenment philosophical education orientation because the offenders acquire skills and knowledge to learn to think for themselves.

**Thinking freely.** When offenders are able to think freely they are able to function for themselves. The Liberal/Enlightenment philosophical education orientation is emphasized because information illustrates how to handle the situations themselves through the instruction of how to accomplish tasks or overcome obstacles.

For instance, offenders are provided with an example that relates to avoiding substance abuse. In the *Health & Well Being and Dealing with Addictions/Triggers* section, offenders should participate in an exercise that includes decision-making. Some offenders may feel that they do not need any support after they are released from incarceration and feel that they would never “‘use’ [drugs] again” (Indiana Department of Correction, 2005a, p. 138). Then offenders are presented with five statements; they may say, for example, “‘I am a cocaine addict, I can still smoke pot or drink as long as I don’t use cocaine’” or “‘I am still going to hang out at Jim’s place. I am just going to tell everyone that I don’t drink now. I’m sure my buddies will understand and help me’” (Indiana Department of Correction, 2005a, p. 138). These aforementioned statements are known as traps. Offenders are then provided a chart for how to avoid such traps (p. 139). The chart provides situations that the offenders could be in after incarceration, known as “Relapse Traps” (p. 139). An example is “[y]ou are alone and want to connect with old friends and family at the local bar and they are to answer how to escape these traps” (Indiana Department of Correction, 2005a, p. 139). Offenders are taught that they can make choices to avoid relapse traps. Offenders repeat this process by applying the steps to the decision-making model.

Specifically, offenders participate in an exercise that includes decision-making (p. 140). Offenders should recall the beginning of the section to consider what is important to them. For example, “What is REALLY important to you about being sober?” (Indiana Department of Correction, 2005a, p. 140). Hence, if staying sober is important to the offenders, a plan must be
made. This is discussed earlier in the section about learning to make good decisions. Offenders learn that when making choices it is important to weigh the benefits and consequences, and to choose the decision that gives them the most long-term benefits. Specifically, the example has the offenders write down one challenge that they may face when they are trying to stay clean and sober. How will they respond? “What [will] be the benefits and consequences to each choice? What [will] you do?” (Indiana Department of Correction, 2005a, p. 140). In this exercise, the offenders are able to think freely to figure out what is important to them and how to create a plan to reach their goals.

Thinking freely is explained through the benefits and consequences of a situation. Offenders are allowed to freely think of different results to a situation using the decision-making model. Therefore, this enables the offenders to make informed decisions promoting independence and individualism. Thinking freely relates to the Liberal/Enlightenment philosophical education orientation because this concept allows offenders to function for themselves.

**Self-examination.** Self-examination focuses on people’s behaviors enabling the skills of interacting with others. Offenders learn to become sensitive and alert not only to others, but to their surroundings through their behaviors.

For example, in the *Healthy Relationships* section there are several topics, such as self-esteem, anger management, and domestic violence. In a topic called “Mirror, Mirror on the Wall” offenders should view themselves, how others are influenced by them, and if they believe that they are a good or bad person (p. 52). As well, they are asked six questions about themselves. They should answer multiple-choice questions about themselves. The questions are:

1. When I make a mistake, I tell myself…
2. When others put me down, I…
3. When a job application asks about my felon convictions, I…
4. When others offer me drugs or alcohol, I…
5. When others bring up my past crimes, I…
6. When I recognize that I am beating up on myself, I say…(Indiana Department of Correction, 2005a, p. 54).
The offenders focus on becoming aware of who they are and what they think of themselves. Hence, when offenders learn to examine themselves, they will learn to become sensitive and alert to their environment, allowing them to learn to adjust to different situations. This construct is related to the Liberal/Enlightenment philosophical education orientation because this information promotes independence and individualism. Self-examination, learning to accept who they are, and moving forward to make positive changes all require self-examination.

**Summary**

The Liberal/Enlightenment philosophical education orientation supports the concept-based design curriculum design because under this concept are constructs that show examples of how to behave, providing identifiable and organized concepts in Indiana’s DOC pre-release handbook. Hence, if the offenders apply skills and knowledge to manage their finances (critical thinking), make decisions about their health (thinking freely), and learn how to handle conflict (self-examination), they will be exercising democratic values that promote individualism and independence and create an effective and efficient society.

**Law-Abiding Citizenship**

The core concepts of law-abiding citizenship for this study are: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE. These core law-abiding citizenship concepts are associated with society’s safety and order, which serve the needs of society. These constructs are revealed indirectly, when looking through the lens of the Functionalism philosophical education orientation. The core constructs of law-abiding citizenship revealed are arranged according to the Liberal/Enlightenment constructs: (a) critical thinking, (b) thinking freely, and (c) self-examination. Also, the examples from Minnesota’s DOC pre-release handbook that are used in the previous section are applied here.

**Critical thinking.** Critical thinking promotes law-abiding citizenship because many of the core law-abiding citizenship characteristics are taught about overcoming challenges relating to the offenders’ parole or probation officer. For example, in the *Decisions Good and Bad* section, offenders are shown how to make informed decisions. It would take the core law-abiding characteristics of honesty, respect, responsibility, courage, integrity, self-discipline, and
the ability to persevere for offenders to make the decision of taking a job or not with someone who deals in drugs, when they are running low on money.

For instance, offenders who possess honesty are able to not only be honest with themselves, but also with their friends. If offenders have the characteristic of respect, they learn to respect the feelings of their family members. Offenders who have the characteristic of responsibility can educate themselves by gathering the information required to make a decision. Hence, if the offenders make the right decision, they will live up to their potential. If the offenders have courage, they possess the quality to commit to a difficult task once they make their decision regarding how to handle the situation. Offenders who possess the characteristic of integrity display strength of character by moving forward and making good decisions, according to their current situation. Offenders who have self-discipline create a plan and stick to it by achieving the goal of making the right decision. Thus, offenders who stick to their plans have the ability to persevere. Decisions are made to either take the job and the risk of avoiding trouble or to learn how to figure out another way of earning money that does not involve the same or similar risks.

**Thinking freely.** Thinking freely promotes law-abiding citizenship because many of the core law-abiding citizenship characteristics are taught about figuring out what is important to them and how to succeed in making that goal come true. In the *Health & Well Being and Dealing with Addictions/Triggers* section, offenders are informed about making decisions about drugs. For example, when offenders discover what is important to them, they learn how to make choices to stay sober. It would take the core law-abiding characteristics of honesty, respect, responsibility, courage, integrity, self-discipline, and perseverance for offenders to stay sober.

For example, offenders who possess honesty are able to not only be honest with themselves, but with others about their addictions. If offenders have the characteristic of respect, they learn to respect themselves and others they value. Offenders who have the characteristic of responsibility educate themselves by gathering the information required to make a decision, finding support systems, and learning how to say “no.” If the offenders have courage, they possess the quality to commit to the difficult task of not only staying drug free, but also committing to a new lifestyle of taking care of their health. Offenders who possess the characteristic of integrity display strength of character by moving forward and making good decisions that prevent them from relapsing into their previous lifestyle of addictions. Offenders
who have self-discipline create a plan and stuck to it, achieving the goal of making the right
decision to staying sober. Offenders who stick to their plans have the ability to persevere. Thus,
the offenders who figure out what is important to them realize that it is important to make better
choices.

**Self-examination.** Critical thinking promotes law-abiding citizenship in the *Healthy
Relationships* section. Many of the core law-abiding citizenship constructs are relevant when
offenders are asked to view themselves, and how they influence others. For instance, offenders
must learn honesty, respect, responsibility, courage, and integrity when learning to answer
questions about themselves, so that they can move forward into the future to improve their lives.
Offenders need to learn to push away the negative thoughts they had have themselves to become
better people.

For example, offenders who possess honesty are able to be honest with themselves by
coping with the past. If offenders have the characteristic of respect, they learn to respect
themselves through managing their past and moving forward. If the offenders have courage,
they possess the quality to commit to a difficult task to work through past issues and to move
forward. If offenders possess the law-abiding characteristic of responsibility, they take
responsibility for their past to live to their potential. Offenders who possess the characteristic of
integrity display strength of character by moving forward and making good decisions. Hence,
offenders are interacting with others within the scope of the society’s social contract.

