SYLLABUS

DATE OF LAST REVIEW:  02/2013
CIP CODE:  43.0102
SEMESTER:  DEPARTMENTAL SYLLABUS
COURSE TITLE:  Introduction to Corrections
COURSE NUMBER:  CRJS-0102
CREDIT HOURS:  3
INSTRUCTOR:  DEPARTMENTAL SYLLABUS
OFFICE LOCATION:  DEPARTMENTAL SYLLABUS
OFFICE HOURS:  DEPARTMENTAL SYLLABUS
TELEPHONE:  DEPARTMENTAL SYLLABUS
EMAIL:  
KCKCC issued email accounts are the official means for electronically communicating with our students.

PREREQUISITES:  None

REQUIRED TEXT AND MATERIALS:  Please check with the KCKCC bookstore, http://www.kckccbookstore.com/, for the required texts for your particular class.

COURSE DESCRIPTION:
This course will focus on the origins, processes, organization, and contemporary trends of corrections in America. It examines the total spectrum of management, control and treatment of juvenile and adult offenders. Students will examine programs, practices, institutions and philosophies in order to see corrections as a part of the criminal justice system.

METHOD OF INSTRUCTION: A variety of instructional methods may be used depending on content area. These include but are not limited to: lecture, multimedia, cooperative/collaborative learning, labs and demonstrations, projects and presentations, speeches, debates, panels, conferencing, performances, and learning experiences outside the classroom. Methodology will be selected to best meet student needs.

COURSE OUTLINE:
I. History of Corrections
   A. 2000 BC - 1700 A.D.
   B. 1700 – 1960
   C. The Modern Era

II. Correctional Philosophies
   A. Punishment
   B. Treatment
C. Prevention

III. Community Based Corrections
   A. Diversion
   B. Probation
   C. Electronic Monitoring
   D. Parole
   E. Combinations

IV. Management and Organization
   A. Structures (Federal, State and Local)
   B. Laws
   C. Services
   D. Policies and procedures

V. Prisoners’ Rights
   A. Legal assistance
   B. Appeal
   C. Safety
   D. Controversies
   E. Juvenile offenders

EXPECTED LEARNER OUTCOMES:
A. The student will be able to discuss the history and development of modern corrections.
B. The student will be able to discuss various correctional philosophies.
C. The student will be able to discuss Community Based Corrections and correctional diversion programs.
D. The student will be able to discuss current organizational and management approaches used by modern correctional institutions.
E. The student will be able to describe and discuss Prisoner Rights and Protections within the Correctional Facility.

COURSE COMPETENCIES:
The student will be able to discuss the history and development of modern corrections
1. The student will be able to describe the “prison system” as it changed between 2000 BC to 1700 AD.
2. The student will be able to describe the “prison system” as it changed between 1700 to 1960.
3. The student will be able to describe the Modern Era of Corrections (1960 –Present).
4. The student will be able to discuss the theory of incarceration as a deterrent crime.
5. The student will be able to explain the reasoning behind the “removal from society “ as a method of punishment.
6. The student will be able to discuss the discoveries in psychology, sociology and medicine that lead to a new thought process able incarceration versus rehabilitation.
7. The student will be able to distinguish between the modern era of corrections and the reform measures that have been incorporated, and corrections before 1960.

The student will be able to discuss various correctional philosophies.
8. The student will be able to discuss punishment as a philosophy of offender reform.
9. The student will be able to describe the revolution of rehabilitation as a philosophy of offender reformed
10. The student will be able to describe the philosophy of crime as a disease and its implications.
11. The student will be able to identify historical examples of diversion programs and prison reform.
12. The student will be able to discuss the benefits of mass punishment in the prison society.
13. The student will be able to explain the purpose behind solitary confinement.
14. The student will be able to evaluate the success of deterrents to crime such as Capital punishment.
15. The student will be able to distinguish between the juvenile offender and the adult offender in correctional philosophies.
16. The student will be able to describe the correctional “Funnel”.
17. The student will be able to illustrate the benefits of prevention as a correctional philosophy.

**The student will be able to discuss Community Based Corrections and correctional diversion programs.**
18. The student will be able to describe the various diversion programs used the courts for both adult and juvenile offenders.
19. The student will be able to discuss probation as a method to reduce court and prison crowding.
20. The student will be able to explain how Community Corrections support the criminal justice system.
21. The student will be able to identify and discuss how an offender is placed within the Community Corrections program.
22. The student will be able to illustrate the success or failure of the Community Corrections program.
23. The student will be able to examine the use of electronic monitoring in offender supervision.
24. The student will be able to describe the process of obtaining parole and its use within the corrections system.

**The student will be able discuss current organizational and management approaches used by modern correctional institutions.**
25. The student will be able to describe different organization philosophies for local jails, State and Federal prisons.
26. The student will be able to discuss management issues faced by modern correctional facilities.
27. The student will be able to examine the internal structure of the modern correctional facility; to include management, custodial guards, administration and support systems.
28. The student will be able to discuss the various rules, regulations, policies, procedures and laws that govern the management of the correctional institutions.
29. Describe the support services available to both the custodial personnel and the inmates within a correctional facility.
30. The student will be able to discuss how the daily activities of inmates are organized, supervised and managed in a State or Federal prison.
31. The student will be able to describe “Prison Industry” as a management tool.
32. The student will be able to discuss training, education and evaluation of custodian personnel.

