



Republic of the Philippines
Commission on Higher Education
BUENAVISTA COMMUNITY COLLEGE

“Your Future is Our Commitment”
Cangawa, Buenavista, Bohol

COLLEGE OF CRIMINAL JUSTICE EDUCATION

Bachelor of Science in Criminology
First Semester (A.Y. 2021-2022)
Outcomes Based-Education Learning Plan
(Based on the Suggested CHED Curriculum)

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| COURSE PROGRAM: | BACHELOR OF SCIENCE IN CRIMINOLOGY |
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| COURSE NUMBER: | CA 2 |
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| COURSE TITLE: | Non-Institutional Correction |
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| COURSE UNITS: | 3 units |
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| PRE-REQUISITES: | CA 1 |
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| VISION | Buenavista Community College provides a supportive and transformational learning environment and excellent, flexible and accessible Educational programs that will develop an educated population and globally competitive workforce. |
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| MISSION | Buenavista Community College provides affordable access to quality education and offers a dynamic, diverse and supportive environment That prepares students for academic, professional and personal success to meet the demands of our changing global society. |
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GOALS

- Provides an environment that cultivates students' learning and success through on-going assessment of learning outcomes and over-all institutional Effectiveness.
- Provides students with opportunities including programs and services that enable success in academic, career, personal and civic pursuits.
- Periodically update the colleges Master Plan including new building's and facilities to meet the needs of the time in order to build a more cohesive physical campus that is consistent with BCC's programmatic needs.
- Promote a climate of collaboration and equity among all college constituencies.
- Maintain a pool of competent, committed, dedicated, well-trained and qualified faculty to deliver quality instruction.
- Linkage with TESDA, other colleges and universities, reputable companies, firms and establishments, non-governmental and governmental agencies.

INSTITUTIONAL INTENDED LEARNING OUTCOME (IILO)

| INSTITUTIONAL GRADUATE ATTRIBUTES | IO CODE | GRADUATE OUTCOMES | CORE VALUES |
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| Community Service Oriented | IO1 | Sensitive to the needs of the community by participating actively in community activities | Selfless |
| | IO2 | Acts as a model in shaping and influencing others' lives to become civic and socially responsible members of the community. | Understanding |
| | IO3 | Initiates, implements and evaluates relevant activities that will respond to the needs of the community. | Nationalistic |
| | IO4 | Shows a strong sense of national awareness by espousing environmental and cultural preservation. | |
| Humane and Value-laden individuals | IO5 | Respects equality of opportunities regardless of gender preference. | Understanding |
| | IO6 | Behaves ethically and responsibly in social, professional, and work environments in the light of personal faith. | Versatile |
| | IO7 | Shows love, honesty, integrity, discipline, righteousness, self-worth in interaction with other members of the society. | Benevolent |
| | IO8 | Demonstrates professionalism in all endeavors. | Versatile |
| Highly Competent Professional | IO9 | Performs competently and proficiently according to the standards of the profession and face challenges with ease and confidence. | |

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| | IO10 | Designs, implements, and evaluates new information pertinent to future professional practice and in day to day life with inventiveness, insight, originality and openness. | Industrious |
| | IO11 | Innovates techniques in solving problems critically. | Effective |
| | IO12 | Generates ideas and concepts that would lead to societal and humanistic transformations grounded on research culture. | Versatile |
| | IO13 | Empowers others to acquire leadership skills to create a positive environment in the workplace. | Altruistic |
| Effective Communicator | IO14 | Promotes greater change of one's self reflected unto others through the acquired macro skills of listening, speaking, reading and writing. | Adaptable |
| | IO15 | Utilizes language effectively, meaningfully and responsibly in acquiring and delivering the information to the society. | Effective |
| | IO16 | Communicates competently and effectively both oral and written in a wide range of social, professional, and work contexts. | Effective |
| Adaptive life-long-learner | IO17 | Builds smooth relationships in any environmental context by deepening connections to others. | Benevolent |
| | IO18 | Sustains inquisitiveness in searching for life- long learning. | Adaptable |
| | IO19 | Serves as an agent of continuous change in coping and living up to the societal demands. | Altruistic |
| | IO20 | Pursues the quest for knowledge for the improvement of the quality of life in the next generation. | Trustworthy |