**Summary**

Law-abiding citizenship characteristics are mentioned in Indiana’s DOC pre-release
handbook as cited in the aforementioned examples. Each example shows how offenders are
enlightened to become law-abiding citizens. Hence, the core law-abiding citizenship
characteristics are promoted indirectly within Indiana’s DOC pre-release handbook, looking
through the lens of the Liberal/Enlightenment philosophical education orientation.

**Mission Statements and Law-Abiding Citizenship of Minnesota’s and Indiana’s DOC Pre-
Release Handbooks**

Law-abiding citizenship characteristics are imbedded in both Minnesota’s and Indiana’s
DOC pre-release handbooks. Three constructs represent the Functionalism philosophical
education orientation: (a) social solidarity, (b) social laws and roles, and (c) abilities and
opportunities, and the three constructs that related to the Liberal/Enlightenment philosophical
education orientation: (a) critical thinking, (b) thinking freely, and (c) self-examination, each depicting that they represent the core law-abiding citizenship constructs within them. These constructs then signify that they promote law-abiding citizenship within each of Minnesota’s and Indiana’s DOC pre-release handbooks, corresponding to the each state’s mission statement. Also, this verifies that Minnesota’s and Indiana’s DOC pre-release handbooks meets the objectives and needs of society (Chapman, 2002) regarding the purpose of corrections to “enhance social order and public safety” (American Correctional Association, 1986, p. 58).

**Comparison of Minnesota’s and Indiana’s DOC Pre-Release Handbooks**

**Similarities.** Both Minnesota’s and Indiana’s DOC pre-release handbooks are comprised of both the traditional curriculum design and the concept-based curriculum design, when looking through the Functionalism and Liberal/Enlightenment philosophical education orientations, established by the abovementioned evidence. Also, both the pre-release handbooks promote law-abiding citizenship according to each of the traditional and concept-based curriculum designs, when looking through the Functionalism and Liberal/Enlightenment philosophical education orientations. As well, they both meet the objectives and needs of society (Chapman, 2002) regarding the purpose of corrections “enhance social order and public safety” (American Correctional Association, 1986, p. 58).

**Differences.** When pertaining to the qualitative differences between Minnesota’s and Indiana’s DOC pre-release handbooks, there are no significant differences.

**Conclusion**

After further investigation, Minnesota’s and Indiana’s DOC pre-release handbooks reveal that the chapters and sections chosen for each of the constructs of social solidarity, social laws and roles, and abilities and opportunities exist in both Minnesota’s and Indiana’s DOC pre-release handbooks. As well, the constructs of critical thinking, thinking freely, and self-examination exist in both the Minnesota’s and Indiana’s DOC pre-release handbooks. Furthermore, both the Minnesota’s and Indiana’s DOC pre-release handbooks display the core law-abiding citizenship constructs: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE #3, and (h) PERSEVERE.
CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

Introduction

My research demonstrates that Minnesota’s DOC Making a Successful Transition: Adult Pre-Release Handbook (2005a) and Indiana’s DOC Pre-Release Re-Entry Program Offender Handbook (2005a) promote the correctional education goal of law-abiding citizenship for adult offenders, looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment.\(^{59,60,61}\) My research questions are implemented using a mixed methods sequential explanatory research design. Specifically, Minnesota’s and Indiana’s DOC pre-release handbooks for adult offenders are designed to promote the correctional education goal of law-abiding citizenship, looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment, as evidenced by a search of specific terminology relating to the philosophical education orientations of Functionalism and Liberal/Enlightenment curriculum designs and law-abiding citizenship. Hence, it reveals how Minnesota’s and Indiana’s DOC pre-release handbooks are presented to male and female offenders. Also, I inadvertently uncovered that each of the pre-release handbooks support each of their mission statements.

This study was done because I wanted to be a part of the community-policing aspect of corrections, as stated by Inman (1992). This is my idea of how to improve our society; a first time study that started at the ground level of what two state DOCs are presenting to the offenders to assist their rehabilitation and reduce recidivism rates. I hope that researchers, policy makers, and educational program administrators in the field of corrections maximize this study to see that a curriculum design for offenders is just as important as the curriculum designed for public school children. I hope the answers to the research questions provide insight for researchers, policy makers, and educational program administrators of corrections and causes them to rethink

\(^{59}\) Minnesota’s pre-release handbook can be found at http://www.nicic.org/Library/021089.

\(^{60}\) Indiana’s pre-release handbook can be found at http://www.nicic.org/Library/020885.

\(^{61}\) When referring to the Minnesota Department of Corrections and the Indiana Department of Correction, Department of Corrections is abbreviated DOC.
how not only correctional pre-release handbooks are developed for male and female offenders, but how in general, any correctional curricula is designed for male and female offenders. In addition, the significance for this study is that researchers, policy makers, and educational program administrators in the field of corrections regularly delve into and analyze pre-release handbooks to produce the most effective use of correctional education to aid in releasing law-abiding citizens. Maximizing the purpose of pre-release handbooks in correctional institutions could help reduce recidivism rates and provide offenders with greater opportunities for becoming law-abiding citizens.

This final chapter is divided into five parts. The first part of this chapter discusses the results of the traditional and concept-based curriculum designs and the core construct of law-abiding citizenship relevant to Minnesota’s DOC pre-release handbook. The second part addresses the data from the results of the traditional and concept-based curriculum designs and the core construct of law-abiding citizenship relevant to Indiana’s DOC pre-release handbook. The third part entails a discussion and the limitations of the study. The fourth part of the chapter provides recommendations, and the fifth part discusses future research ideas.

**Conclusions for Minnesota’s DOC Pre-Release Handbook**

The initial quantitative results implement the curriculum design and law-abiding citizenship constructs. The results of the traditional curriculum design, when employing the construct of curriculum design, are tagged Functionalism: (a) ORDER #2--28/33, (b) EDUCATION --16/32, (c) KNOWLEDGE--7/9, (d) OPPORTUNITY--4/6, (e) SKILL #1--4/4, (f) CITIZEN--3/3, and (g) SERVE #1--2/2 (see Table 34). The results of the concept-based curriculum design, when employing the constructs of curriculum design, are tagged Liberal/Enlightenment: (a) EDUCATION--9/32, (b) THINK #2--17/17, (c) SKILL #1--4/4, and (d) ATTITUDE--3/3 (see Table 35). Also, the law-abiding citizenship construct discloses that the initial quantitative methods are: (a) RESPONSIBILITY--16/16, (b) RESPECT #1--6/6, (c) HONEST #1--4/4, and (d) CHARACTER #1--1/1 (see Table 36). Specifically the law-abiding citizenship construct appears in: (a) Chapter 3: Employment (b) Chapter 8: Family and Friend Relationships, (c) Chapter 2: Housing, (d) Chapter 5: Money Management, and (f) Chapter 7: Health & Life Skills through the constructs of: (a) social solidarity, (b) socials laws and roles, (c) abilities and opportunities, (d) critical thinking, (e) thinking freely, and (f) self-examination from the abovementioned examples, when looking through the lenses of the philosophical education
orientations of Functionalism and Liberal/Enlightenment (see Table 37). The mixed methods content analysis succeed in proving that the law-abiding citizenship promotes through the traditional and concept-based curriculum designs within the contents of Minnesota’s DOC pre-release handbook, when looking through the lens of the Functionalism and Liberal/Enlightenment philosophical education orientation (see Table 38).

These results suggest that some chapters of the pre-release handbooks are more prone to telling offenders how to accomplish some thing rather than applying materials to learn. For example, in Chapter 3: Employment, greater emphasis is placed on the traditional curriculum design compared to the Introduction and other chapters of Minnesota’s DOC pre-release handbook because the terms that are tagged as Functionalism are used with greater frequency (see Table 34). Chapter 3: Employment. In contrast, in Chapter 3: Employment the results suggest that the process of finding employment is not well illustrated to the offenders (see Table 35). Chapter 3: Employment incorporates the concept-based curriculum design when implementing the terms tagged as Liberal/Enlightenment. Another example, in Chapter 6: Education, the results imply that it is important to gain and pass on the facts of learning and also just as important to relate the information learned to concepts that can be applied to the offenders’ lives (see Tables 34 and 35). The results of education being so high are perhaps because the Functionalist and Liberal/Enlightenment term share the same definition as EDUCATION.

