SYLLABUS

DATE OF LAST REVIEW: 02/2013
CIP CODE: 43.0102
SEMESTER: Departmental Syllabus
COURSE TITLE: Probation and Parole
COURSE NUMBER: CRSJ-0115
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:
Students are taught the history and development of probation and parole and will examine issues in rehabilitation, legal aspects of parole and probation, supervision theory and techniques, and the relationship of probation and parole to other parts 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. Origin and development of rehabilitation philosophy
   A. Legal origins
B. Standards and goals
C. Role of the Probation officer
D. Pre-sentence investigation and report

II. Parole
A. Origins
B. Standards, policies and Goals
C. Role of the Parole Officer
D. Code of ethics

III. Supervision
A. Theory of probation supervision
B. Caseloads
C. Conditions of Probation and Parole
D. Revocation, rules and interstate supervision

IV. Community Based Corrections

V. Legal aspects
A. Framework of corrections
B. Legal challenge in the field
C. Future changes

VI. Organization Issues
A. National standards and goals
B. Manpower requirements
C. Management and cost

VII. Research
A. Problems, statistics and sources
B. Myths, misconceptions and misuse of statistics
C. Conflicts between science and treatment of offenders

EXPECTED LEARNER OUTCOMES:
A. The student will be able to discuss history and development of the philosophy, implementation and rehabilitation ideal.
B. The student will be able to discuss the origin of probation and parole.
C. The student will be able to understand and discuss varied functions and roles of the probation / parole officer.
D. The student will be able to relate Community Corrections to probation and parole.
E. The student will be able to inter-relate the aspects of probation and parole.
F. The student will be able to discuss case loads, ethics, costs, and statutory and new directions in Probation and parole.

COURSE COMPETENCIES:

The student will be able to discuss history and development of the philosophy, implementation and rehabilitation ideal.
1. The student will be able to discuss the legal origins rehabilitation is prisons.
2. The student will be able to explain the standards and goals outlined by State and Federal correctional facilities regarding rehabilitation of inmates.
3. The student will be able to describe the role of the Correctional Officer in the rehabilitation process.
4. The student will be able to discuss the significance of the pre-sentence investigation and report.
5. The student will be able to explain the historical development of rehabilitation as an ideal for correctional facilities.
6. The student will be able to discuss the philosophy of rehabilitation; its’ success and failure.
7. The student will be able to describe the types of rehabilitation programs used by the criminal justice system.
8. The student will be able to explain how probation and parole are related in the rehabilitation ideal.

**The student will be able to discuss the origins of probation and parole.**
9. The student will be able to discuss the origins prison parole.
10. The student will be able to describe how an offender can get placed on probation.
11. The student will be able to explain the behavioral standards for an offender on probation.
12. The student will be able to discuss the difference in Parole and probation.
13. The student will be able to explain the role of the probation officer.
14. The student will be able to explain the role of the parole officer.
15. The student will be able to discuss ethics on the part of the supervising officer.
16. The student will be able to discuss offender and supervising officer relationships and the rules and regulations that govern that relationship.

**The student will be able to understand and discuss the many varied functions and roles of the probation and parole officer.**
17. The student will be able to explain the rationale behind the theory of probation supervision.
18. The student will be able to discuss caseloads and their impact on the supervisor and offender.
19. The student will be able to describe the conditions of parole and probation.
20. The student will be able to outline reasons for revocation.
21. The student will be able to discuss rules for interstate supervision.
22. The student will be able to explain the role electronic monitoring.
23. The student will be able to discuss violation of rules and return to prison procedures.
24. The student will be able to explain the difference in probation supervision and parole supervision.

**The student will be able to relate Community Corrections to probation and parole.**
25. The student will be able to determine how Community Corrections is an alternate form of criminal justice similar to Probation and parole.
26. The student will be able to examine the focus of parole and probation as seen by the community corrections program.
27. The student will be able to discuss the need for multiple programs to supervise and manage offenders not inside a correctional facility.
The student will be able to inter-relate the legal aspects of probation and parole.

28. The student will be able to outline the framework of alternative methods of correction.
29. The student will be able to discuss the goals and standards of probation and parole as methods of correction management.
30. The student will be able to explain responsibility and legal challenge in the field.
31. The student will be able to discuss how State imposed rules affect the administration of probation and parole programs.
32. The student will be able to examine the manpower requirements to maintain offender supervision programs.
33. The student will be able to discuss the cost savings of probation, parole and community corrections programs over traditional incarceration.
34. The student will be able to discuss future trends in non-traditional offender supervision while in a probation, parole or community corrections program.

The student will be able to discuss caseloads, ethics, costs, and statutory and new directions in parole and probation.

35. The student will be able to explain numerous myths, misconceptions and misuse of statistics.
36. The student will be able to describe the conflict between science and the treatment and supervision of offenders.
37. The student will be able to discuss ethical conflicts faced when supervising an offender.
38. The student will be able to describe the statutory requirements imposed to regulate the supervision of offenders.
39. The student will be able to discuss new directions in probation and parole.

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.