Management of Offenders in the Criminal Justice System is the study of offender management in the criminal justice system, including offender classification concepts, principles and techniques of offender management and supervision. Case management strategies to reduce recidivism and address offender risks and needs are discussed. Interview techniques, case diagnosis and use of testing programs as classification aids are applied in the classroom. Operation of reception and diagnostic center and the principles of the treatment process are included.

The study of Correctional Industries at the local, state and federal level will provide students with insight into work programs that provide inmates with real world work experiences, which assist in their rehabilitation and teaches them transferrable job skills. Correctional Industries provides goods and services to local, state and federal governments.

The course will discuss the implementation of strategies that promote sustainability and environmental protection with an emphasis on social equity. Alternative opportunities to reduce inmate recidivism by identify green job training programs and jobs for prisoners that provide quality employment opportunities in the emerging green economy, while making prison industry products, jobs, and services more environmentally friendly will be discussed.

Upon completion of the course, students will be able to:
1. Classify, process, and develop a working knowledge of some of the tools and techniques used in offender classification and assessment.
2. Apply the acquired knowledge of classification and assessment tools and techniques to actual case histories of offenders.
3. Apply effective methods of offender case management.
4. Identify the treatment process and widely used treatment techniques and programs.
5. Evaluate Correctional Industries and the benefit to offenders and the community.
6. Identify key principles of sustainability and relate them to offender management processes with a focus on social equity.
7. Provides students with a framework to gain a general understanding of sustainability practices and principles and to identify examples of innovative and practical applications of operations, programs, and management strategies for self-sustaining facilities.
8. Identify how corrections considers building or transforming correctional agencies into self-sustaining facilities.
9. Identify green job training programs and jobs for inmates that provide quality employment opportunities in the emerging green economy upon inmates release from confinement.
10. Identify prison industry products, jobs, and services that are more environmentally friendly.
11. Identify opportunities to reduce recidivism by empowering ex-offenders to start their own businesses, through special savings plans, jobs training, and business development training.

MEASURABLE LEARNING OBJECTIVES:

1. Identify classification tools and techniques used to evaluate offender risks and needs.
2. Understand the importance of offender classification.
3. Link offenders to appropriate treatment programs.
4. Write appropriate case management and supervision plans.
5. Understand the use actual risk assessments.
6. Identify the benefits of Correctional Industries.
7. Identify and connect social equity tenants to offender management processes and develop strategies to increase social equity between offender and general populations.
8. Identify and describe the greening of correctional facilities and their operations.

REQUIRED TEXT AND READINGS:


SUPPLEMENTARY READINGS:

1. Handouts – Articles, as assigned and distributed by the instructor
2. The Articles will include but are not limited to publications by the National Institute of Corrections and the Federal Bureau of Prisons related to social equity and sustainability within corrections.

COURSE REQUIREMENTS AND GRADING:

The final course grade will be based on points accumulated from several different events. Each event will be graded and points will be assigned based on the grade. The final grade will be based on the number of points accrued compared to the total amount of points possible (1000). The various events are as follows:

Parts 1 through 4 Assessments (In-Class Examinations)

There will be three (3) assessments (in-class tests) based on the reading material and lecture. The assessments will be based on the various sections of the class as described in the Course Outline and Schedule section below. The assessments may include a combination of multiple-choice, true/false, or short-answer items. Students are required to attend class on the date of every section assessment. Part 1 and 2 Assessment is worth a total of 100 points toward your final grade; Part 3 Assessment is also worth 100 points; Part 4 Assessment is worth a total of 200 points toward your final grade. Part 4 Assessment will be considered your final examination. As such, please be prepared for the Section 4 assessment to be cumulative – covering all the course material throughout the class.
Risk/Need Assessment and Case Planning Assignment - Written Assignments

There will also be 2 written projects that count for 200 points each. Both the Risk/Needs Assessment Project and the Case Planning Project will be submitted in written form and graded accordingly. Criteria for grading the written assignments will include:

1. The structure of the risk/needs assessment is clear, accurate, and logical based on the information provided.
2. All key elements in the case are covered in both the risk/needs assessment and the case plan.
3. Grammar, spelling and punctuation are correct.
4. The case plan is logical, reviews major points, covers risk related issues and incorporates a supervision plan to reduce or eliminate risks to the community.