Table 34: Frequency of Terms Tagged Functionalism that Represent the Traditional Curriculum Design in Minnesota’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Chapters</th>
<th>ORDER #2</th>
<th>EDUCATION</th>
<th>KNOWLEDGE</th>
<th>OPPORTUNITY</th>
<th>SKILL #1</th>
<th>CITIZEN</th>
<th>SERVE #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>0</td>
<td>0/3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2/2</td>
<td>0</td>
</tr>
<tr>
<td>Social Identification</td>
<td>4/4</td>
<td>0</td>
<td>0</td>
<td>1/1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Housing</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Employment</td>
<td>1/1</td>
<td>2/12</td>
<td>4/6</td>
<td>3/5</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Transportation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Money Management</td>
<td>1/5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>1/1</td>
<td>10/11</td>
<td>3/3</td>
<td>0</td>
<td>4/4</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Health &amp; Life Skills</td>
<td>0</td>
<td>0/1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family and Friends</td>
<td>19/19</td>
<td>2/3</td>
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<td>0</td>
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<tr>
<td>Restorative Justice</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Living Under Supervision</td>
<td>2/3</td>
<td>2/2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>28/33</td>
<td>16/32</td>
<td>7/9</td>
<td>4/6</td>
<td>4/4</td>
<td>3/3</td>
<td>2/2</td>
</tr>
</tbody>
</table>
Table 35: Frequency of Terms Tagged Liberal/Enlightenment that Represent the Concept-Based Curriculum Design in Minnesota’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Chapters</th>
<th>EDUCATION</th>
<th>THINK #2</th>
<th>SKILL #1</th>
<th>ATTITUDE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>0/3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Identification</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Housing</td>
<td>0</td>
<td>2/2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Employment</td>
<td>2/12</td>
<td>5/5</td>
<td>0</td>
<td>3/3</td>
</tr>
<tr>
<td>Transportation</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Money Management</td>
<td>0</td>
<td>4/4</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>10/11</td>
<td>0</td>
<td>4/4</td>
<td>0</td>
</tr>
<tr>
<td>Health &amp; Life Skills</td>
<td>0/1</td>
<td>1/1</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family and Friends</td>
<td>2/3</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Living Under Supervision</td>
<td>2/2</td>
<td>5/5</td>
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</tr>
<tr>
<td>Total</td>
<td>16/32</td>
<td>17/17</td>
<td>4/4</td>
<td>3/3</td>
</tr>
</tbody>
</table>

Table 36 depicts the core law-abiding citizenship terms within each of the chapters. The result finds evidence to support that the core law-abiding citizenship construct is incorporated predominantly in Chapter 3: Employment. In Chapter 3: Employment could be implied that the results show that finding employment is a key component to becoming a law-abiding citizen. Also, the results imply that it is more important for an offender to act as a law-abiding citizen than the rest of the chapters with the exception of Chapter 8: Family and Friends.

Table 36: Frequency of Law-Abiding Citizenship Terms in Minnesota’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Chapters</th>
<th>RESPONSIBILITY</th>
<th>RESPECT #1</th>
<th>HONEST #1</th>
<th>CHARACTER #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
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<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Identification</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Housing</td>
<td>1/1</td>
<td>0</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Employment</td>
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<td>4/4</td>
<td>1/1</td>
<td>1/1</td>
</tr>
<tr>
<td>Transportation</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Money Management</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
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<tr>
<td>Health &amp; Life Skills</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Family and Friends</td>
<td>4/4</td>
<td>1/1</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td>4/4</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Living Under Supervision</td>
<td>3/3</td>
<td>1/1</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16/16</td>
<td>6/6</td>
<td>4/4</td>
<td>1/1</td>
</tr>
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</table>
In summary, the overall quantitative results imply that specifically for Chapter 3, *Employment*, which highlights the aspects of employing both the traditional and concept-based curriculum designs and the law-abiding citizen characteristics (see Table 37). Not only does this chapter highlight how to find a job and the importance of finding a job, but also implies that finding a job would make the offenders law-abiding citizens. Also, Chapter 10: *Living Under Supervision* highlights that offenders who live according to the laws of supervision are acting as law-abiding citizens.

Table 37: Summary of Terms that Apply to the Traditional and Concept-Based Curriculum Designs in Minnesota’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Chapters</th>
<th>Traditional Curriculum Design</th>
<th>Concept-Based Curriculum Design</th>
<th>Law-Abiding Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>CITIZEN</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Identification</td>
<td>ORDER #2 OPPORTUNITY</td>
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<td></td>
</tr>
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<td>Housing</td>
<td>SERVE #1</td>
<td>THINK #2</td>
<td>RESPONSIBILITY HONEST #1</td>
</tr>
<tr>
<td>Employment</td>
<td>ORDER #2 EDUCATION KNOWLEDGE OPPORTUNITY</td>
<td>EDUCATION THINK #2</td>
<td>RESPONSIBILITY RESPECT #1 HONEST #1 CHARACTER #1</td>
</tr>
<tr>
<td>Transportation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Money Management</td>
<td>ORDER #2</td>
<td>THINK #2</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>Education</td>
<td>ORDER #2 EDUCATION SKILL #1</td>
<td>EDUCATION SKILL #1</td>
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<td>Health &amp; Life Skills</td>
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<td>THINK #2</td>
<td></td>
</tr>
<tr>
<td>Family and Friend Relationships</td>
<td>ORDER #2 EDUCATION</td>
<td></td>
<td>RESPONSIBILITY RESPECT #1 HONEST #1</td>
</tr>
<tr>
<td>Restorative Justice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living Under Supervision</td>
<td>ORDER #2 EDUCATION CITIZEN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

When re-analyzing the data in Chapter 2: *Housing*, Chapter 3: *Employment*, Chapter 5: *Money Management*, Chapter 7: *Health & Life Skills*, and Chapter 8: *Family and Friend Relationships*, the evidence highlighted the presence of the core law-abiding citizenship construct through the Functionalism and Liberal/Enlightenment perspectives of social solidarity, social laws and roles, abilities and opportunities, critical thinking, thinking freely, and self-examination constructs (see Table 38). Thus, this evidence suggests that the correctional goal of law-abiding citizenship is promoted in Minnesota’s DOC pre-release handbook.
Table 38: Summary of the Second Set of Qualitative Constructs that are Represented in Minnesota’s DOC Pre-Release Handbook in Combination with the Law-Abiding Citizenship Construct

<table>
<thead>
<tr>
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<td>Abilities and Opportunities</td>
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<tr>
<td>COMPASSION</td>
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<td>Abilities and Opportunities</td>
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<td></td>
</tr>
<tr>
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<td></td>
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<td>Critical Thinking</td>
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<td>Social Laws and Roles</td>
<td>Abilities and</td>
<td></td>
<td></td>
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</tr>
<tr>
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<td>Social Laws and Roles</td>
<td>Abilities and</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>DICIPLINE #3</td>
<td>Social Solidarity</td>
<td></td>
<td>Critical Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSEVERE</td>
<td></td>
<td>Abilities and Opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Conclusions for Indiana’s DOC Pre-Release Handbook

The initial quantitative results implement the curriculum design and law-abiding citizenship constructs. The results of the traditional curriculum design when employing the construct of curriculum design, are tagged Functionalism and include: (a) EDUCATION --15/28, (b) ORDER #2--8/15, (c) KNOWLEDGE--6/7, (d) OPPORTUNITY--5/5, (e) SKILL #1--5/5, and (f) CITIZEN--3/4 (see Table 39). The results of the concept-based curriculum design when employing the constructs of curriculum design, are tagged Liberal/Enlightenment: (a) THINK #2--99/99, (b) EDUCATION--15/28, (c) ATTITUDE --19/19, and (d) SKILL #1--5/5 (see Table 40). Also, the law-abiding citizenship construct discloses that the initial quantitative methods are: (a) RESPONSIBILITY--17/17, (b) HONEST #1--6/6, and (c) RESPECT #1--4/4 (see Table 41). In some sections, they are able to reveal that the law-abiding citizenship construct exists through the following constructs: (a) social solidarity, (b) socials laws and roles, (c) abilities and opportunities, (d) critical thinking, (e) thinking freely, and (f) self-examination, when looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment. These sections are the following: (a) Preparing, Searching & Maintaining Employment (b) Healthy Relationships, and (c) Decisions Good and Bad, and (d) Health & Well Being and Dealing with Addictions/Triggers (see Table 42). The mixed methods content analysis succeeds in affirming that the law-abiding citizenship is promoted through the
traditional and concept-based curriculum designs within the contents of Indiana’s DOC pre-release handbook, when looking through the lens of the Functionalism and Liberal/Enlightenment philosophical education orientation (see Table 43).