**The student will be able to describe and discuss Prisoners’ rights and protections within the correctional facility.**
33. The student will be able to discuss inmate’s right to be safe in the facility against harm by other inmates.
34. The student will be able to describe crimes committed inside the walls by inmates, against inmates.
35. The student will be able to identify the controversies in legal aid available to the inmate after incarceration.
36. The student will be able to define the legal rights available to the inmate while in the institution.
37. The student will be able to illustrate the appeal process for inmates after initial sentencing and confinement.
38. The student will be able to discuss the difference between the protections provided by law for juvenile and adult offenders in regards to incarceration in a correctional facility.
39. The student will be able to discuss such activities as hearing and disciplinary boards to resolve problems, issues and concerns of inmates and staff.

**ASSESSMENT OF LEARNER OUTCOMES:**
Student progress is evaluated by means that include, but are not limited to, exams, written assignments, and class participation.

**SPECIAL NOTES:**
Material included is intended to provide an outline of the course and rules that the instructor will adhere to in evaluating the student’s progress. However, this syllabus is not intended to be a legal contract. Questions regarding the syllabus are welcome any time.

Kansas City Kansas Community College is committed to an appreciation of diversity with respect for the differences among the diverse groups comprising our students, faculty, and staff that is free of bigotry and discrimination. Kansas City Kansas Community College is committed to providing a multicultural education and environment that reflects and respects diversity and that seeks to increase understanding.

Kansas City Kansas Community College offers equal educational opportunity to all students as well as serving as an equal opportunity employer for all personnel. Various laws, including Title IX of the Educational Amendments of 1972, require the college’s policy on non-discrimination be administered without regard to race, color, age, sex, religion, national origin, physical handicap, or veteran status and that such policy be made known.

Kansas City Kansas Community College complies with the Americans with Disabilities Act. If you need accommodations due to a documented disability, please contact the Director of the Academic Resource Center, Room 3354 or call 913- 288-7670.
Learning Outcomes

Discipline knowledge and content mastery is expected of all graduates. More specifically, KCKCC is committed to the Learning Outcomes listed below. We believe that competence in the Learning Outcomes is essential for the success of graduates and will enhance their ability to become contributing members of our increasingly complex world. These areas of knowledge and skills are equally valid for all KCKCC graduates, whether they transfer to a four-year college or pursue a career after leaving college.

General Education Learning Outcomes

Communication Learning Outcomes
The learner will have the ability to express, interpret, and modify ideas/information effectively (both written and oral), including but not limited to reading text accurately and correctly; writing with a clear purpose and effective organization; speaking effectively using appropriate styles that suit the message, purpose, and content; and employing active listening techniques.

Computation Learning Outcomes
The learner will have the ability to understand and apply mathematical concepts and reasoning using numerical data.

Critical Reasoning Learning Outcomes
The learner will understand inductive and deductive reasoning and have the ability to define problems and use data (qualitative and quantitative) to make complex decisions utilizing analysis, synthesis, and evaluation skills.

Technology and Information Management Learning Outcomes
The learner will have the ability to define, collect, organize, analyze, and evaluate information from a variety of sources. The learner will also have the ability to understand basic technology concepts and functionality in order to use technology as a tool to locate and retrieve information.

Community and Civil Responsibility Learning Outcomes
The learner will demonstrate knowledge, awareness, and understanding of diverse ideas, values, and perspectives of a culturally diverse world; an understanding of the ethical issues and values that are prerequisites for making sound judgments and decisions; a recognition of the obligation to become actively involved as a contributing member of the community; and a sensitivity to the awareness of aesthetic expression.
Personal and interpersonal Skills Learning Outcomes

The learner will have the ability to work cooperatively and productively with others; to understand and evaluate his/her capabilities; to manage his/her personal growth by setting realistic and appropriate goals.

SOCIAL AND BEHAVIORAL SCIENCES
STUDENT SUCCESS STRATEGIES

Know your teacher’s name.

Turn off your electronic devices in class/make paying attention to the work of the class your only concern.

Miss class only when you cannot attend/acquire missed information and materials ASAP.

Know your syllabus.

Know the attendance policy.

Know the requirements for tests and assignments.

Know information about final exam and make-up exams.

Know instructor’s position on use of Wikipedia or other online sources.

Know the instructor’s preferred writing style (APA, MLA, etc.).

Always know your grade.

Contact your teacher ASAP with concerns or questions.

Know the benefits of the academic resource center.

Know if your course has a practicum, service learning component, or other exception.

Use an academic planner.

Know the course withdrawal policy.

Know your instructor’s office hours and make appointments when necessary.

Know the school’s scholastic honesty policy.

Be familiar with the course learning objectives, course competencies, and the college’s 21st century learning outcomes for general education.