PROGRAM INTENDED LEARNING OUTCOME (PILO)

| Code no. | Program Outcomes Common to all types of school |
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| CJ01 | articulate and discuss the latest developments in the specific field of practice. (PQF level 6 descriptor) |
| CJ02 | effectively communicate orally and in writing using English and Filipino |
| CJ03 | work effectively and independently in multi-disciplinary and multi-cultural teams. (PQF level 6 descriptor) |
| CJ04 | act in recognition of professional, social, and ethical responsibility |
| CJ05 | preserve and promote “Filipino historical and cultural heritage” (based on RA 7722) |
| BS Criminology Program | |
| CJ06 | conduct criminological research on crimes, crime causation, victims, and offenders to include deviant behavior |
| CJ07 | internalize the concepts of human rights and victim welfare |
| CJ08 | demonstrate competence and broad understanding in law enforcement administration, public safety and criminal justice |
| CJ09 | utilize criminalistics or forensic science in the investigation and detection of crime |
| CJ10 | apply the principles and jurisprudence of criminal law, evidence and criminal procedure |
| CJ11 | ensure offenders welfare and development for their re-integration to the community |

COURSE INTENDED LEARNING OUTCOME (CILO)

1. Analyze the nature and concept of Community-based Correction in the Philippines.
2. Discuss the history of probation and parole system
3. Identify the pioneers and founders of probation and parole
4. Identify specific provisions of the laws on Probation, Parole and executive clemency
5. Explain the different rules, guidelines and procedures in granting of Probation and Parole
6. Analyze the distinct characteristics and significance of PPA and BPP Operational Manual in relation to the development, rehabilitation and re-integration of offenders to the community.
7. Define the different forms of executive clemency

COURSE DESCRIPTION

The course focuses on Presidential Decree, known as the “Probation Law of 1976” as amended, establishing a probation system in the Philippines, its historical background, philosophy, concepts, and operation as a new correctional system, investigation, selection and condition of Probation, distinction between incarceration, parole, probation and other forms of executive clemency, total involvement of probation in the administration of the Criminal Justice System. This course also treats the study of the Act 4103, as amended otherwise known as the Indeterminate Sentence Law that created the Board of Pardons and Parole, system of releasing and recognizance, executive clemency and pardon.

COURSE CONTENT

- Community-Based Correction and its Background
- Probation
- The Probation Law in the Philippines
- Parole and Probation Administration
- Parole
- The Indeterminate Sentence Law (ISLAW)
- Pardon and other Forms of Executive Clemency
- The Future of Corrections

| IILO CODE | PILO CODE | TIME FRAME | COMPETENCIES | LEARNING CONTENT | OUTCOME (Product/Performance) | ASSESSMENT | TEACHING LEARNING ACTIVITIES(TLA) | RESOURCES/ MATERIALS |
|---------------|------------------|------------|--|---|--|--|--|--|
| IO2, IO3, IO5 | CJ07, CJ08, CJ11 | Week 1 | <p>At the end of the lessons, the students are able to:</p> <ol style="list-style-type: none"> 1. Analyze the nature and concept of Community-based Correction in the Philippines. 2. Identify the current programs of the community-based corrections and its benefits to the community 3. Evaluate the effectiveness of Community-based corrections | <p>Community-Based Correction and its Background</p> <ul style="list-style-type: none"> • Introduction to Community-based Correction • Benefits of Community-based Correction • Purposes and Functions • Community-based Correction as Solution to Inmates Congestion in Jails and Prisons • Current Issues and concerns on Community-based Correction • Evaluation of its effectiveness | <ol style="list-style-type: none"> 1. Analyzed the nature and concept of Community-based Correction in the Philippines. 2. Identified the current programs of the community-based corrections and its benefits to the community 3. Evaluated the effectiveness of Community-based corrections | <ul style="list-style-type: none"> • Online Quiz via Google forms | <ul style="list-style-type: none"> • Tele conferencing • PowerPoint Presentation | <ul style="list-style-type: none"> • Smartphone • Reference Book • Laptop • Google meet • Google Form • Fb Messenger |
| IO2, IO3, IO5 | CJ08, CJ10, CJ11 | Week 2-3 | <ol style="list-style-type: none"> 1. Explore the evolution of probation and | <p>Probation</p> <ul style="list-style-type: none"> • Definition | <ol style="list-style-type: none"> 1. Explored the evolution of probation and | | <ul style="list-style-type: none"> • Tele-Conferencing | <ul style="list-style-type: none"> • Smartphone |