These results suggest that some sections of the pre-release handbooks are more prone to telling how to accomplish a task rather than applying materials to learn (see Tables 39 and 40). For example in the Preparing, Searching, and Maintaining Employment section, it is highlighted that the traditional curriculum design is more important than the introduction and other sections of the pre-release handbook because the terms that are tagged as Functionalism are used with greater frequency. This insinuates that the Preparing, Searching, and Maintaining Employment section depicts that it is important to learn and memorize facts about the topics referring to the definition of the term verses the Introduction and other chapters in the pre-release handbook. In addition, the results indicate that the Preparing, Searching, and Maintaining Employment section incorporates the concept-based curriculum design when implementing the terms tagged as Liberal/Enlightenment and allowing the offenders to learn the concept of the importance of why it is important for them to find jobs.

Table 39: Frequency of Terms Tagged Functionalism that Represent the Traditional Curriculum Design in Indiana’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Sections</th>
<th>EDUCATION</th>
<th>ORDER #2</th>
<th>KNOWLEDGE</th>
<th>OPPORTUNITY</th>
<th>SKILL #1</th>
<th>CITIZEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction</td>
<td>1/2</td>
<td>1/1</td>
<td>0</td>
<td>1/1</td>
<td>0</td>
<td>1/1</td>
</tr>
<tr>
<td>Social Identification</td>
<td>0</td>
<td>5/7</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2/2</td>
</tr>
<tr>
<td>Decisions Good and Bad</td>
<td>0/1</td>
<td>0</td>
<td>0</td>
<td>2/2</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Healthy Relationships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Sexual Relationships</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Preparing, Searching, &amp; Maintaining Employment</td>
<td>5/9</td>
<td>1/5</td>
<td>3/3</td>
<td>1/1</td>
<td>1/1</td>
<td>0/1</td>
</tr>
<tr>
<td>Education</td>
<td>9/16</td>
<td>0</td>
<td>3/4</td>
<td>1/1</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Managing Finances</td>
<td>0</td>
<td>1/1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health &amp; Well-Being and Dealing with Addictions/Triggers</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2/2</td>
<td>0</td>
</tr>
<tr>
<td>Personal &amp; Community Resources</td>
<td>0</td>
<td>0/1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>15/28</td>
<td>8/15</td>
<td>6/6</td>
<td>5/5</td>
<td>5/5</td>
<td>3/4</td>
</tr>
</tbody>
</table>
Table 40: Frequency of Terms Tagged Liberal/Enlightenment that Represent the Concept-Based Curriculum Design in Indiana’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Sections</th>
<th>THINK #2</th>
<th>EDUCATION</th>
<th>ATTITUDE</th>
<th>SKILL #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduction</td>
<td>6/6</td>
<td>1/2</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Social Identification</td>
<td>1/1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Decisions Good and Bad</td>
<td>16/16</td>
<td>0/1</td>
<td>8/8</td>
<td>1/1</td>
</tr>
<tr>
<td>Healthy Relationships</td>
<td>28/28</td>
<td>0</td>
<td>3/3</td>
<td>1/1</td>
</tr>
<tr>
<td>Sexual Relationships</td>
<td>1/1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Preparing, Searching, &amp;</td>
<td>26/26</td>
<td>5/9</td>
<td>7/7</td>
<td>1/1</td>
</tr>
<tr>
<td>Maintaining Employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>1/1</td>
<td>9/16</td>
<td>0</td>
<td>1/1</td>
</tr>
<tr>
<td>Managing Finances</td>
<td>5/5</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health &amp; Well-Being and</td>
<td>14/14</td>
<td>0</td>
<td>0</td>
<td>2/2</td>
</tr>
<tr>
<td>Dealing with Addictions/Triggers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal &amp; Community Resources</td>
<td>1/1</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>99/99</td>
<td>15/28</td>
<td>19/19</td>
<td>5/5</td>
</tr>
</tbody>
</table>

Table 41 depicts the core law-abiding citizenship terms within each of the chapters. The results find evidence to support that the core law-abiding citizenship constructs are incorporated predominantly in the Healthy Relationships and Sexual Relationships sections. In Healthy Relationships and Sexual Relationships sections, it can be inferred that the results suggest the importance of taking on the characteristics of a law-abiding citizen.

Table 41: Frequency of Law-Abiding Citizenship Terms in Indiana’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Sections</th>
<th>RESPONSIBILITY</th>
<th>HONESTY #1</th>
<th>RESPECT #1</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduction</td>
<td>2/2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Social Identification</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Decisions Good and Bad</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Healthy Relationships</td>
<td>8/8</td>
<td>4/4</td>
<td>2/2</td>
</tr>
<tr>
<td>Sexual Relationships</td>
<td>4/4</td>
<td>1/1</td>
<td>2/2</td>
</tr>
<tr>
<td>Preparing, Searching, &amp;</td>
<td>3/3</td>
<td>1/1</td>
<td>0</td>
</tr>
<tr>
<td>Maintaining Employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Managing Finances</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Health &amp; Well-Being and</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Dealing with Addictions/Triggers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal &amp; Community Resources</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>17/17</td>
<td>6/6</td>
<td>4/4</td>
</tr>
</tbody>
</table>
In summary, the overall quantitative results imply that specifically for the *Health Relationship* and *Preparing, Searching, & Maintaining Employment* sections, which highlight the aspects of employing both the traditional and concept-based curriculum designs and the law-abiding citizen characteristics (see Table 42). In the *Health Relationship* section, not only does this chapter highlight how to manage healthy relationships and the importance of healthy relationships, but also explains that having healthy relationships will cause them to be law-abiding citizens. Similarly, in the *Searching, & Maintaining Employment* section, the results insinuate that it is not only significant to lean the facts of finding employment and learning how to apply the information to the offenders’ lives, but also having a job means that offenders are law-abiding citizens.

### Table 42: Summary of Terms that Apply to the Traditional and Concept-Based Curriculum Designs in Indiana’s DOC Pre-Release Handbook

