|  |  |
| --- | --- |
| **PROFESSOR:**        | **PHONE NUMBER:**        |
| **OFFICE LOCATION:**        | **E-MAIL:**        |
| **OFFICE HOURS:**        | **SEMESTER:**        |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**CJC 1000 INTRODUCTION TO CORRECTIONS (3 CREDITS)**

This course is a comprehensive view of historical and philosophical treatment programs and developments in the field of juvenile and adult corrections. Emphasis is placed on understanding the offender in the correctional system, with an examination of the correctional client, the non-institutional correctional system, agencies, and recidivism.

1. **PREREQUISITES FOR THIS COURSE:**

None

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• Historical and philosophical treatment programs

• Developments in the fields of juvenile and adult corrections

• Understanding the offender in the correctional system

• Non-institutional correctional systems and agencies

• Recidivism

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

 General Education Competency: **Research**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* 07.03 Discuss major problems facing contemporary corrections.

**2.  Listed here are the course outcomes/objectives assessed in this course which play a *supplemental* role in contributing to the student’s general education along with the general education competency it supports.**

General Education Competency: **Visualize**

 Course Outcomes or Objectives Supporting the General Education Competency Selected:

* 07.02 Discuss the philosophies of incarceration.

**B.** **Other Course Objectives/Standards**

* 07.0 Describe and Discuss the Field of Corrections (Program Outcome)
* 07.01 Discuss the history and evolution of corrections.
* 07.04 Identify the major differences between juvenile and adult institutionalization.
* 07.05 Contrast the early Auburn and Philadelphia style of prison construction with modern day practices.
* 07.06 Discuss the advantages and disadvantages of career and technical education within an institutional setting.
* 07.07 Identify contemporary sentencing guidelines.
* 07.08 Define the concept of community based corrections.
* 07.09 Define and contrast the concepts of probation and parole.
* 07.10 Identify the advantages of work release and pre-release programs.
* 07.11 Discuss the problems associated with probation caseloads.
* 07.12 Explain the concept of contracting for correctional services.
* 07.13 Identify important historical progressions in the origins of probation and parole.
* 07.14 Define the general categories of treatment services.
* 07.15 Explain the various roles of psychologists, psychiatrists, and sociologists in corrections.
* 07.16 Explain the different models for the rehabilitation of offenders; such as educational, vocational and therapeutic.
* 07.17 Explain the inmate classification process.
* 07.18 Explain how the classification process can frequently intensify conflict between treatment and security goals.
* 07.19 Discuss group and individual counseling of the offender.
* 07.20 Identify types of community resources that are available for offender treatment services.
1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at equity@fsw.edu.  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)