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| | | | <p>identify the persons behind its development</p> <p>2. Understand the concept of probation.</p> <p>3. Express ideas on how probation works to the offender.</p> | <ul style="list-style-type: none"> • Evolution of Probation • Pioneers in the field of Probation • Other important persons and events in the history of Probation • History of probation in the Phil. | <p>identified the persons behind its development</p> <p>2. Understood the concept of probation.</p> <p>3. Expressed ideas on how probation worked to the offender.</p> | <ul style="list-style-type: none"> • Online Quiz via google forms • Prelim Examination via google forms | <ul style="list-style-type: none"> • PowerPoint Presentation | <ul style="list-style-type: none"> • Reference Book • Laptop • Google Meet • Google Forms • Fb Messenger |
| IO2, IO3, IO5 | CJ08, CJ10, CJ11 | Week 4-5 | <p>1. Identify specific provisions of the laws on Probation in the Philippines.</p> <p>2. Explain the different rules, guidelines and procedures in granting of Probation.</p> <p>3. Draw conclusions on the possible implications on the violations of the probation program.</p> | <p>The Probation Law in the Philippines</p> <ul style="list-style-type: none"> • Philippine Probation Law • The purposes of the Philippine Probation Law • Advantages of Probation • Statutory Attributes of Philippine Probation System | <p>1. Identified specific provisions of the laws on Probation in the Philippines.</p> <p>2. Explained the different rules, guidelines and procedures in granting of Probation.</p> <p>3. Draw conclusions on the possible implications on the violations of the probation program.</p> | <ul style="list-style-type: none"> • Online Quiz via google forms | <ul style="list-style-type: none"> • Tele-Conferencing • PowerPoint Presentation | <ul style="list-style-type: none"> • Smartphone • Reference Book • Laptop • Google meet • Google Form • Fb Messenger |
| IO2, IO3, IO5 | CJ08, CJ10, CJ11 | Week 6-7 | <p>1. Analyze the distinct characteristics and significance of PPA in</p> | <p>Parole and Probation Administration</p> <ul style="list-style-type: none"> • Parole and Probation Administration | <p>1. Analyzed the distinct characteristics and significance of PPA in relation to the</p> | <p>Via google forms</p> <ul style="list-style-type: none"> • Online Quiz • Midterm Examination | <ul style="list-style-type: none"> • Tele-Conferencing • Powerpoint Presentation | <ul style="list-style-type: none"> • Smartphone • Reference Book • Laptop |

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| | | | <p>relation to the development, rehabilitation and re-integration of offenders to the community.</p> <p>2. Provide a better understanding on the mission and vision of the PPA</p> <p>3. Construct ideas on how PPA works in order to rehabilitate parolees and probationers.</p> | <ul style="list-style-type: none"> • Core Values • Service Objectives • Administrative Objectives • Restorative Justice • Organizational Chart | <p>development, rehabilitation and re-integration of offenders to the community.</p> <p>2. Provided a better understanding on the mission and vision of the PPA</p> <p>3. Constructed ideas on how PPA works in order to rehabilitate parolees and probationers.</p> | | | <ul style="list-style-type: none"> • Google Meet • Google forms • Fb Messenger |
| IO2, IO3, IO5 | CJ08, CJ10, CJ11 | Week 8-9 | <p>1. Identify the pioneers and founders of parole</p> <p>2. Study specific provisions of the law on Parole.</p> <p>3. Explain the different rules, guidelines and procedures in granting of Parole</p> | <p>Parole</p> <ul style="list-style-type: none"> • Parole, defined • Inception of Parole | <p>1. Identified the pioneers and founders of parole</p> <p>2. Studied specific provisions of the law on Parole.</p> <p>3. Explained the different rules, guidelines and procedures in granting of Parole</p> | <ul style="list-style-type: none"> • Online Quiz Via Google forms | <ul style="list-style-type: none"> • Online Lecture • PowerPoint Presentation | <ul style="list-style-type: none"> • Smartphone • Reference Book • Laptop • Google Meet • Google forms • Fb Messenger |
| IO2, IO3, IO5 | CJ08, CJ10, CJ11 | Weeks 11-12 | <p>1. Explain the different rules, guidelines and procedures in granting of</p> | <p>The Indeterminate Sentence Law (ISLAW)</p> <ul style="list-style-type: none"> • Coverage of the Application | <p>1. Explained the different rules, guidelines and procedures in</p> | <p>Via Google forms</p> <ul style="list-style-type: none"> • Online Quiz • Semi-final Examination | <ul style="list-style-type: none"> • Online Lecture • PowerPoint Presentation | <ul style="list-style-type: none"> • Smartphone • Reference Book • Laptop |

