

***This is a SouthArk Master Syllabus. The course syllabus distributed by the instructor may include additional requirements, must be followed by the student in the given term, and is considered to supersede the Master Syllabus.***

**Course Number**

CRJU 2543

**Course Title**

Juvenile Rehabilitation and Corrections

**Course Description**

A study of theories on forms of punishment systems; punishment and **corrections** as a product of historical, cultural, and political changes; differences by race and gender in punishment and **corrections**; problems of social control and violence in prisons; essentially, this **course** is an **overview** of the four primary means of "correcting" offenders; jail, prison, probation, and parole. All involve a combination of some form of punishment and rehabilitation

**College Mission**

South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**College Wide Student Learner Outcomes**

Critical Thinking

Responsibility

Communication

**ACTS Course**

**Program Course**

**Program Outcomes**

1. Understand Historical perspectives of Juvenile rehabilitations in correction al settings
2. Comprehend the application of theoretical constructs to guide the administration of Juvenile correctional facilities.
3. Describe the evolution from punishment to rehabilitation through the application of behavior modification techniques
4. Understand personnel procedures in a psychiatric correctional setting.
5. Understand the role of the courts as administrative oversight in Juvenile corrections.
6. Understand corrections agency structures, personnel functions, and current challenges to Juvenile correctional facilities.
7. Demonstrate knowledge of Crime theories related to Juvenile criminal behavior.

**ACTS Outcomes**

N/A

**Course Outcomes**

#	Course Outcomes	Unit Outcomes/ Competencies	ACTS	Program Outcomes	Critical Thinking	Communication	Responsibility	Assessment
1	discuss The Origins of Corrections, The	1. 1-5		1		C1	R3	Written test

	Evolution of Corrections in the United States, and Perspectives on Sentencing.						
2	Explain Alternatives to Incarceration: Probation & Other Intermediate Sanctions Jail; Detention	1. 1-4			CT 1		Written Test
3	Discuss and identify Special Needs Offenders Correctional Management, and Other Correctional Personnel	2. 1-4	1				Written Test
4	Assess the special challenges for Correctional officers, Prisoners' Rights and Other Legal Issues,	3. 1-5			CT 3		Written Test
5	Anticipate the Future: needs for Corrections in the Twenty-First Century.	4.1-4			CT 1		Written Test
6	Discuss in a meaningful way the pros and cons of Short-Term Incarceration,	5. 1-5					Written Test

### Unit Outcomes/ Competencies

#### Unit 1: Introduction: Theories of Juvenile incarceration and rehabilitation

At the end of this unit, students should be able to:

1. Identify some of the processes that occur in Drugs/Alcohol Treatment Centers.
2. Understand what is meant by Juvenile Justice Evidence Based Programs.
3. Demonstrate insight into Juvenile Rehabilitation in a Therapeutic Psychiatric Setting
4. Discuss Psychological perspectives of Juvenile Delinquency

#### Unit 2: A Review of Treatment Methods for the Rehabilitation of Juvenile

At the end of this unit, students should be able to:

1. Discuss the historical perspectives of Juvenile corrections
2. Identify the differences between inmate custody levels at Juvenile facilities
3. Understand the difference between corrections processes with adults and Juveniles
4. Explain intake process
5. Explain the concept of housing prisoners by designations of custody levels

#### Unit 3: Community treatment programs for juveniles

At the end of this unit, students should be able to:

1. Explain why Boot Camps don't work
2. Discuss methods of treatment for juvenile offenders.
3. Distinguish care and custody of juveniles adjudicated as sex offenders
4. Identify characteristics that are associated with individuals who are deemed super predators

#### **Unit 4: Rehabilitative Methods and the Affect on Juvenile Delinquents**

At the end of this unit, students should be able to:

1. Describe the difference between and juvenile court and adult court.
2. Describe the actors in the Judicatory process
3. Distinguish the history of punishment and corrections
4. Discuss the history of probation and intermediate sanctions

#### **Assessment Description(s)**

A series of exams, class discussions, hands-on exercises, and written test.

