SYLLABUS

DATE OF LAST REVIEW: 02/2013

CIP CODE: 43.0102

SEMESTER: Departmental Syllabus

COURSE TITLE: Community Corrections

COURSE NUMBER: CRJS-0209

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 all forms of community-based correctional facilities. The student will examine origins, organization and trends in current traditional corrections as well as focusing on non-traditional community corrections: electronic monitoring, house arrest, day-treatment, boot-camp and fines. The course will also cover the shift in legislative strategy from how to help the offender to how to protect the community.

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: The schedule may change based on the availability of guest speakers and small group discussion. All examinations will be taken in class (unless other wise stated), and
are shown on the schedule. The instructor will discuss any additional requirements such as research papers or special projects.

I. Introduction to Community-Based Corrections
   A. Objectives
   B. Development
   C. Perspectives

II. Diversion Programs
   A. In the Criminal Justice System
   B. Formal Diversion Programs
   C. Philosophy of Diversion Programs
   D. Objectives of the Diversion Program
   E. Contemporary Programming
   F. Diversion models, problems and issues

III. Pre-Trial Programs
   A. Pre-trial release
   B. Problems of Jail and Bail
   C. Economic costs
   D. Future direction of Pre-trial release

IV. Probation
   A. Defining Probation; historical perspective
   B. Objectives
   C. Court use of Probation
   D. Granting Probation and supervision

V. Economic Sanctions
   A. Fines
   B. Fees
   C. Restitution
   D. Community service

VI. Intermediate Sanctions
   A. Objectives
   B. Scaling correctional options
   C. Intensive supervision programs
   D. Boot camps, home confinement, electronic monitoring and day reporting

VII. Community Residential Centers
   A. Objectives
   B. Historical Perspective
   C. Program planning and operations
   D. Program evaluation
VIII. Parole and Temp release programs

IX. Female Offenders
   A. Services available
   B. Special Problems
   C. Issues in treatment

X. Juvenile Offenders
XI. Drug and Alcohol Offenders
   A. Treatment Options
   B. Rehab Programs

XII. The Future

EXPECTED LEARNER OUTCOMES:
A. The student will be able to discuss the objectives of Community Based Corrections.
B. The student will be able to describe and discuss various diversion programs in the Criminal Justice System.
C. The student will be able to identify and discuss various economic sanctions to include fines, fees, restitution and service.
D. The student will be able to understand and discuss the historical development, program planning and operation of community half-way houses.
E. The student will be able to describe parole, pre-trial and release programs.
F. The student will be able to describe special programs and needs of the female offender.
G. The student will be able to describe in detail various programs for juveniles in the Criminal Justice system.
H. The student will be able to describe the special needs for drug and alcohol offenders in the Criminal Justice System.

COURSE COMPETENCIES:
The student will be able to discuss the objectives of Community Based Corrections.
The student will be able to:
1. The student will be able to describe the objectives of Community Based Corrections programs.
2. The student will be able to explain the development of Community Based Corrections.
3. The student will be able to discuss various perspectives on the use of Community Corrections as a method of correctional justice.
4. The student will be able to outline current trends in Community Corrections.
5. The student will be able to discuss the success and failures of the program.

The student will be able to describe and discuss various diversion programs in the Criminal Justice System.
6. The student will be able to discuss the diversion programs within Community Based Corrections.
7. The student will be able to explain the different formal diversion programs.
8. The student will be able to understand and outline the philosophy of diversion programs.
9. The student will be able to explain the objectives of diversion programs.
10. The student will be able to discuss “Contemporary Programming”.
11. The student will be able to describe diversion models, problems and issues.
12. The student will be able to discuss the pre-trial release program.
13. The student will be able to explain concerns surrounding “jail and bail”.
14. The student will be able to discuss the granting of probation and resulting supervision.

_The student will be able to identify and discuss various economic sanctions to include fines, fees, restitution and community service._

15. The student will be able to describe the judgment of a “fine” as an economic sanction.
16. The student will be able to discuss the practice of focusing “fees” as an economic sanction.
17. The student will be able to explain the usefulness of restitution as a sanction.
18. The student will be able to discuss the various types of community service.
19. The student will be able to distinguish between the various types of economic sanction.
20. The student will be able to describe intermediate sanctions and their objectives.
21. The student will be able to explain what is meant be “scaling correctional options”.
22. The student will be able to outline the requirements of the an intensive supervision program.
23. The student will be able to distinguish between boot camps, home confinement, electronic monitoring and day reporting.

_The student will be able to understand and discuss the historical development, program planning and operation of community residential centers (halfway houses)._

24. The student will be able to explain the objectives of Community Residential Centers.
25. The student will be able to describe the historical development of Community residential Centers.
26. The student will be able to outline examples of program planning and operations.
27. The student will be able to discuss program evaluation options.
28. The student will be able to provide examples of success and failures of the “halfway house” philosophy.
29. The student will be able to describe the economic advantages of this program.

_The student will be able to describe the parole, pre-trial and the temporary release program._

30. The student will be able to outline procedures for obtaining parole.
31. The student will be able to explain the actions that occur at pre-trial conferences.
32. The student will be able to describe the “temporary release” program.
33. The student will be able to distinguish between parole, and temporary release.
34. The student will be able to distinguish between parole and probation.
35. The student will be able to explain accountability and supervision during temporary release programs.

The student will be able to discuss special programs and need of female offenders.

36. The student will be able to describe services available to female offenders.
37. The student will be able to outline special problems of supervising female offenders.
38. The student will be able to discuss the issues concerning male guards and female offenders.
39. The student will be able to explain institutional regulations concerning housing and treatment of female offenders.
40. The student will be able to distinguish between the facility programs for males and female offenders.
41. The student will be able to outline special medical and hygiene requirements.

The student will be able to understand and describe in detail the various programs for juveniles, and in criminal justice and juvenile justice.

42. The student will be able to distinguish between the adult and juvenile offender.
43. The student will be able to outline the process of juvenile justice.
44. The student will be able to discuss the various diversion programs available for juvenile offenders.
45. The student will be able to explain Community Corrections as it relates to the juvenile offender.
46. The student will be able to describe the juvenile justice system; its difference from the adult system.
47. The student will be able to discuss the responsibility of parents and the juvenile offender.

The student will be able to identify special needs, problems and concerns of drug and alcohol offenders.

48. The student will be able to explain various treatment options for the alcohol and drug offender.
49. The student will be able to discuss the various types of illegal used and their effects on the body and mind.
50. The student will be able to describe the methods used to monitor a person; to ensure compliance with the “no drugs” policy of release.
51. The student will be able to outline current drug and alcohol treatment philosophy of Community Corrections programs.
52. The student will be able to identify special medical and social needs of the drug or alcohol offender.

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, in Rm. 3354 or call 913-288-7670.
Kansas City Kansas Community College

21st Century General Education Learning Outcomes

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.