

Bergen Community College  
Division of Social Science, Business and Public Service  
Department of Criminal Justice and Homeland Security

**Course Designation, Number, and Title**

Date of Most Recent Syllabus Revision: September 21, 2010

Course Typically Offered: Fall \_\_\_\_\_ Spring \_\_\_\_\_ Summer \_\_\_\_\_ Every Semester \_\_\_\_\_ Other \_\_\_\_\_

Syllabus last reviewed by: BCC General Education Committee \_\_\_\_\_ Date: \_\_\_\_\_

(Most courses need review Ad Hoc Committee on Learning Assessment \_\_\_\_\_ Date: \_\_\_\_\_

by only one of the following) Curriculum Committee: \_\_\_\_\_ Date: \_\_\_\_\_

**A syllabus for this course must include as much of the following information as is applicable. It is understood that syllabi will vary considerably from department to department, program to program, and discipline to discipline, contingent upon departmental, program, and discipline policies and practices. In adopting these guidelines, there is no intention to impose a "one size fits all" syllabus or course outline format on departments, programs, and disciplines.**

**Basic Information About Course and Instructor**

Semester and Year:

Course and Section Number: **CRJ 115**

Meeting Times and Locations:

Instructor:

Office Location: Paramus

Phone: (201) 493-4095

Departmental Secretary: Marguerite MacDonald

Office Hours: 9:30 AM – 5:30 PM

Email Address:

**Course Description:**

**Correctional Law** is an overview of the policies and practices that govern correctional institutions. The course examines current legal issues and many court cases that directly impact on prisons and prisoners.

3 lectures, 3 credits.

**Student Learning Objectives:** As a result of meeting the requirements in this course, students will be able to

- a. Explain decision-making processes affecting correction cases and the impact of law on corrections personnel.
- b. Analyze judges' rulings that have shaped law and policy in correction.
- c. Demonstrate an understanding of how correctional law affects the lives of prisoners and staff.
- d. Explain why the US Supreme Court has declined to rule and let lower court decisions stand as the governing case law.

## Means of Assessment

List means of assessment of student learning in pursuit of goals/objectives/outcomes (e.g., graded class discussions, objective tests and examinations, essay tests and examinations, student presentations in class (individual or group), writing assignments [papers, short essays, book reports, etc.]

## Course Content

Describe/comment on the nature, purpose, and content of the course, including required coverage and optional coverage.

If relevant, include departmental policy statements about or guidelines for the way(s) in which the course should be presented/delivered.

## Special Features of the Course (if any)

Recognizing that there is a diversity of learning styles among BCC students, this course will organize the learning process through appropriate combinations of lecture, group discussions, collaborative learning process, class presentations, and projects. The class will use BCC Library learning technologies for research paper purposes as well as for other assignments.

## Required Text:

Christopher E. Smith. Law and Contemporary Corrections. Wadsworth Publishing Co., 2000. ISBN 0-534-56626-6. William C. Collins. Correctional Law for the Correctional Officer. American Correctional Association, 2001. ISBN 1-56991-132-0.

## Recommended Supplement and/or Other Study Materials

Harvey Wallace and Cliff Roberson. Legal Aspects of Corrections. Copperhouse Publishing Co., 2000. ISBN 0-942728-92-0.

## Research, Writing, and/or Examination Requirement(s)

List/describe/comment on course research/writing/presentation/examination requirements.

State departmental policies on research, writing, presentation, and/or examination assignments [optional].

Include policy statements on student group work (if relevant).

## Grading Policy

The **final grade** for this course will be based on the number of "**performance points**" students accumulate. Students can earn 100 performance points in this course. If they accumulate 90 or more performance points, the final course grade will be "A"; 85-89 points = "B+"; 80-84 points = "B"; 75-79 points = "C+"; 70-74 points = "C"; 60-69 points = "D"; and 0-59 points = "F". They will accumulate performance points by meeting the following course requirements:

- a. **Three Field Assignments** (25 performance points)
- b. **Two Quizzes** (10 performance points)
- c. **Attendance and Class Participation** (15 performance points)
- d. **Oral Presentation and Class Diary** (10 performance points)
- e. **Two Exams:** Midterm Exam (20 performance points) and Final Exam (20 performance points)

The details on these requirements are set forth in the following paragraphs.

