# 8/11/2020

# brcc keystone logo

Baton Rouge Community College

*Academic Affairs Master Syllabus*

Date Approved: 4 September 2020

Term and Year of Implementation: Fall 2020

**Course Title:** Correctional Systems and Practices

**BRCC Course Rubric:** CJUS 2013

**Previous Course Rubric**: CJUS 130

**Lecture Hours per week-Lab Hours per week-Credit Hours**: 3-0-3

**Per semester: Lecture Hours-Lab Hours-Instructional Contact Hours**: 45-0-45

**Louisiana Common Course Number:** CCRJ 2013

**CIP Code:** 43.0113

**Course Description:** Introduces historical and social settings of corrections, theories and practices in corrections, and correctional programs in institutions and in the community.

**Prerequisites:**  CJUS 1013 (or CJUS 101) with a grade of C or better

**Co-requisites:** None

**Suggested Enrollment Cap:** 40

**Learning Outcomes.** *Upon successful completion of this course, the students will be able to:*

1. Explain the historical development of corrections from the Middle Ages onward.

2. Discuss the purposes of punishment and rehabilitation.

3. Appraise the similarities and differences in the functions and operations of jails, prisons, probation, parole, and intermediate sanctions.

4. Demonstrate knowledge of the core controversies surrounding the death penalty.

5. Identify the major challenges in contemporary corrections, including the rise in mentally disordered offenders, incarceration of women, private prisons, soaring costs, and wrongful convictions.

**Assessment Measures.** Assessment of all learning outcomes will be measured using the following methods:

1.  Instructor-created objective exams during the semester/term to assess students' knowledge of correctional systems and practices, and all associated learning and programming outcomes.

2. Written assignments on various lecture topics and associated course learning outcomes for assessment of students’ comprehension of material and ability to express the comprehension of material in their own words.

3. Comprehensive final exam for assessment of all learning outcomes.

**Information to be included on the Instructor’s Course Syllabi:**

* ***Disability Statement*:** Baton Rouge Community College seeks to meet the needs of its students in many ways. See the Office of Disability Services to receive suggestions for disability statements that should be included in each syllabus.
* ***Grading:*** The College grading policy should be included in the course syllabus. Any special practices should also go here. This should include the instructor’s and/or the department’s policy for make-up work. For example in a speech course, “Speeches not given on due date will receive no grade higher than a sixty” or “Make-up work will not be accepted after the last day of class”.
* ***Attendance Policy*:** Include the overall attendance policy of the college. Instructors may want to add additional information in individual syllabi to meet the needs of their courses.
* ***General Policies*:** Instructors’ policy on the use of things such as beepers and cell phones and/or hand held programmable calculators should be covered in this section.
* ***Cheating and Plagiarism*:** This must be included in all syllabi and should include the penalties for incidents in a given class. Students should have a clear idea of what constitutes cheating in a given course.
* ***Safety Concerns:*** In some courses, this may be a major issue. For example, “No student will be allowed in the lab without safety glasses”. General statements such as, “Items that may be harmful to one’s self or others should not be brought to class”.
* ***Library/ Learning Resources:*** Since the development of the total person is part of our mission, assignments in the library and/or the Learning Resources Center should be included to assist students in enhancing skills and in using resources. Students should be encouraged to use the library for reading enjoyment as part of lifelong learning.

**Expanded Course Outline:**

I. The history and ideologies of punishment and prisons

A. How individuals and events have influenced the history of corrections

B. The effect institutional design and construction has on correctional concepts and systems

C. The use of mandatory sentencing and the death penalty

D. The philosophical models of punishment, reform, education and medical

E. How correctional models affect the rationales for current correctional developments

II. The role of alternatives to traditional incarceration

A. The importance of “front end” programs in the correctional system

B. The functions of jails and detention facilities

C. How probation and parole supervision are utilized by judges as the major alternatives to incarceration

D. The new concepts of intermediate sanctions and how they are utilized as adjuncts to both probation and incarceration

III. The Correctional System

A. How the use of imprisonment impacts crime in general

B. The effect that the punishment rationale has over correctional centers, inmates and society

C. How state correctional institutions are the core of the system

D. The significance of the Federal Bureau of Prisons on the entire correctional system

E. The controversy surrounding the privatization of correctional services and facilities

IV. The various functions of correctional management, treatment, and classification of individual offenders

A. The primary mission of public safety in a correctional facility

B. The role of custody, control and the correctional officers within the organization

C. The inmate culture and the social system of the inmate population

D. The influence of treatment as a institutional function

E. Contrast correctional management philosophies for male and female inmates

F. The concept of parole as a correctional component