<table>
<thead>
<tr>
<th>Sections</th>
<th>Traditional Curriculum Design</th>
<th>Concept-Based Curriculum Design</th>
<th>Law-Abiding Citizenship</th>
</tr>
</thead>
<tbody>
<tr>
<td>introduction</td>
<td>EDUCATION ORDER #2 OPPORTUNITY CITIZEN</td>
<td>THINK #2 EDUCATION ATTITUDE</td>
<td>RESPONSIBILITY</td>
</tr>
<tr>
<td>Social Identification</td>
<td>ORDER #2 CITIZEN</td>
<td>THINK #2</td>
<td></td>
</tr>
<tr>
<td>Decisions Good and Bad</td>
<td>OPPORTUNITY</td>
<td>THINK #2 ATTITUDE</td>
<td></td>
</tr>
<tr>
<td>Healthy Relationships</td>
<td>SKILL #1</td>
<td>THINK #2 ATTITUDE</td>
<td>RESPONSIBILITY HONESTY #1</td>
</tr>
<tr>
<td>Sexual Responsibility</td>
<td></td>
<td>THINK #2</td>
<td>RESPONSIBILITY HONESTY #1</td>
</tr>
<tr>
<td>Preparing, Searching, &amp; Maintaining Employment</td>
<td>EDUCATION ORDER #2 KNOWLEDGE OPPORTUNITY SKILL #1</td>
<td>THINK #2 EDUCATION ATTITUDE SKILL #1</td>
<td>RESPONSIBILITY HONESTY #1</td>
</tr>
<tr>
<td>Education</td>
<td>EDUCATION KNOWLEDGE OPPORTUNITY SKILL #1</td>
<td>THINK #2 EDUCATION SKILL #1</td>
<td></td>
</tr>
<tr>
<td>Managing Finances</td>
<td>ORDER #2</td>
<td>THINK #2</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Well-Being and Dealing with Addictions/Triggers</td>
<td>SKILL #1</td>
<td>THINK #2 SKILL #1</td>
<td></td>
</tr>
<tr>
<td>Personal &amp; Community Resources</td>
<td></td>
<td>THINK #2</td>
<td></td>
</tr>
</tbody>
</table>
When re-analyzing the data of individual sections: *Preparing, Searching & Maintaining Employment, Healthy Relationships, Decisions Good and Bad,* and *Healthy & Well Being and Dealing with Addictions/Triggers* searching for the presence of the core law-abiding citizenship construct through the Functionalism and Liberal/Enlightenment perspective of social solidarity, social laws and roles, abilities and opportunities, critical thinking, thinking freely, and self-examination constructs each of the sections suggest that the construct of the core law-abiding citizenship exist (see Table 43). Thus, this evidence suggests that the correctional goal of law-abiding citizenship is promoted in Indiana’s DOC pre-release handbook.

Table 43: Summary of the Second Set of Qualitative Constructs that are Represented in Indiana’s DOC Pre-Releases Handbook in Combination with the Law-Abiding Citizenship Construct

<table>
<thead>
<tr>
<th>Law-Abiding Citizenship Terms</th>
<th>Preparing, Searching &amp; Maintaining Employment</th>
<th>Healthy Relationships</th>
<th>Decisions Good and Bad</th>
<th>Decisions Good and Bad</th>
<th>Health &amp; Well Being and Dealing with Addictions/Triggers</th>
<th>Healthy Relationships</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONEST #1</td>
<td>Social Laws and Roles</td>
<td>Abilities and Opportunities</td>
<td>Critical Thinking</td>
<td>Thinking Freely</td>
<td>Self-Examination</td>
<td></td>
</tr>
<tr>
<td>COMPASSION</td>
<td>Social Laws and Roles</td>
<td>Abilities and Opportunities</td>
<td>Critical Thinking</td>
<td>Thinking Freely</td>
<td>Self-Examination</td>
<td></td>
</tr>
<tr>
<td>RESPECT #1</td>
<td>Social Laws and Roles</td>
<td>Abilities and Opportunities</td>
<td>Critical Thinking</td>
<td>Thinking Freely</td>
<td>Self-Examination</td>
<td></td>
</tr>
<tr>
<td>RESPONSIBILITY</td>
<td>Social Solidarity</td>
<td>Social Laws and Roles</td>
<td>Abilities and Opportunities</td>
<td>Critical Thinking</td>
<td>Thinking Freely</td>
<td>Self-Examination</td>
</tr>
<tr>
<td>COURAGE</td>
<td>Social Solidarity</td>
<td>Social Laws and Roles</td>
<td>Abilities and Opportunities</td>
<td>Critical Thinking</td>
<td>Thinking Freely</td>
<td>Self-Examination</td>
</tr>
<tr>
<td>INTEGRITY</td>
<td>Social Solidarity</td>
<td>Social Laws and Roles</td>
<td>Abilities and Opportunities</td>
<td>Critical Thinking</td>
<td>Thinking Freely</td>
<td>Self-Examination</td>
</tr>
<tr>
<td>DICIPLINE #3</td>
<td>Social Solidarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PERSEVERE</td>
<td>Social Solidarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comparison of Minnesota’s and Indiana’s DOC Pre-Release Handbooks, Mission Statements, and Law-Abiding Citizenship

The third research question entails the comparison of the results of the two pre-release handbooks. The data is similar for the quantitative portion of the study with subtle differences regarding both research questions and the incidental questions. Also, the qualitative results are similar. However, Minnesota’s DOC pre-release handbook appears to place a little more emphasis on the traditional curriculum design and Indiana’s DOC pre-release handbooks appears
to place slightly more emphasis on the concept-based curriculum design (see Tables 34, 35, 39 and 40). Also, Indiana’s DOC pre-release handbook results highlight the point that having healthy relationships with family, friends and sexual partners is vital to possessing the characteristics of a law-abiding citizen. Both Minnesota’s and Indiana’s DOC pre-release handbooks suggest that the designers deliberately place greater weight on finding permanent and gainful employment. The most significant difference between the two pre-release handbooks is the use of the term THINK #2. Indiana’s DOC pre-release handbook surpasses Minnesota’s DOC pre-release handbook when implementing cognitive thinking, with THINK #2, which appears and is applied 99 times. The evidence is supported by the numerous “Stop-Think” exercises in the pre-release handbook. This suggests that Indiana’s DOC pre-release handbook is more focused on offenders recalling and applying the information mentioned as opposed to Minnesota’s DOC pre-release handbook.

In addition, both Minnesota’s and Indiana’s DOC pre-release handbooks support their state’s mission statement. This is supported by the mixed methods research design. The data suggests that according to the law-abiding citizenship construct when applying both quantitative and qualitative content analysis techniques. In the quantitative portion of the study, the law-abiding citizenship construct is represented by the terms, specifically the core law-abiding citizenship terms: (a) HONEST #1, (b) COMPASSION, (c) RESPECT #1, (d) RESPONSIBILITY, (e) COURAGE, (f) INTEGRITY, (g) DISCIPLINE # 3, and (h) PERSEVE. Many of the terms, as depicted in the study, are applicable and parallel each state’s mission statement. Minnesota’s DOC mission statement projects a message that the Minnesota’s DOC would “hold offenders accountable” for their actions “and offer opportunities” (e.g., education and job skills) to become a part of society while simultaneously “restoring justice for victims and contributing to a safer Minnesota” (Minnesota Department of Corrections, 2006, para. 1). Similarly, Indiana’s DOC mission statement states that it maintains the safety of the public and provides “offenders with self improvement programs [e.g., education and job skills]” to reenter society as law-abiding citizens (Indiana Department of Correction, 2006, para. 1). Hence, the mission statements of each pre-release handbook reveal that they promote the correctional education goal of law-abiding citizenship.

62 See Appendix B.
In the qualitative portion of the study, the six constructs that represent the Functionalism and Liberal/Enlightenment philosophical education orientations are embedded in each pre-release handbook, but also can be embedded in each of the state’s mission statements, as explained above. Hence, both Minnesota’s and Indiana’s DOC pre-release handbooks curriculum for adult offenders promote the correctional education goal of law-abiding citizenship through both the traditional and concept-based curriculum designs, when looking through the lenses of the philosophical education orientations of Functionalism and Liberal/Enlightenment.

The results suggest that whether consciously or unconsciously, the designers of the pre-release handbooks create their handbook to fall in line with ACA’s purpose of corrections and the mission statements of their state DOC, suggesting that the overall institution of corrections of each of these states are meant to always strive to improve society and its citizens. Each handbook in its own manner attempts to reform offenders and release law-abiding citizens and improves society’s safety and social order.

Discussion

I discovered that both the handbooks are not solely developed as a traditional or concept-based curriculum, but are a combination, depending on the type of information presented to the offenders. A traditional curriculum is presented as a sequence of information to be memorized. On the other hand, if the offenders are to critically think their way through a situation, a concept-based curriculum is provided. Embedded in each of the curricula are the constructs of law-abiding citizenship. These are found through the six constructs that are associated with the concepts of the Functionalism and Liberal/Enlightenment philosophical education orientations. Hence, the Functionalism and the Liberal/Enlightenment philosophical education orientations support the purpose of correctional education through the type of curriculum applied to the pre-release handbooks. The comparisons regarding the similarities are more significant, as the abovementioned information states, more so than the differences between the two pre-release handbooks. Also, I discovered that the handbooks support each of their mission statements. Although the results highlight positive aspects for Minnesota’s and Indiana’s DOC pre-release handbooks, there are limitations to this study.