Oral Presentation - Risk/Need Assessment and Case Planning Assignment

The oral presentation should be a 10-minute (minimum) to 15-minute (maximum) summary of the overall Risk/Need Assessment and Case Planning Assignments. The oral presentation is worth a maximum of 100 points toward your final grade. Students will verbally present an overview of both parts of the written assignment. The presentation should be organized as follows:

- **Part 1** - Describe and summarize the key elements of your risk/need assessment results. Which do you believe are the most important criminogenic needs to address? Do you believe this case to be low risk, medium risk, or high risk and why? Were there any non-criminogenic factors you found in the case? (5-8 Minutes)

- **Part 2** - Present and defend your case plan to the class and instructor. What are the target areas, goals, objectives, and action steps you will take to address the offender's criminogenic needs. Are there any Responsivity factors to consider and address? How would you address the Responsivity factors? (5-8 Minutes)

VISUAL AIDE REQUIREMENT FOR ORAL PRESENTATION

Student must include a visual aide (prepared by the student) as part of the oral presentation. This can include PowerPoint presentations, handouts, videos etc. You should also be prepared to respond to any questions or comments from the instructor and other students. Visual aids are required since they are effective in delivering a message to an audience. Effective use of visual aids will reflect positively on your presentation and your overall grade.

Students are required to attend class for ALL oral presentations – including those that are presented by other students. This will be an important and impactful part of your learning and you are expected to participate in all presentations. Students who miss any case study presentations will receive no credit or points for attendance/participation on those days.

Attendance and Participation

Attendance may be taken at each and every class. Students are expected to attend class and to be prepared for class by reading assignments and being prepared for participation in class discussions. Attendance and student participation (throughout the entire semester) is worth 50 points towards your overall grade. Points earned for participation is subjective and based entirely on the instructor’s opinion of the student’s participation in class discussions and oral presentations.
Student participation is an important component of this class. Discussion questions are designed to enhance critical thinking. A standard of classroom etiquette is expected and required in my classes. Students shall not arrive late to class, leave early, sleep during class, and talk during lectures, read newspapers or other non-class related reading materials. Internet use or playing games on your computers or cell phones is prohibited. Text messaging during class will adversely affect your participation rating. Cell phones should be turned off upon entering class. It is our hope that the classroom environment will be enjoyable. From time to time we will discuss controversial topics; though you may not agree with someone’s opinion, please be considerate while they are speaking. Expressing opinions, intellectual debates and asking questions are encouraged; however name-calling or private conversations are not. If a student repeatedly disregards these standards, they will be asked to leave the lecture and will receive zero points for class participation that day.

ATTENDENCE REQUIREMENTS FOR GRADED EVENTS (Section Assessments, Written Assignments, Presentations, or Examinations)

No make-up assessments will be given for missing an assessment, examination, written assignment, or student presentation, unless there is a documented reason for the absence. Notification of absence from a graded event must be made no later than four hours before the scheduled date of the event. If a student misses a graded event without a legitimate excuse, he or she will receive a grade of zero for that assessment. Legitimate reasons for missing a graded event and their corresponding required documentation are:

- Illness: Note from doctor
- Business/Work: Note from supervisor
- Death in the family: Copy of obituary notice
- Deployment: Copy of orders
- Other: On a case by case basis

Documented notification of an absence from a graded event, if requested, must be faxed or emailed to the instructor prior to the next scheduled class, containing a telephone number in order for the student absence to be verified by the instructor. In order for an absence to be excused, the student must also e-mail the instructor describing the reason for their absence.
GRADING SCALE

Grades are determined on the following basis:

