

COURSE SYLLABUS
AJ 039 - PROBATION AND PAROLE (Hybrid)
Fall 2015

INTRODUCTION

PLEASE READ CAREFULLY!
PLEASE NOTE ALL ASSIGNMENT DUE DATES!!
PLEASE NOTE ALL EXAMINATION DATES!!!

WEST LOS ANGELES COLLEGE

Fall Semester 2015
AJ 039 – Probation and Parole (Hybrid) Second Session
Section Number: 8516

Instructor: George G. Yan

The instructor is a tenured Professor with over thirteen (13) years of experience teaching in the Administration of Justice Discipline with an emphasis on Corrections and Probation. He is also West Los Angeles College's representative to the Commission on Peace Officer Standards and Training (POST), and Coordinator for the PC 832 - Arrest and Control courses.

With over eight years of training and teaching experience in the Los Angeles County Probation Department's Staff Training Office, the instructor is also certified by the Board of State and Community Corrections (BSCC) - Standards and Training for Corrections Program (STC). He has extensive experience in developing, implementing, and monitoring training for all levels of Probation personnel assigned to the juvenile halls, probation camps, and specialized gang functions.

Professor Yan is currently the Training Director for the Los Angeles County Probation Department's Staff Training Office in the Professional Standards Bureau. With a 2.7 million dollar budget, he oversees and operates the training academy for newly hired officers. He is also responsible for ensuring that his staff provides the most current and highest quality in-service training to over 6,000 sworn officers annually throughout the Department.

Prior to his current assignment, he was a Probation Director assigned to Central Juvenile Hall, one of the largest juvenile halls in the nation. He was responsible for the overall operation of Division II (one of four divisions), which consists of eleven (11) living units that house juvenile offenders, both females and males, ranging from ages 13-18 who are detained pending the judicial process. Many of these juveniles are serious offenders with special needs as it relates to mental health issues, developmental disabilities, and dependency minors that are also criminal offenders (Dual Supervision - 241.1 WIC).

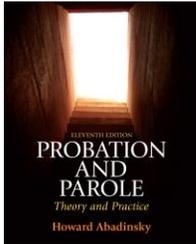
Formerly, the Lead Supervising Deputy Probation Officer in the Intake and Detention Control (IDC) Unit at the Eastlake Juvenile Court with supervisory responsibilities for twelve (12) Deputy Probation Officers. He ensured that his deputies performed thorough investigations, made proper assessments, prepared high quality reports to the courts and articulated a sound recommendation whether to detain or release the juvenile offender pending judicial review. The decision to detain or release was made in accordance with the California Penal Code under the Welfare and Institutions Code (WIC), while adhering to the policies and procedures of the Los Angeles Probation Department as it relates to public safety, and in the best interest of the minor. His deputies also advised and assisted law enforcement agencies in interpreting the complexities of juvenile law and to gain a better understanding the juvenile justice system.

The instructor has over 40 years of service with the Los Angeles County Probation Department. His knowledge and experience in Probation is extensive and diverse. He has worked directly with juvenile offenders in secured facilities such as juvenile halls and probation camps. He also supervised adult and juvenile Asian gang probationers in the community, worked closely with school officials in the Gang Alternative and Prevention Programs, community work service programs, recruitment and selection of probation personnel, staff training, and mentoring new probation employees. He also served on the oral interview panel, interviewing prospective candidates who are pursuing a career with the Probation Department.

His credentials include a Bachelor's degree in Sociology with a minor in Physical Education. He has completed over eighteen hundred (1850) hours of in-service training with Probation and other law enforcement agencies throughout the State of California. The instructor holds certificates in Peace Officer Standards and Training's (POST) PC 832-Arrest and control Course, Standards and Training for Corrections' (STC), Juvenile Corrections Officer Core (JCOC), Field Probation Officer Core (FPOC), Basic Supervisor Core (BSC), Managers/Administrators Core Course (MACC), Use of Chemical Agents, Basic Physical Restraints, and the Community Emergency Response Team (CERT).

Mr. Yan was awarded the academic rank of Assistant Professor in the Administration of Justice discipline at West Los Angeles College on November 27, 2001. His academic rank was elevated to Associate Professor on February 17, 2004, and on May 26, 2009, he was advanced to the rank of Professor.