There are three significant limitations comprised in this study. The first limitation is the source of the study. This concern limits the study because it involves two pre-release handbooks from two state level correctional systems. If the study was done with two other pre-release
handbooks from the state level, the results could have varied tremendously to nominally. Also, Minnesota’s and Indiana’s DOC pre-release handbooks are easily accessible while other state pre-release handbooks are protected by copyrights and are not publicly accessible (Creswell, 1994). The results of the survey suggest that some states have not copyrighted their pre-release handbook, suggesting that they are not willing to share their information at that time. In addition, studying two state’s handbook is limiting because not all state DOCs have pre-release handbooks. Some states do not have pre-release handbooks, while the others who did not respond to the survey also may not have pre-release handbooks. This was discovered when surveying the other 48 states (see Table 8). The second limitation relates to gender. Some states could have different pre-release handbooks for their institutions, which contain curriculum for either male or female offenders. This study is focused on pre-release handbooks that are developed for both male and female offenders. Finally, the third limitation pertains to studying only the pre-release handbook that describes how Minnesota’s and Indiana’s DOCs promote law-abiding citizenship for offenders. This alienates other fractures of research that may assist in releasing law-abiding citizens, such as including or focusing solely on instructors who have the ability to influence the information that is presented to the offenders, a topic not addressed in this study.

**Recommendations**

My recommendations provided below are in keeping with the literature review and the results of the study regarding the curriculum design of pre-release handbooks. Also, I framed my recommendations within the abovementioned limitations of the study. I hope that the designers of the pre-release handbooks will be conscious of how they design their future pre-release handbooks. In doing so, the designers will think fully about the recommendations mentioned that they would come up with on their own. The following recommendations relate to higher levels of thinking, the pre-release program in general, and the design of the pre-release handbook.

**Recommendations for Higher Levels of Thinking**

There are 10 recommendations for higher levels of thinking provided that offer methods to benefit offenders regarding their the critical thinking and problem-solving skills. First, assessments should be implemented to determine what offenders’ current skills and abilities are pertaining to synthesizing, analyzing, applying, and evaluations information prior to participating
in pre-release programming. Second, the critical thinking skills should entail concepts that are known as basic organizers for ideas, which are entwined in a curriculum pertaining to single topic that serves as a link “between subjects, topics, generalizations, and levels of thought” (Kroll, 1998; National Education Resources, 2006). They offer a focal point for a study and a blending of other facets of other subjects (e.g., the discipline learned in a drug education program can be applied to the discipline learned in a fitness program and via versa).

Third, the pre-release handbooks should include various skills and fundamental skills that are necessary for a law-abiding citizen. Fourth, the concepts of the pre-release handbooks should be clearly understood, so that they align with the goals and objectives of a pre-release handbook. Fifth, the pre-release handbooks should include critical thinking, problem-solving, and communication skills. Sixth, pre-release handbooks should include activities that involve offenders in the development of the core skills and knowledge in order to comprehend and apply the contents of the pre-release handbooks. Seventh, the skills, knowledge, abilities, and attitudes that are present should describe sound decision making skills according to the standards of a law-abiding citizen for skills that will be necessary for future employment.

Eighth, pre-release handbooks should provide reasonable answers and reasonable alternatives if needed. Ninth, pre-release handbooks should be comprised of examples that relate to real-world issues that offenders will have to critically think about and act on. Tenth and finally, the pre-release handbook should value cultural diversity by concentrating on common core skills and abilities practical to all cultures.

**Recommendations for the Structure of a DOC Pre-Release Handbook**

The first nine recommendations pertain to the design of the structure of the handbook and other improvements to the pre-release program. First, the designers of the pre-release handbooks should develop a syllabus explaining the information that is to be learned and applied within the pre-release handbooks and a time line for the completion of each chapter or section of the pre-release handbook. Second, the designers should define the educational purpose or objectives of the pre-release handbooks. Third, the designers should define what the educational experiences are, which are to be attained according to the purpose or objectives. Fourth, the designers of the pre-release handbooks should design each chapter or section using the same format. Fifth, designers should include a table of contents to provide the order of topics to be learned. Sixth, at the beginning of the pre-release handbook, designers should provide a course overview. A
course overview may include the following: (a) information about this course, (b) a final examination, (c) course completion list, (d) how to begin this course, and (e) complete the course. Seventh, designers should ensure that the first chapter or section covers the course introduction. A course introduction may include the following: (a) introduction, (b) situations or case studies, (c) what are the benefits of completing the handbook, (d) a brief description of each chapter or unit, (e) exercises and activities, (f) course objectives, (g) benefits and outcomes, (h) how to complete this course, (i) goal setting, (j) personal and course goals, and (k) summary. Eighth, designers of the pre-release handbooks should provide exercises at the end of each chapter for not only reviewing what offenders have learned, but also assignments in and outside of class and group and individual assignments. Ninth, the pre-release handbooks should provide information that may be applied to the offenders’ lives.

The next seven recommendations relate to the pre-release program when implementing a pre-release handbook. First, the designers should implement a method of how to determine if the purpose of the pre-release handbooks was attained (e.g., practical test). Second, the designers of the pre-release handbooks should maintain an accurate documentation of offenders’ enrollment and development. Third, they should also discover why offenders participate in the educational programs. Fourth, state DOCs should create a standardized curriculum throughout all states and the Bureau of Prisons, or states may have their own pre-release curriculum with standardized core information that would be incorporated. Fifth, the designers should set up a committee to evaluate how they could better be organized relating to the current employment, economic, social, and political situations. Sixth, the designers should entail the notion of all state correctional agencies and the Federal Bureau of Prisons (BOP) to develop a national curriculum for all 50 state DOC and the BOP, or at the very least a core set of information that all offenders should learn and understand, accompanied by information from the individual states’ DOC.

A final recommendation includes the relationship of correctional facilities to local universities. Using resources, such as faculty and students as researchers to maximize the correctional education of pre-release handbooks can benefit the correctional facilities, offenders, and society. The researchers of the universities can interact with the instructors of the pre-release programs working on how to improve the development and presentation of materials instructional skills, and assessment and evaluations of the pre-release handbooks and overall pre-release program. Using the local universities, whether it is the criminology and criminal justice
or education disciplines can aid in expanding this area of research. The compiling of research regarding correctional education (i.e., pre-release handbooks) can influence policy makers because taking an interest in improving the lives of offenders will improve society.

**Future Research**

This study is hopefully the beginning of many other studies to come in this area of research. This is an untapped area in the field of corrections that needs to be explored to improve the type of education provided in such an environment. Also, this study may be applied to other correctional curricula in hopes to improve them as well. The future research suggestions do not preclude curricula but can be used to extend to other facets of correctional education. Moreover, I realize that currently many correctional agencies are undergoing budget, staff, and resource constraints, but I hope that it would not prevent any future research in the field of correctional education. Thus, the future research suggestions are provided within the framework of the limitations of the study.

This is an explanatory study about Minnesota’s and Indiana’s DOC pre-release handbooks. However, other studies of state pre-release handbooks could be done replicating this study, including the federal level for the Bureau of Prisons. Also, studies could be followed by a follow-up study that investigates the settings in which the pre-release classes are held. This type of study could entail the background of skills and knowledge of those who teach this population or the subject matter. Also a study could question if the offenders provide written and/or practical quizzes, tests, and/or activities for the offenders to learn and apply the information learned, and when and how often the written and/or practical quizzes, tests, and/or activities are given to the offenders. Studies could also ascertain whether the type of curriculum design is student centered, or teacher centered, or centered on something else?

