

**Fond du Lac Tribal and Community College  
COURSE OUTLINE FORM**

**Updated 11/25/14**

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

**1. Prepared by:** \_\_\_\_\_

**2. Date submitted:** \_\_\_\_\_

3. Date approved: \_\_\_\_\_ Date revised 03/11/15

**4. Department/discipline:** Corrections

**5. Department(s) endorsement(s):** \_\_\_\_\_  
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: American Jail & Prison Systems  
Abbreviated course title (25 characters or less): \_\_\_\_\_

7. Course Designator: CORR 8. Course Level: 2005

9. Number of Credits: Lecture 3 Lab \_\_\_\_\_

10. Control Number (on site) 60 Control Number (online) \_\_\_\_\_

11. Catalog/Course description:

This course will explore the role of the correctional system in society. Students will examine the history and evolution of corrections; the different ideologies and goals of incarceration (punishment; retribution; deterrence; incapacitation; reform and prevention) and the role of society in determining how those goals are manifested. Students will look into the various components of the correctional system: jails, diversion programs, probation, and examine the function of each.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses  
Prerequisite(s):  
Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Materials will be based on currency and appropriateness, and be indicated in the instructor's syllabus.

14. **Course Content** (Provide an outline of major topics covered in course)

History of corrections  
Societal goals of incarceration  
Functions of jails  
Direct supervision of jails  
Jail operations  
Community based alternatives  
Prison and other correctional facilities

Institutional procedures

- Custody and control procedures
- Contraband, searches, equipment control
- Treatment, education, training, work programs
- Counseling, casework, clinical services

Effects of the institutional life; prison violence

Special inmate populations

Correctional personnel, staffing

Correctional management

### 15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

*Course learning outcomes will fulfill the identified competencies.*

*Course Learning Outcomes.*

Upon completion of this course, the students will be able to:

1. Describe the basic ideologies of incarceration, including Transitioning from Prison to Community (TPC). (A, B)
2. Define institutional procedures, including custody, classification, control, rules, inmate management & rights, & civil commitment. (A, B, C, D)
3. Analyze contemporary issues in corrections, including privatization, accreditation; changing inmate demographics/characteristics, and the Prison Rape Elimination Act. (A, C, D.)
4. Distinguish the relationship between the different correctional components, including relationships with law enforcement & the Courts. (A, C)
5. Summarize the effects of institutional life, including prisonization, adaptations to confinement, inmate subculture, and prison violence. (C, D)
6. Examine key issues in the staffing of correctional institutions, including numbers, characteristics, & officer stress (Corrections Fatigue). (A, B)

16. **Minnesota Transfer Curriculum (MnTC):** If this course fulfills an MnTC goal area, state the goal area and list the goals and outcomes below:

See [www.mntransfer.org](http://www.mntransfer.org)

Goal Area(s): \_\_\_\_\_