REQUIRED TEXTBOOK



Probation and Parole: Theory and Practice
By Howard Abadinsky
Eleventh Edition
Prentice Hall, 2012
ISBN -10: 0135112478

The textbook may be purchased at the WLAC Bookstore or directly from the publisher at: <http://www.pearsonhighered.com/>

COURSE DESCRIPTION

This course provides the student with the history and development of probation and parole. Special emphasis will be placed on the relationships with the police, courts, and corrections.

IMPORTANT DATES FOR "SESSION 2" – 10/26/15 TO 12/20/15 (8 WEEKS)

Last day to add/audit class (Online): 10/25/15
Last day to add/audit class (In-person): 11/02/15
Last day to drop with a refund/No fee owed: 11/02/15
Last day to file pass/no pass (Formerly "Credit/No Credit"): 11/02/15
Last day to drop without a "W": 11/02/15
Last day to drop with a "W": 12/04/15

INSTITUTIONAL STUDENT LEARNING OUTCOMES

Critical Thinking:

Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.

Communication:

Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family and community settings.

Civic Responsibility:

Apply the principles of civility to situations in the contexts of work, family, community and the global world.

Cultural Diversity:

Respectfully engage with other cultures in an effort to understand them.

Ethics:

Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.

PROGRAM STUDENT LEARNING OUTCOMES

Describe the three branches of government: Identify the three branches of government and their application to the criminal justice process.

Describe the three components of the criminal justice system: Explain the relationship between the police, courts and corrections.

Compare and contrast the difference between how adults, juveniles, gays, homosexuals, lesbians, and cross-gender persons are handled by the criminal justice system: Explain why this is important.

Identify the federal, state and municipal law enforcement agencies: Explain their duties and responsibilities.

Demonstrate an awareness of cultural diversity: Explain race riots and police intervention tactics.

Identify the minimum standards of qualifications for employment in a criminal justice agency: Explain the hiring process and demonstrate an awareness of the different requirements of the police, courts, and corrections.

COURSE OBJECTIVES (AS STATED IN THE COURSE OUTLINE OF RECORD)

1. List the four levels of government. Identify the three branches of government. Describe how classicalism differ from neoclassicalism. Identify the eight index crimes. Explain the five societal goals of sentencing. Describe the pre-1976 Status Offender.
2. Describe the two basic issues raised in the administration of probation services. Identify the three theories of probation that were overturned by the Supreme Court. Explain the advantages and disadvantages of probation being administered on a county level versus on a state level.
3. Explain what determines the jurisdiction of a court in criminal cases. Distinguish a superior court from an appellate court. List the four basic purpose of a presentence investigation report. Explain how the nature of the defendant's prior record is so important in a pre-sentence investigation. Differentiate between a pre-plea investigation and a presentence investigation.
4. Explain what is meant by informal probation in juvenile court. List the four types of cases handled by the juvenile court. Describe the significant historical developments that led to the establishment of the juvenile court. Define the "justice model" in juvenile court. Identify the basic differences between the juvenile court and the criminal court.
5. Explain the juvenile court concept of least restrictive alternative. Explain when a juvenile may be tried in criminal court. Describe the various dispositional alternatives generally available to a juvenile court judge. Identify the basic differences between a residential treatment center and a training school.
6. List and describe the five eras of prison history. Describe the Quaker's approach to punishment. Explain why most states pattern themselves after the Auburn system rather than the Pennsylvania system. Explain the concept of community-based corrections. Explain what was the issue that led to the end of the Supreme Court's "hands-off" approach to prison litigation.
7. Describe what innovations Alexander Maconochie instituted at the penal colony of Norfolk Island in 1840. Explain how the Great Depression influence parole. Explain how the indeterminate sentence differ from the determinate sentence. Explain how a parole board could reduce sentencing disparity.
8. Identify and describe the three basic services provided by a parole agency. Explain how the independent model of parole administration differ from the consolidated model. Explain the basic differences between parole and conditional release. Evaluate the differences between probation violation procedures and parole violation procedures. Recite the legal rights an inmate has at a parole release hearing.
9. Define what is a theory. In social casework, explain the purpose of each of the phases: Assessment, Planning, and Intervention. Assess why behavior modification is so difficult to apply in probation and parole. Explain what is meant by the retreatist subculture. Describe how the conflict theory and control theory explain criminal behavior.