1. **Field Assignments** (25 performance points): Students are required to conduct three field assignments. These assignments are: a Understanding Correctional Administration, An Observation of a Correctional Administration Setting, and an Interview with a Correctional Administrator. An analytical paper must be submitted using the following format: Introduction (introduces the subject matter), Findings (the overall understanding the subject matter as it relate to the assignment), and Conclusion (their opinion or position on the subject matter as it relate to the assignment).
2. **Two Quizzes** (10 performance points): Students are required to take quiz number one on week four and quiz number two on week twelve.
3. **Attendance and Class Participation** (15 performance points): Absences, lateness, and early departures can diminish student's overall class participation points. Obviously, students cannot participate in class if they are not there. The expectation is for students to attend every scheduled class meeting in this course on time and for the full class period. The instructor will take attendance each time the class meets. The instructor recommends that students find study partners and exchange telephone numbers so that they communicate with each other outside the class. Absence of more than four times will reflect a loss of 10 points, as well as, lateness of more than four times will reflect a loss of five points.
4. **Oral Presentation and Class Diary** (10 performance points): Students are required to make a class presentation based on Assignment Three, Interview with interview; such as his/her views of being a Correctional Administrator and students' perspectives on the outcome. Additionally, they are to maintain a Class Diary regarding new learned areas from each class.
5. **Two Exams** (40 performance points): Exams contain two parts, the Midterm and the Final. The Midterm exam covers the first half of the course; and the Final exam covers the second half of the course. Students are required to take both of these exams. The exams contains two part; part one is a take-home analysis type exam and part two is an in-class multiple choice/true-false exam. The administration of make-up exams will be contingent upon a legitimate excuse: i.e. illness, family death, unexpected emergency situation, presented prior to the test period. The make-up will be given during the week of the regularly scheduled exam and will be substantially different from the original. The grade will reflect a loss of a 10 point penalty.

## Attendance Policy

### **BCC Attendance Policy:**

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

**Departmental Attendance Addendum Policy:**

Students are expected to attend class regularly and punctually. Failure to attend class is usually reflected in a student's overall course performance. A student who is absent from class frequently is unable to do his/her best and may not be able to complete the course with passing a grade.

**Other College, Divisional, and/or Departmental Policy Statements** [optional but recommended]

1. **Cheating or Plagiarizing:** If plagiarism occurs on any required paper, it will result in a grade of F. If students engage in test cheating, i.e. cheat sheets, copying from another student, etc., a grade of F will be assigned.
2. **Special Accommodations:** Students with disabilities who need special accommodations for this class are encouraged to meet with the instructor or the appropriate disability service provider on campus as soon as possible. In order to receive accommodations, students must be registered with the appropriate disability service provider on campus as set forth in the student handbook and must follow the College procedure for self-disclosure, which is stated in the College Guide. Students will not be afforded any special accommodation for academic work completed prior to disclosure of the disability and completion of the registration process with the appropriate disability service provider on campus.

**Student and Faculty Support Services** [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc.

Include a statement on the BCC Library.

**Include a Course Outline and Calendar**

Week	Date(s)	Topic/Activity	Assignments/Events	Required Reading
1		Law and Corrections.	a. Law and the Context of Corrections. b. The Forms of Law. c. Legal Actions and the Courts. d. Correctional Organizations Today. e. Issues Facing Correctional Administration.	(Seiter) Chapter 1 Correctional Administration: Past to Present. (Duffee) Chapter 1 The Importance of Management to Corrections.

<b>Week</b>	<b>Date(s)</b>	<b>Topic/Activity</b>	<b>Assignments/Events</b>	<b>Required Reading</b>
<b>2</b>		Leadership and Management of Corrections.	<ul style="list-style-type: none"> <li>a. Leadership and Management in Corrections</li> <li>b. Traditional Correctional Administration.</li> <li>c. What Correctional Administrators Manage?</li> <li>d. A Changing View of Correctional Leadership</li> <li>e. Challenges for the Future.</li> </ul>	(Seiter) Chapter 2 Leadership and Management of Corrections. (Duffee) Chapter 2 Correctional History and the Development of Correctional Management.
<b>3</b>		Creating a Vision, Mission Statement, and Strategic Plan.	<ul style="list-style-type: none"> <li>a. Distinguishing Vision and Mission.</li> <li>b. Leadership and the Vision</li> <li>c. Mission, Objectives, and Goals.</li> <li>d. The Planning Process.</li> <li>e. Strategic Management and Leadership.</li> </ul>	(Seiter) Chapter 3 Creating a Vision, Mission Statement, and Strategic Plan. (Duffee) Chapter 3 Organizational Structure and Basic Management Functions.
<b>4</b>		Punishment and Other Correctional Goals.	Assignment #1 is due. <ul style="list-style-type: none"> <li>a. Punishment and Other Correctional Goals.</li> <li>b. Correctional Goals and Criminal Sanctions.</li> </ul>	(Seiter) Chapter 4 Punishment and Other Correctional Goals. (Duffee) Chapter 4 Formulating Correctional Goals: The Interaction of Environment, Belief, and Organizational Structure.
<b>5</b>		Programs and Services	<ul style="list-style-type: none"> <li>a. Rehabilitative Programs</li> <li>b. Public Support for Rehabilitation.</li> <li>c. Existing Correctional Programs.</li> <li>d. Prison Work Programs.</li> <li>e. Does Correctional Treatment Work?</li> </ul>	(Seiter) Chapter 5 Programs and Services. (Duffee) Chapter 6 Social Climate in Correctional Organizations.
<b>6</b>		Offender Classification and Risk Assessment.	<ul style="list-style-type: none"> <li>a. Current Uses of Classification.</li> <li>b. History of Risk Assessment in Classifying Offenders.</li> <li>c. The Classification Process.</li> <li>d. Issues in Risk Assessment and Classification.</li> </ul>	(Seiter) Chapter 6 Offender Classification and Risk Assessment. (Duffee) Chapter 7 Organizational Structure and Decisions About Offenders.
<b>7</b>		Staff Organization and Functions.	<ul style="list-style-type: none"> <li>a. Correctional Organizations</li> <li>b. Principles of Organization</li> <li>c. Central Headquarters Organization.</li> <li>d. The Organization of Prisons.</li> <li>e. Volunteers and Contractor Services.</li> </ul>	(Seiter) Chapter 7 Staff Organization and Functions. (Duffee) Chapter 8 Developing Relevant Data for a Correctional Organizational Development Program.