Regarding education levels of offenders, researchers could investigate if pre-release handbooks include the provision of specific examples to accomplish a task. For example, skill could be applied to a real-world situation that entails role-playing. Offenders with learning disabilities would have practice with general situations, learning that the concepts could be transmitted to other situations. Second, if the pre-release handbooks could describe a concept that would be familiar to the offenders and relate the concept to the situation that is to be learned, the offenders may grasp the concept easier. If the contents of the information could relate to memorizing, the pre-release handbook may be divided so that information is prioritized. This
may prevent offenders from becoming overwhelmed with information. Third, the pre-release handbooks could concentrate on a few significant concepts that relate to the subjects. Fourth, the pre-release handbooks could entail higher levels of thinking that insure that they are clearly explained. Fifth, if the designers of the pre-release handbooks add additional reviews or practice activities to ensure the mastery of the subject, it may improve the learning of the contents of the pre-release handbook by the offenders.

Also, further studies could include those offenders with learning disabilities compared to those offenders who do not have learning disabilities. For example if 66% of offenders are learning disabled out of the 68% who have not yet attained a high school diploma or a GED, it is unknown how many offenders can comprehend the pre-release handbooks (Harlow, 2003). If the goal of correctional education is to release law-abiding citizens from prisons (Bosworth, 2002), then it would be expected that all offenders have the opportunity to become law-abiding citizens to increase the “social order and public safety” of society, the basic principle of corrections (American Correctional Association, 1986, p. 58). The curriculum design perhaps may be suggested for this population. On the other hand, if the offenders happen to have the ability to comprehend the information, a different study of curriculum design may be suggested. Or is there another curriculum design that may be more appropriate for this population?

Another research project could study the motivation of the offenders. This type of study could revolve around surveying offender regarding what they hope to achieve from the pre-release program and what their goals are upon release and their goals within three to five years of release from prison. Also, the study would be about the relationship between the quality of the curriculum and the impact on the offenders who participate in the pre-release program. Hence, researchers could complete a longitudinal study that involves the quality of the pre-release program compared to the progress the offenders have made since their release from incarceration. This would perhaps prompt all correctional agencies to set a standardized method of determining recidivism rates to allow it to be easier for researchers to study initial research, follow studies, and comparison studies.

Also, research projects could look at the length of the pre-release program. Is a year or six months long enough for a pre-release program? What is the time frame for each class within the program? Are the classes two hours long or are they two weeks long? What goes on in the program that causes it to last a year to six months, and should it be longer or a shorter program?
Studies could involve the differences between gender, race, ethnicity, regional, and those offenders who are citizens of the U.S. but whose first language is not English. In addition, when studying handbooks that are created for males and females and should there be different handbooks for male and female offenders. Should pre-release topics cover more topics, such as how to do taxes and find assistance when doing taxes? As well as, which state correctional systems have standardized pre-release handbooks and which state correctional systems develop their pre-release handbooks individually at each institution?

A last recommendation entails the developing of a model for pre-release handbooks to serve as a guide for all other pre-release. This model could also be translated into a computer program. A pre-release curriculum would be entered into the program and the program would scan the pre-release handbook providing scores of Functionalism and Liberal enlightenment terms, such as those used in this study or including mnemonic and critical thinking skills.

**Conclusion**

The results from the study are positive, but there is room for additional exploration in this field. Just as the ideologies of punishment shift throughout time according to political, economical, and social reasons, they open the doors to improve correctional education. Although correctional education has undergone many reforms, correctional education reform does not affect curriculum design. The correctional pre-release handbooks are significant in the rehabilitation of offenders prior to release. They provide offenders with information that is vital in keeping them from returning to prison (e.g., finding a job, decision making skills, money management, communication skills, and learning how to take care of their health) and to become law-abiding citizens.

In the end, prisons are looking for behavior changes with the knowledge gained in correctional programming, such as offenders’ souls, bodies, and minds through the implementation of the pre-release handbooks. For instance, which information is to be taught as core knowledge, which information should be memorized verses knowledge learned that is necessary to apply critical thinking skills, which should be applied to the offenders’ lives.

Minnesota’s and Indiana’s DOC pre-release handbooks are comprised of a combination of traditional and concept-based curriculum design and are found to promote the correctional educational goal of law-abiding citizenship. The traditional curriculum refers to offenders who are taught to memorize particular bits of information stored for recall. Thus, learning skills to
aid in memorizing and recalling the information is necessary for offenders to do so. Alternatively, learning knowledge relates to abstract ideas called for critical thinking. Hence, learning involves relating the information to concepts that cannot be related to one subject matter, but also to other subject matters. Thus, this information can be related to offenders’ lives, but they can apply the same information to other area for their lives and to others, as well.

I suggest that pre-release curricula be made a priority in the correctional setting because education is vital need in today’s society. According to the U.S. Department of Justice (2006b) over “600,000 individuals are released from prison every year. In some communities, these ex-offenders will return to al life of crime and prison at a rate of 67 percent within the first three years of release” (para. 16). Not to mention the astronomical amount of taxpayer funds going into the construction of facilities for housing offenders. Also, offenders would gain the full benefits of reentry programs that correctional agencies and other government agencies are working on if the offenders have a curriculum design conducive to their need and abilities.

Moreover, it is time that not only correctional agencies and other government agencies take, but also society, in general, take a step forward to reduce the overwhelming situation. Not all offenders may be helped through improved education, but at least it is a positive attempt to improve society.

Furthermore, why not share the information of correctional agencies to help others improve their pre-release programming and aid in releasing law-abiding citizens while further attempting to reduce recidivism rates. Correctional agencies not only would improve the social order and public safety of individual states, but also the nation as a whole if they communicate and share pre-release information. This is not a competition among states but a team effort to improve the release of law-abiding citizens and social order and public safety of one nation.

Above all, this initiative would not be costly. It could be accomplished through the knowledgeable education staff or through those who are part of a pre-release committee or department. Other options that could be used are the notion that a pre-release committee or department could establish relegations with a local college or university and inquire about researching pre-release handbook curriculum design. Such a relationship could lead to other research projects, internships, and foster a positive relationship between the correctional system and the educational community.
Hence, creating an initiative for the most basic materials that are discussed regarding our children would be beneficial for offenders who may move into our neighborhoods. The more states that are involved, the greater the effect of not only improving the design of pre-release materials and educating offenders, but also the offenders would become more prepared when involved in the reentry programs. In the end, it is a win-win situation for all: offenders, society, correctional institutions, and local graduate colleges and universities that decide to take part in this endeavor. Nevertheless, education “should also enable people to become productive members of society, both as citizens sharing in democratic processes and as workers in the economy” (Picus, 2006, para. 1).
APPENDIX A

RECIDIVISM STUDIES

Rearrest rates for two studies showed that they were the “closest to providing ‘national’ recidivism rates for the United States” (Bureau of Justice Statistics, 2002, para. 1). In 1983, a study was conducted that tracked 108,580 state offenders who were released from 11 states. A second study, in 1994, tracked 272,111 offenders who were released from 15 states. The offenders tracked during both studies “represented two-thirds of all prisoners released in the United States for that year” (Bureau of Justice Statistics, 2002, para. 1). The data from the studies was presented below from the Bureau of Justice Statistics (BJS) (2002).

**Rearrests within 3 years**
- 67.5% of prisoners released in 1994 were rearrested within 3 years, an increase over the 62.5% found for those released in 1983
- The rearrest rate for property offenders, drug offenders, and public-order offenders increased significantly from 1983 to 1994. During that time, the rearrest rate increased:
  - from 68.1% to 73.8% for property offenders
  - from 50.4% to 66.7% for drug offenders
  - from 54.6% to 62.2% for public-order offenders
- The rearrest rate for violent offenders remained relatively stable (59.6% in 1983 compared to 61.7% in 1994).

**Reconviction within 3 years**
- Overall, reconviction rates did not change significantly from 1983 to 1994. Among, prisoners released in 1983, 46.8% were reconvicted within 3 years compared to 46.9% among those released in 1994. From 1983 to 1994, reconviction rates remained stable for released:
  - violent offenders (41.9% and 39.9%, respectively)
  - property offenders (53.0% and 53.4%)
  - public-order offenders (41.5% and 42.0%)
- Among drug offenders, the rate of reconviction increased significantly, going from

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35.3% in 1983 to 47.0% in 1994.