10. Compare and contrast the control model agency and the social service model agency. Describe the arguments for and against probation and parole officers making arrests and routinely carrying firearms. List and describe the four volunteer service models. Evaluate the advantages and disadvantages of using volunteers in probation and parole.
11. Identify the problems of parolees, and describe how they differ from those of probationers. Explain the advantages of incorporating geographic considerations in assigning cases to probation/parole caseloads. Evaluate the advantages and disadvantages of specialized caseloads in probation/parole. Recite the reasons for periodic home visits by probation/parole officers.
12. Describe the advantages of using methadone to treat heroin addicts. List the characteristics of chemical dependency (CD) programs. Describe the typical characteristics of sex offenders. Identify the pros and cons of restitution and charging offenders fees in probation.
13. Explain what is meant by intermediate punishments and identify the programs that are included in this category. Assess why electronic monitoring has proven to be so popular. Define the concept of shock probation/parole. Recite the criticisms aimed at intensive supervision and boot camp programs.
14. Explain what research has found with respect to success in probation and parole. Examine why it is difficult to provide a definition of recidivism for statistical purposes. Describe how the goals of a social service model agency differ from those of a control model agency. Assess why the movement in probation and parole has been toward a control model.

STUDENTS WITH DISABILITIES

Students with disabilities who believe they may need accommodations in this class are encouraged to contact Disabled Students Programs and Services located in SSB 320, phone number (310) 287-4450 as soon as possible to better ensure such accommodations are implemented in a timely fashion.

DOING ONLINE COURSEWORK

PLEASE READ CAREFULLY!

Each week you will be asked to complete one lesson of the ONLINE course.

Pay close attention to the vocabulary at the beginning of each lesson (hint: the vocabulary may appear on an exam).

Read the accompanying material regarding the lessons.

Read the appropriate chapter in the textbook.

At the end of each lesson you will be asked to respond to several questions regarding the material from the chapter in the Assignments, Tests and Surveys (AT&S) section.

GRADING OF ASSIGNMENTS

Since your postings are the only written requirements for the course, they should be a college-level work product. Your submissions will be graded not only for content, but also for critical thinking skills, correctness, presentation, spelling, and grammar. You should write your responses assuming that the reader (me) has little or no knowledge of the subject. Answers that are too brief or incomplete will not receive high marks.

Please do not copy word for word from the textbook.

Remember, these assignments are a significant part of your grade.

LATE ASSIGNMENTS-An assignment may be turned in late with a one-point deduction within two (2) days after the specified due date noted in the Assignment Section. After the two days, the assignment will be closed.

GRADE SCALE

A = 495-445
B = 444-396
C = 395-346
D = 345-297
F = 296 and below

ATTEDANCE POLICY

Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend the first day class or during the entire first week of the semester, or if the total number of absences exceed two times the number of hours the class meets per week.

Make-up of a missed exam or acceptance of a late assignment is at the discretion of the instructor. **ACADEMIC HONESTY**

I will enforce strict rules of academic behavior. Any student found cheating on an examination or submitting work to the instructor that is not his/her own will receive an "F" for the work or exam, and may receive an "F" for the entire course at the discretion of the instructor.

AJ 039 (Hybrid) – Fall 2014 COURSE OUTLINE – [SECOND SESSION \(10/26/15 - 12/20/15\)](#)

****Class meets on Mondays from 11:10 am – 12:35 pm in the General Classroom Building, Room 470***

10/26/15: Semester Begins

10/26/15: Classroom Meeting – Room 470 (General Classrooms Building)

Read Announcements, Syllabus, and answer questions in AT&S (Due 10/30)

11/02/15: Classroom Meeting – Room 470 (General Classrooms Building)

Chapter 1 - Probation and Parole in Criminal Justice (Due 11/06)

Chapter 2 - Probation History and Administration (Due 11/06)

(Please note: Chapters 1 and 2 are due on the same date.)

11/06/15: Field Trip to Central Juvenile Hall-No class on 11/09/15.