<b>Week</b>	<b>Date(s)</b>	<b>Topic/Activity</b>	<b>Assignments/Events</b>	<b>Required Reading</b>
<b>8</b>		Creating a Safe and Secure Environment.	Assignment #2 is due. a. Classification of Inmates. b. Physical Security of Prisons. c. Security Policy and Procedure. d. Inmate Accountability. e. Control of Contraband. f. The Role of Professional Staff.	(Seiter) Chapter 8 Creating a Safe and Secure Environment. (Duffee) Chapter 9 Breaking the Barriers to Change: The Reutilization of Front-line Staff.
<b>9</b>		Managing Violent and Disruptive Inmates.	a. Inmate Disciplinary Systems b. Supermax Prisons c. Managing Prison Gangs d. Preparing for Prison Emergencies.	(Seiter) Chapter 9 Managing Violent and Disruptive Inmates. (Duffee) Chapter 10 Fundamental Change in Corrections: Is It Really Happening.
<b>10</b>		The Basics: Food, Housing, and Medical Care.	a. The Design of Prisons. b. Medical Care for Inmates. c. Food Service Programs in Prisons.	(Seiter) Chapter 10 The Basics: Food, Housing, and Medical Care. (Duffee) Chapter 12 Interorganizational Behavior and Correctional Programming.
<b>11</b>		Human Resource Management for Corrections.	a. Overview of the Growth in Correctional Staff. b. Recruitment, Hiring, and Retention of Correctional Staff. c. Training and Developing Correctional Staff. d. Performance Appraisal and Recognition Systems e. Collective Bargaining in Correctional Agencies. f. The Importance of Diversity in Corrections.	(Seiter) Chapter 11 Human Resource Management for Corrections. (Duffee) Chapter 11 Interorganizational Conflict in Corrections.
<b>12</b>		Supervising and Empowering Employees.	Assignment #3 is due. a. The Supervisory Role. b. Key Elements in Supervision. c. Empowering Employees: The Wave of the Future. d. Preparing for Supervision.	(Seiter) Chapter 12 Supervising and Empowering Employees. (Duffee) Chapter 15 Bureaucracy, Equity, and Change in Correctional Organization.
<b>13</b>		The Role of Staff in Corrections.	a. The Importance of Correctional Staff. b. The Correctional Officer. c. The Counselor or Caseworker. d. The Probation or Parole Officer. e. The Community Residential Staff. f. Gender and Race Issues in Correctional Staffing.	(Seiter) Chapter 14 Critical Issues for Correctional Administration.

<b>Week</b>	<b>Date(s)</b>	<b>Topic/Activity</b>	<b>Assignments/Events</b>	<b>Required Reading</b>
<b>14</b>		Critical Issues for Correctional Administration	<ul style="list-style-type: none"> <li>a. Sentencing Issues.</li> <li>b. Aging Offenders.</li> <li>c. Juvenile Offenders Tried and Sentenced as Adults.</li> <li>d. Women Offenders.</li> <li>e. Mentally Ill Offenders.</li> <li>f. The Use of Technology.</li> <li>g. Prison Reentry.</li> </ul>	(Seiter) Chapter 14 Critical Issues for Correctional Administration.
<b>15</b>		Confronting the Increasing Costs of Corrections.	<ul style="list-style-type: none"> <li>a. Increases in Correctional Budget.</li> <li>b. Budgetary and Public Policy Challenges.</li> <li>c. Reducing Offender and Inmate Populations.</li> <li>d. Reducing the Cost Correctional Operations.</li> <li>e. Development of Community Alternatives to Prison.</li> <li>f. Reducing the Cost of Prison Construction</li> <li>g. Privatizing Corrections.</li> </ul>	(Seiter) Chapter 15 Confronting the Increasing Costs of Corrections.
<b>16</b>		The Future and Correctional Administration.	<ul style="list-style-type: none"> <li>a. Where Are We Today?</li> <li>b. Where Are We Going in the Future?</li> <li>c. Restorative Justice.</li> <li>d. A Renewal in the Rehabilitative Ideology.</li> </ul>	(Seiter) Chapter 16 The Future and Correctional Administration. (Duffee) Chapter 14 Public Opinion and the Formulation of Correctional Policy.