#### **Materials and Technological Requirements**

**Corrections in the 21<sup>st</sup> Century, by Norman A. Carlson, Karen M. Hess, and Christine M.H. Orthmann (First edition ISBN# 13:978-0534534965**

#### **Class Attendance Policy**

Students are expected to attend all classes in which they are enrolled. If a student is absent from a class session, it is the student's responsibility to make arrangements to complete or make up any work missed. No makeup work for missed classes will be allowed without the approval of the instructor. Students who enroll late must assume all responsibility for work missed. Classes not attended as a result of late enrollment may be counted toward excessive absences. Students not attending the entire class period may be counted absent for that period.

An instructor may drop students with a grade of "WE" if students have been absent for an excessive number of days. Warning letters will be sent to the students advising them of the consequences of non-attendance and urging them to contact their instructors immediately.

Excessive absences are defined as follows:

#### **Regular Semester**

Courses which meet once a week- 2 absences

Courses that meet twice per week- 3 absences

Courses that meet four times per week- 5 absences

#### **Summer Session:**

Courses that meet four times per week in a five-week session- 3 absences

Courses which meet two evenings per week in a 10-week session- 3 absences

Students enrolled in special programs or individualized instruction should contact their program director/instructor regarding specific attendance requirements for the program/course.

Some of the selective-admission health-science programs have specific criteria regarding attendance. Students are encouraged to refer to program policies in these matters.

#### **Academic Honesty Policy**

Students enrolled at South Arkansas Community College are expected at all times to uphold standards of integrity. Students are expected to perform honestly and to work in every way possible to eliminate

academic dishonesty. Academic dishonesty includes cheating and plagiarism, which are defined as follows:

- Cheating is an attempt to deceive the instructor in his/her effort to evaluate fairly an academic exercise. Cheating includes copying another student's homework, class work, or required project (in whole or in part) and/or presenting another's work as the student's own. Cheating also includes giving, receiving, offering, and/or soliciting information on a quiz, test, or examination.
- Plagiarism is the copying of any published work such as books, magazines, audiovisual programs, electronic media, and films or copying the theme or manuscript of another student. It is plagiarism when one uses direct quotations without proper credit or when one uses the ideas of another without giving proper credit. When three or more consecutive words are borrowed, the borrowing should be recognized by the use of quotation marks and proper parenthetical and bibliographic notations.

If, upon investigation, the instructor determines that the student is guilty of cheating or plagiarism, the following penalties will apply:

- The student will receive a penalty of no less than a zero on the work in question.
- The instructor will submit a written report of the incident to the Vice President for Learning
- The Vice President for Learning will determine whether further disciplinary action will be taken.
- All decisions may be appealed for review through the college's Academic Appeals procedure.

### **Equal Opportunity-Affirmative Action Statement**

South Arkansas Community College does not discriminate on the basis of age, race, color, creed, gender, religion, marital status, veteran's status, national origin, disability, or sexual orientation in making decisions regarding employment, student admission, or other functions, operations, or activities.

### **Library Services**

Library Homepage: <http://southark.libguides.com/homepage> Library Contact: LibraryStaff@southark.edu or 870.864.7115

### **Procedures to Accommodate Students with Disabilities:**

If you need course adaptations or accommodations because of a disability, please report this to the Vice President of Student Services with proper documentation.

### **The Early Alert System**

In an effort to ensure student retention and success, South Arkansas Community College employs an Early Alert System to identify and support at-risk students as soon as possible in a given semester. The intent of Early Alert is to provide this assistance while there is still time to address behaviors or issues that have the potential of preventing students from completing their courses and degree plans. Students referred through the Early Alert System will be required to work on a corrective action plan with their student advising coach and to include attendance accountability and mandatory academic tutoring either in the academic division or in the Testing and Learning Center (TLC).

Once the Student Advising Coach has met with the referred student, and again when the student has met the prescribed corrective actions, the coach will update the Early Alert System so that the instructor is kept informed of the progress in resolving issues.

**Date of Revision: 4/19/2018**