

## **BARTON COMMUNITY COLLEGE COURSE SYLLABUS**

### **I. GENERAL COURSE INFORMATION**

Course Number: CRIM 1651  
Course Title: Introduction to Corrections  
Credit Hours: 3  
Prerequisites: CRIM 1600 Introduction to Criminal Justice with a grade of “C” or better  
Division/Discipline: Workforce Training and Community Education/Criminal Justice  
Course Description: This course is an introduction to the study of the relationship between Criminal Justice and the Correctional System. The course focuses on the structure, philosophical and historical nature of penal institutions, roles of sentencing, institutional practices and policies and post-conviction remedies.

### **II. INSTRUCTOR INFORMATION**

### **III. COLLEGE POLICIES**

Students and faculty of Barton Community College constitute a special community engaged in the process of education. The College assumes that its students and faculty will demonstrate a code of personal honor that is based upon courtesy, integrity, common sense, and respect for others both within and outside the classroom.

Plagiarism on any academic endeavors at Barton Community College will not be tolerated. The student is responsible for learning the rules of, and avoiding instances of, intentional or unintentional plagiarism. Information about academic integrity is located in the Student Handbook.

The College reserves the right to suspend a student for conduct that is determined to be detrimental to the College educational endeavors as outlined in the College Catalog, Student Handbook, and College Policy & Procedure Manual. (Most up-to-date documents are available on the College webpage.)

Any student seeking an accommodation under the provisions of the Americans with Disability Act (ADA) is to notify Student Support Services via email at [disabilityservices@bartonccc.edu](mailto:disabilityservices@bartonccc.edu).

### **IV. COURSE AS VIEWED IN THE TOTAL CURRICULUM**

This course covers the portion of the criminal justice system from verdict to release from supervision. The course focuses on historical perspectives on corrections and penal institutions, evolution of sentencing structures, institutional policies and practices, community-based alternatives and post-conviction remedies.

Students planning to transfer credit for a baccalaureate degree will be granted transfer credit only as determined by the four-year institution. The transferability of all college courses will vary among institutions, and perhaps even among departments, colleges, or programs within an institution. Institutional requirements may also change without prior notification. Students are responsible to obtain relevant information from intended transfer institutions to insure that the courses the student enrolls in are the most appropriate set of courses for the transfer program.

## **V. ASSESSMENT OF STUDENT LEARNING**

Barton Community College is committed to the assessment of student learning and to quality education. Assessment activities provide a means to develop an understanding of how students learn, what they know, and what they can do with their knowledge. Results from these various activities guide Barton, as a learning college, in finding ways to improve student learning.

### Course Outcomes, Competencies, and Supplemental Competencies:

- A. Outline the development of theories of punishment from the Enlightenment Era to the Modern Era of Corrections.
  1. Explain the Enlightenment Era and reformists of correctional law and punishment.
  2. Explain the underlying responses to crime in early punishment from corporal punishment to modern day community based alternatives.
  3. Distinguish how discoveries in other academic disciplines influenced the Modern Era of Corrections.
  4. List the goals of corrections, deterrence, revenge, restitution, retaliation, and punishment.
  
- B. Explain Kansas Sentencing Structures and outline the applicability of these mechanisms in modern day punishments.
  1. Demonstrate knowledge of the different types of statutes and the elements which constitute a person or a non-person felony/misdemeanor.
  2. Evaluate a criminal history score and the significance of determination of a punishment range on a sentencing grid.
  3. Illustrate justifications for upward and downward departures for a criminal sentence.
  4. Outline drug and non-drug sentences and HB 123 sentences which provide for treatment of drug offenders in Kansas.
  5. Evaluate sentence disparity and the relationship to specific ethnic groups.
  
- C. Outline correctional and punitive ideologies and philosophies.
  1. Compare and contrast the goals of punishment, rehabilitation, and prevention and the implementation of these goals.
  2. Demonstrate knowledge of the “swinging pendulum” in corrections with regards to political climate, appointment of judges, justices and prosecuting attorneys.

3. Evaluate the historical evolution of restorative justice and its impact on correctional philosophies and modern day practices.
  4. Explain the impact of drugs on the race/ethnicity of current prison populations throughout the United States.
- D. Explain modern day operation of prisons, jails and detention facilities throughout Kansas.
1. Illustrate the differences between jail and prison populations by length and type of sentence, ethnicity, gender and socioeconomic status.
  2. Evaluate the federal prisoner and federal sentencing structure and guidelines.
  3. Outline prison industries, social and rehabilitative prison programs and educational programs offered in Kansas prisons.
  4. Examine the rights of prisoners in Kansas during and post incarceration.
  5. Evaluate post-conviction remedies and appellate process available to convicted individuals post-sentencing.
- E. Outline the goals of Probation, Community-based alternatives to Corrections and Parole.
1. Evaluate probation as a sentence.
  2. Demonstrate knowledge of the concept of “suspended imposition of sentence” and its application to the Kansas sentencing grid and structure.
  3. Evaluate how offenders are determined to be amenable to treatment and what programs and processes are available to them.
  4. Illustrate the significance of the LSIR in Kansas with regards to probationers and parolees.

## **VI. INSTRUCTOR'S EXPECTATIONS OF STUDENTS IN CLASS**

## **VII. TEXTBOOKS AND OTHER REQUIRED MATERIALS**

## **VIII. REFERENCES**

## **IX. METHODS OF INSTRUCTION AND EVALUATION**

## **X. ATTENDANCE REQUIREMENTS**

## **XI. COURSE OUTLINE**