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Maximum Points Available</th>
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<tbody>
<tr>
<td>Parts 1 and 2 Assessment: In Class Examination</td>
<td>100</td>
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<tr>
<td>Part 3 Assessment: In Class Examination</td>
<td>100</td>
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<tr>
<td>Part 4 Assessment: In Class Examination (Final Exam)</td>
<td>200</td>
</tr>
<tr>
<td>Risk/Needs Assessment – Written Assignment</td>
<td>200</td>
</tr>
<tr>
<td>Case Planning Assignment – Written Assignment</td>
<td>200</td>
</tr>
<tr>
<td>Oral Presentation – Risk/Needs Assessment and Case Planning Assignment</td>
<td>100</td>
</tr>
<tr>
<td>Attendance/Participation</td>
<td>50</td>
</tr>
<tr>
<td>University and Community Engagement</td>
<td>50</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>1000</strong></td>
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<tr>
<th>Total Point Range</th>
<th>Letter Grade</th>
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<tr>
<td>900-1000</td>
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<tr>
<td>800-899</td>
<td>B</td>
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<tr>
<td>700-799</td>
<td>C</td>
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<td>600-699</td>
<td>D</td>
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<tr>
<td>599 and below</td>
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PROFESSIONAL BEHAVIOR EXPECTATIONS:

Respect of others is not only expected, but also required. This includes valuing others’ opinions and allowing others to speak without interruption. Side conversations make it difficult for others to actively listen and learn. Students involved in side bar conversation will be subject to a reduction of points if such conversation is disruptive to the class.

Reading other books or materials, or studying for other courses during class is not considered professional behavior. Students should pay attention and join in class or group discussions, which will assist the students with mastering materials. Students using laptop computers may use them only for note taking or in class activities and for no other purpose. Students observed using laptops for other than note taking or class activities will be prohibited from using them.

All mobile communication devices and cellular phones must be turned off, or silenced, upon entering the classroom. Students must inform the instructor prior to class if there is a pressing need for a cellular phone to remain on. Failure to notify the instructor of this need prior to class will result in the student being asked to leave the classroom if his or her cellular phone is disruptive. Falling asleep in class is not considered professional behavior. Students are expected to make the mature decision to stay awake and alert in class.
UNIVERSITY AND COMMUNITY ENGAGEMENT:

Students can earn up to 50 points toward their grade (5% of the total points) by participating in University and Community Engagements, which includes, but is not limited to, the campus lecture – video series, sanctioned campus activities, community volunteer service, police ride along or other events/engagements approved by the faculty. Students will be informed in advance of the scheduled campus or community activity along with corresponding points available for participation in the activity. Students must maintain a portfolio of their participation in BACJ, SPA, UCCS, and community engagement activities. The portfolio should include the name and date of the engagement and a short reflection journal of the event. The portfolio must be submitted to instructor before the last day of class.

ORIGINAL WORK

In furtherance of the University Academic Integrity policy, all work to be completed in this class is to be solely your own (unless it is an expressly designated group project) and any work submitted is to be original for this class, not recycled from another class. Any incidents of potential plagiarism will be investigated through an approved plagiarism detection service. If I determine a student has violated academic integrity standards or recycled work from another class, the student will receive a failing grade for the graded event. Students may receive a failing grade for the entire course if the violation is egregious at the determination of the School of Public Affairs at the University of Colorado Colorado Springs.

COMPUTER ISSUES

Computer malfunctions will not be accepted as a reason for missed or incomplete assignments or tests. Please ensure that your computer is in full working order.

RECORDING OF CLASS SESSIONS:

Audio recordings of class sessions, lectures, and presentations are allowed. Students are required to verbally notify all other students and the instructor if an audio recording is being made prior to starting the recording.

CLASS CANCELLATION POLICY:

Although I do not expect to have to cancel class, there may be a need to do so in the event of significant illness or rare/extreme circumstances. In the unlikely event that I need to cancel class I will be sending an email, to all students at least four hours before class begins.

STUDENT/INSTRUCTOR COMMUNICATION

Your school email account is the official mode of communication. Please be sure to have access to your account and to check it regularly for updates on the class. If you need to reach me please email me at gtapia@uccs.edu and I will respond within 36 hours. If you need to reach me immediately, or require a response before the 36-hour period, please call me at 303.638.8144.