Chapter 3 - Pretrial Releases, Sentencing, and the Presentence Report (Due 11/13)

Chapter 4 - The Probation Officer and Juvenile Justice (Due 11/13)

(Please note: Chapters 3 and 4 are due on the same date.)

11/16/15: Exam #1: Chapters 1 - 3 [50 Questions] (Due Monday, 11/16/15 @ 11:59 pm) - Take exam online. Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

Chapter 5 - Parole and Indeterminate Sentence (Due 11/20)

Chapter 6 - Parole Administration and Service (Due 11/20)

(Please note: Chapters 5 and 6 are due on the same date.)

11/23/15: Exam #2 (MIDTERM): Chapters 1 - 6 [100 Questions] (Due Monday, 11/23/15 @ 11:59 pm) – Take exam online. Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

11/26-11/29/15: Thanksgiving Holiday (College Closed)

Chapter 7 - Treatment Theory and Practice (Due 12/04)

Chapter 8 - Probation and Parole Officers (Due 12/04)

(Please note: Chapters 7 and 8 are due on the same date.)

Chapter 9 - Probation and Parole Supervision (Due 12/11)

Chapter 10 - Intermediate Punishments (Due 12/11)

(Please note: Chapters 9 and 10 are due on the same date.)

12/04/15: Field Trip to Camp Miller – NO class on 12/07/15.

12/14/15: Exam #3: Chapters 7 - 9 [50 Questions] (Due Monday, 12/14/15 @ 11:59 pm) – Take exam online. Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

Chapter 11 - Special Problems and Programs in Probation and Parole (Due 12/18)

Chapter 12 - The Future of Probation and Parole (Due 12/18)

(Please note: Chapters 11 and 12 are due on the same date.)

12/18/15: Assignments will not be accepted after this date!

12/18/15 to 12/20/15: Review for Final Exam

12/20/15: FINAL EXAM (Chapters 7 – 12 [100 Questions]) (Due on 12/20/15 @ 11:59 pm) – The Exam has a time limit and can only be accessed once. Begin and finish the exam once you enter the exam. DO NOT pause and return at a later time!

12/20/15: Semester Ends

OUTSIDE CLASSROOM ASSIGNMENT

See “Outside Classroom Assignment” in the Assignments, Tests and Surveys (AT&S) section and follow the instructions carefully.

GRADING OUTSIDE CLASSROOM WORK:

Your submissions will be graded not only for content, but also for correctness, presentation, spelling, and grammar. You should write your paper assuming that the reader (me) has little or no knowledge of the subject. Treat the report as a mini-research project.

EXTRA CREDIT

Extra credit is available. See “Extra Credit Assignment” in the Assignments, Tests and Surveys (AT&S) section and follow the instructions carefully.

GRADING EXTRA CREDIT WORK:

Your submissions will be graded not only for content, but also for correctness, presentation, spelling, and grammar. You should write your paper assuming that the reader (me) has little or no knowledge of the subject. Treat the report as a mini-research project.

STUDENT PROGRESS

College can be demanding, and life is not always as predictable as we would like it to be. Students are encouraged to speak with me as soon as possible should they fall behind in their studies and/or coursework due to unforeseen personal issues or emergencies.

I would rather work with you to either reorganize/catch-up, or make the decision to withdraw from the course than to be forced to give you a failing grade at the end of the semester.

It is your responsibility to drop or withdraw from the course. If your name is still on my roster at the end of the semester, you will receive whatever grade appears on the grade roster at that time.

I am available by e-mail or by appointment for consultation. Please note my office hours.

OFFICE HOURS / LOCATION / EMAIL / PHONE NUMBER

- **For non-emergencies (Questions related to the class):** Use the “Personal Message” from the “Discussion and Private Message” Section of ETUDES.
- **For emergencies (Family deaths, serious illnesses/injuries, etc.):** Use the college email YanG@wlac.edu

➤ **Office Hours**

Mondays: 10:00 am - 11:00 am
Tuesdays: 08:00 pm - 09:30 pm (Online)
Wednesday: 11:00 am - 12:00 pm
Thursday: 08:00 pm - 09:30 pm (Online)
Friday: By Appointment Only

➤ **Office Location**

Building: General Classrooms (GC)
Room Number: 380C

➤ **E-mail:** YanG@wlaac.edu