**Returned to prison within 3 years**

- The 1994 recidivism study estimated that within 3 years, 51.8% of prisoners released during the year were back in prison either because of a new crime for which they received another prison sentence, or because of a technical violation of their parole. This rate was not calculated in the 1983 study.
APPENDIX B

MISSION STATEMENTS OF MINNESOTA’S AND INDIANA’S DEPARTMENT OF CORRECTIONS

Minnesota’s Department of Corrections (2006) mission statement is “[t]o hold offenders accountable and offer opportunities for change while restoring justice for victims and contributing to a safer Minnesota” (Minnesota Department of Corrections, 2006, para. 1).

Indiana’s Department of Correction (2006) mission statement is “to maintain public safety and provide offenders with self improvement programs, job skills and family values in an efficient and cost effective manner for a successful return to the community as law-abiding citizens” (Indiana Department of Correction, 2006, para. 1).
1. What is the time frame, prior to release, offenders must begin to complete the handbook?

2. Don’t all offenders, with exception of those offenders who are deported, serving life sentence, serving another sentence in different state upon completion of serving their sentence in Indiana, because another state has a detainer on the offender, or serving time in prison is too short to complete the pre-program complete the handbook? And what is considered too short to complete the handbook?

3. Do you know why your handbook is accessible online compared other states?

4. Who designs the handbooks and what is the process for deciding what information is to be incorporated in the handbook?
Hi,

I am a doctoral student at Florida State University, in the Education Department, and I am studying offender pre-release handbooks for my dissertation.

I was hoping that I could have a copy for my research, and if so, how can I obtain a copy please?

Thank you in advance for your time.

Sarah Camp
APPENDIX E

SAMPLE LETTER

October 2, 2006

NYS Department of Correctional Services
Attention: FOIL Unit
1220 Washington Avenue
Albany, New York 12226

To Whom It May Concern:

I am a doctoral student at Florida State University, in the Education Department, and I am studying adult offender pre-release handbooks for my dissertation. I was hoping that I could have a copy of your handbook for my research, and if so, how can I obtain a copy please? (One of each, if you provided separate handbooks for male and female offenders.) If you do not provide a handbook to the offenders then is the pre-release/reentry information provided through programming only?

If I am able to obtain a handbook, I would like to follow up with four questions that I may write, phone, or email you regarding the development and use of the handbook.

It would be appreciated if you responded to my address, phone number, or email address listed below.

Thank you in advance for your time.

Sincerely,

Sarah Camp

XXXXXXXX
XXXXXX
XXXXXX
XXXXXX
XXXXXX

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## APPENDIX F

### COLLECTION OF DOC RESPONSES

<table>
<thead>
<tr>
<th>State</th>
<th>Email</th>
<th>Mail</th>
<th>Response</th>
<th>Follow up</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>No pre-release handbooks; Programs only.</td>
</tr>
<tr>
<td>Alaska</td>
<td>X</td>
<td>No</td>
<td></td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Arizona</td>
<td>X</td>
<td>X</td>
<td>No</td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Arkansas</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>Provided substantial in formation of their pre-release modules.</td>
</tr>
<tr>
<td>Colorado</td>
<td>X</td>
<td>No</td>
<td></td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Connecticut</td>
<td>X</td>
<td>X</td>
<td>No</td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Delaware</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td>Provided me materials for pre-release.</td>
</tr>
<tr>
<td>Florida</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td>No pre-release handbooks. They are in the process of developing them.</td>
</tr>
<tr>
<td>Georgia</td>
<td>X</td>
<td>X</td>
<td>No</td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Hawaii</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td></td>
<td>They do not have a pre-release handbook.</td>
</tr>
<tr>
<td>Idaho</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td>Has pre-release handbook.</td>
</tr>
<tr>
<td>Illinois</td>
<td>X</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td>Request was forwarded to their Planning and Research Department for evaluation and response--never hear from them.</td>
</tr>
<tr>
<td>Indiana</td>
<td>X</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Used for study--Pre-release handbook is posted on the Internet.</td>
</tr>
<tr>
<td>Iowa</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Stated they have a resource guide and reentry packet.</td>
</tr>
<tr>
<td>Kansas</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Does not use a pre-release handbook since the pre-release curriculum was revised significantly in 2005.</td>
</tr>
<tr>
<td>Kentucky</td>
<td>X</td>
<td>No</td>
<td></td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Louisiana</td>
<td>X</td>
<td>No</td>
<td></td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Maine</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Does not prepare pre-printed handbooks, instead each facility provided a packet of information.</td>
</tr>
<tr>
<td>Maryland</td>
<td>X</td>
<td>X</td>
<td>No</td>
<td></td>
<td>No response.</td>
</tr>
<tr>
<td>Massachusetts</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Each pre-release facility has its own individual inmate handbook</td>
</tr>
<tr>
<td>Michigan</td>
<td>X</td>
<td>Yes</td>
<td></td>
<td></td>
<td>Unknown. Would not share information claiming due to policy</td>
</tr>
<tr>
<td>Minnesota</td>
<td>X</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
<td>Used for study--Pre-release handbook is posted on the Internet.</td>
</tr>
<tr>
<td>State</td>
<td>Reentry Status</td>
<td>Remarks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mississippi</td>
<td>X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Missouri</td>
<td>X X</td>
<td>Provided me with information about the Reentry Process, including a CD.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Montana</td>
<td>X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>X Yes</td>
<td>They do not have a pre-release handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nevada</td>
<td>X Yes</td>
<td>Has a curriculum for re-entry, entitled New Beginnings and hand out re-entry resources and are-entry pocket guide.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Hampshire</td>
<td>X</td>
<td>They do not have a pre-release handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Jersey</td>
<td>X X</td>
<td>They were unable to provide me with their reentry handbook at this time, because they were in the process of having the document copyright protected.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Mexico</td>
<td>X X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New York</td>
<td>X X</td>
<td>Provided 31 pages of pre-release materials.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Carolina</td>
<td>X Yes</td>
<td>Only replied for my to try the states jobstart web site.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Dakota</td>
<td>X X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio</td>
<td>X Yes</td>
<td>They do not have a pre-release handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oklahoma</td>
<td>X X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oregon</td>
<td>X X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pennsylvania</td>
<td>X Yes</td>
<td>Yes, they have an 87-page Community Reentry Workbook--Posted on the Internet.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rhode Island</td>
<td>X X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Carolina</td>
<td>X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Dakota</td>
<td>X Yes</td>
<td>The South Dakota Board of Pardons and Paroles replied--They have an Admissions &amp; Orientation to Release to Parole for New Inmate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tennessee</td>
<td>X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Texas</td>
<td>X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Utah</td>
<td>X X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vermont</td>
<td>X X</td>
<td>They do not have a pre-release handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Virginia</td>
<td>X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Washington</td>
<td>X X</td>
<td>They do not have a pre-release handbook.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>West Virginia</td>
<td>X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wisconsin</td>
<td>X Yes</td>
<td>Have individual institutions institutes their own pre-release curriculum; They are working on a stand curriculum.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wyoming</td>
<td>X X No</td>
<td>No response.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


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Rees, C. (1990, February). Will we learn from our mistakes or continue to build on them? *Corrections Today*. 102-104.


BIOGRAPHICAL SKETCH

Sarah N. Camp has worked in the field of corrections since 1995. From April 1995 through October 1996, she was employed with the South Carolina’s DOC as an activities therapist. In October 1996, she was hired by the Federal Bureau of Prisons as a recreational specialist and served in this capacity until November 2003. In November 2003, she was promoted to the position of a case manager with the Bureau, first as a case manager for the Residential Drug Abuse Treatment Program and then as a case manager for the general population. In addition, Sarah has been a CPR instructor and a member of the Disturbance Control Team for several years with the Bureau.

Sarah's educational background includes a Bachelor of Fine Arts in Art, from Ohio Wesleyan University; and a Master of Science in Physical Education, a Master of Science in Criminology, and a Doctorate of Education in Educational Leadership, from Florida State University.