OBSERVANCE OF RELIGIOUS HOLIDAYS:

If a student needs to miss a class due to religious holiday observance, the student must notify the instructor in writing during the first two weeks of the semester.
ADA ACCOMMODATIONS:

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to register with the Disability Services Office and provide them with documentation of your disability. They will work with you to determine what accommodations are appropriate for your situation. To avoid any delay in the receipt of accommodations, you should contact the Disability Services Office as soon as possible. Please note that accommodations are not retroactive and disability accommodations cannot be provided until an accommodation letter has been given to me. Please contact Disability Services for more information at Main Hall room 105, 719-255-3354 or dservice@uccs.edu

COURSE OUTLINE:

Adjustments to the course outline may be made at the discretion of the instructor if more or less time is needed on a particular topic. Guest speakers and special projects, with advance notice to the students, may also be incorporated into the outline.

MILITARY STATEMENT:

If you are a military student with the potential of being called to military service and/or training during the course of the semester, you are encouraged to contact me no later than the first week of class to discuss the class attendance policy. Please see the Office of Veteran and Military Student Affairs website for more information http://www.uccs.edu/military/current-students/active-duty.html

Military students who have the potential to participate in military activities including training and deployment should consult with the instructor prior to registration, but no later than the end of the first week of classes, to determine the class attendance policy. At this time, the student should provide the instructor with a schedule of planned absences, preferably signed by the student’s commander, in order to allow the instructor to evaluate and advise the student on the possible impact of the absences. In this case, the instructor will consider absences due to participation in verified military activities to be excused, on par with those due to other unavoidable circumstances such as illness. Faculty will judge the validity of student absences from class and may require documentation for excused absences. For classes requiring mandatory attendance incompatible with the number of planned absences, students will be advised to register, if possible during a semester in which they will not be participating in these activities. As with any academic issue, students may exercise their right to appeal adverse attendance decisions. Should the faculty member and student be unable to agree on appropriate accommodation under this policy, either party shall have the right to request mediation from (in order) the department chair, the academic dean, and the vice chancellor for academic affairs. Please feel free to contact the UCCS Office of Veteran and Military Student Affairs, 719-255-3606 or the Dean of Students Office, 719-255-3091 for additional assistance.
Glenn A. Tapia is the Director of Community Corrections for the State of Colorado. Glenn has spent 26 years of his criminal justice career in adult and juvenile corrections in both community-based and institutional settings. Glenn is also working under contract with the Center for Effective Public Policy (CEPP) to assist Mesa County, Colorado, in their efforts to develop an evidence-based structure for sentencing and decision-making systems in their local criminal justice system.

In the last 14 years of his career with the Colorado Department of Public Safety (Division of Criminal Justice), Glenn has been a strong leader, advocate, and facilitator of scientific implementation of evidence based practices and programs in Colorado community corrections. Glenn has championed several efforts in his career to align practices and programs with the *Principles of Effective Intervention* in both correctional systems and corrections-based behavioral health programs. Glenn has also performed lead work in developing professional and evidence based standards for residential behavioral health treatment programs for community-based offenders.

Glenn's background in formal classroom training, risk/needs assessments, behavioral health assessment and treatment, scientific implementation, and performance monitoring of community correctional programs has given him a strong perspective in promoting effective interventions for offenders.

Glenn is an adjunct/associate professor of Criminal Justice and Criminology for the University of Colorado – Colorado Springs and the Metropolitan State University of Denver in the respective Criminal Justice undergraduate programs.

Glenn holds a Masters Degree in Public Administration from the University of Colorado at Denver and was awarded the Outstanding Graduate for the Graduate School of Public Affairs in 1999. Glenn is also a graduate of the Metropolitan State College of Denver with a Bachelor of Arts Degree in Criminal Justice/Criminology (1994).
<table>
<thead>
<tr>
<th>Section</th>
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<th>Class Content</th>
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| Part 1: Introduction     | September 13 | Lecture Outline:  
  - Introduction of Professor  
  - Introduction of Students  
  - Full Syllabus and Course Review  
  - Conversation About Offender Habits, Behavior Change and Criminal Justice Expectations |
|                          | September 20 | Reading Material:  
  - Chapter 1: Overview and Structure of the Book  
  - Chapter 2: “What Works” to Reduce Re-Offending: 18 Years On  
  - Chapter 3: Creating Ideological Space: Why Public Support for Rehabilitation Matters  
  Additional Lecture Topics:  
  - National Institute of Corrections: 8 Evidence Based Principles for Effective Intervention |
| Part 2: What Works in Offender Assessment | September 27 | Reading Material:  
  - Chapter 4: Applying the Risk/Need/Responsivity Principles to Offender Assessment  
  Additional Lecture Topics:  
  - Top 4 Criminogenic Needs  
  - Lower 4 Criminogenic Needs  
  - Non-Criminogenic Needs  
  - Responsivity Factors vs Non-Criminogenic Needs  
  - Simple Risk/Need Assessment Instruction |
|                          | October 4 | Reading Material:  
  - Chapter 5: What Works in Assessing Risk in Sexual and Violent Offenders  
  Additional Lecture Topics:  
  - Sex Offender Risk Assessment |
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<th>Section</th>
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<th>Class Content</th>
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| Part 3: What Works in Offender Rehabilitation | October 11 | **Part 1 and 2 Assessment (In-Class Examination)**  
**Chapters 1-5, Additional Lecture Topics, and Supplementary Handouts**  
**Reading Material:**  
- Chapter 6: Efficacy of Correctional Cognitive Skills Programs  
- Chapter 7: What Works in Reducing Violent Re-Offending in Psychopathic Offenders  
- Chapter 8: What Works for Personality Disordered Offenders  
**Additional Lecture Topics:**  
- CBT Demonstration  
- Introduction to concepts of Sustainability and Social Equity within Institutional Corrections |
|                                | October 18 | **Part 3 Assessment (In-Class Examination)**  
**Chapters 6-10, 13, Additional Lecture Topics, and Supplementary Handouts**  
**Reading Material:**  
- Chapter 9: Interventions that Work to Stop Intimate Partner Violence  
- Chapter 10: What Works in Reducing Sexual Offending  
- Chapter 13: What Works in Reducing Substance-Related Offending  
**Additional Lecture Topics:**  
- NIDA Publication: Principles of Drug Abuse Treatment for Criminal Justice Populations |
|                                | October 25 | **Part 3 Assessment (In-Class Examination)**  
**Chapters 6-10, 13, Additional Lecture Topics, and Supplementary Handouts**  
**Reading Material:**  
- Chapter 18: Treatment of People with Schizophrenia Who Behave Violently Towards Others  
- Chapter 19: Treating Offenders in a Therapeutic Community  
- Chapter 20: Best Practice in SVP Treatment Programs  
**Additional Lecture Topics:**  
- Auditory Hallucinations Demonstration Exercise |
|                                | November 1 | **DUE: Risk/Need Assessment – Written Assignment**  
**DUE: Case Planning Assignment – Written Assignment**  
**DUE: Risk/Need Assessment and Case Planning Assignment – Student Oral Presentations Due** |
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<th>Section</th>
<th>Date</th>
<th>Class Content</th>
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<tbody>
<tr>
<td></td>
<td>November 8</td>
<td><strong>DUE: Risk Need Assessment and Case Planning Assignment – Student Oral Presentations (Continued)</strong></td>
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<tr>
<td>FINAL EXAM</td>
<td>November 15</td>
<td><strong>Part 4 Assessment (In Class Examination) – Cumulative Final Examination</strong></td>
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<td>• Chapters 1-10, 13, 18-20</td>
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<td></td>
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<td>• Additional Lecture Topics</td>
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<td>• Supplementary Handouts</td>
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*Note: The course schedule may be amended at any time at the sole discretion of the instructor.*
Please read the entire course syllabus, sign below, and return this form to the instructor no later than September 27, 2014.

By signing below, I acknowledge that I have read the entire course syllabus for CJ 3530 (Fall 2014 Semester). I also acknowledge that I fully understand the course content, course expectations, grading policies, grading scale, attendance policies, professional behavior expectations, college policies, and course schedule contained within the syllabus. By signing below, I also agree to contact the instructor if I have any questions about the course syllabus or if I need further clarification regarding the course requirements.

________________________________________________________
(Printed Name)

________________________________________________________
(Student Number)

________________________________________________________
(Signature)

________________________________________________________
(Date)