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| | | | <p>Parole through ISLAW</p> <p>2. Discuss the importance of attending circumstances in the computation of ISLAW</p> <p>3. Solve the computation of minimum and maximum term of the sentence.</p> | <ul style="list-style-type: none"> • Applications of ISLAW • Violation of Special Penal Law | <p>granting of Parole through ISLAW</p> <p>2. Discussed the importance of attending circumstances in the computation of ISLAW</p> <p>3. Solved the computation of minimum and maximum term of the sentence.</p> | | | <ul style="list-style-type: none"> • Google Meet • Google Forms • Fb Messenger |
| IO2, IO3, IO5 | CJ10, CJ11 | Weeks 13-14 | <p>1. Define the different forms of executive clemency.</p> <p>2. Explain and study the purpose of different kinds of executive clemency</p> <p>3. Distinguish different forms of executive clemency and its application.</p> | <p>Pardon and other Forms of Executive Clemency</p> <ul style="list-style-type: none"> • Pardon, Concept and Definition • Two (2) kinds of Pardon • Legal Effect of Pardon' • Amnesty • Reprieve • Commutation of Sentence | <p>1. Defined the different forms of executive clemency.</p> <p>2. Explained and study the purpose of different kinds of executive clemency</p> <p>3. Distinguished different forms of executive clemency and its application.</p> | <ul style="list-style-type: none"> • Online Quiz via Google form | <ul style="list-style-type: none"> • Tele Conferencing • PowerPoint Presentation | <ul style="list-style-type: none"> • Smartphone • Reference Book • Laptop • Google Meet • Google Forms • Fb messenger |
| IO2, IO3, IO5 | CJ06, CJ10, CJ11 | Week 15-16 | <p>1. Analyze the importance of collaboration with the community in rehabilitation of offenders</p> <p>2. Explain the concept collaborative</p> | <p>The Future of Corrections</p> <ul style="list-style-type: none"> • The Necessity of Collaboration with the Community • Concept of Collaborative Justice with the Community and | <p>1. Analyzed the importance of collaboration with the community in rehabilitation of offenders</p> <p>2. Explained the concept collaborative justice with the community.</p> | <p>Via Google forms</p> <ul style="list-style-type: none"> • Online Quiz • Final Examination | <ul style="list-style-type: none"> • Tele conferencing • PowerPoint Presentation | <ul style="list-style-type: none"> • Phone • Reference Book • Laptop • Google Forms • Google Meet • Fb messenger |

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| | | | justice with the community. 3. Illustrate the transition of time line sentencing philosophies and practices. | other Service Providers <ul style="list-style-type: none"> • Time Line of Sentencing Philosophies and Practices • Organizations and Associations related to the Community Corrections • American Parole | 3. Illustrated the transition of time line sentencing philosophies and practices. | | | |
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| COURSE OUTPUT |
| <ul style="list-style-type: none"> • Major Exams • Summative Exams • Outcome-Based Project per quarter |

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| GRADING SYSTEM |
| <ul style="list-style-type: none"> • Major Exam 40% • Quiz/Oral/Attendance 40% • Project/Assignment <u>20%</u> <p style="text-align: right;">Total: 100%</p> |

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| REFERENCES |
| <ul style="list-style-type: none"> • Brian B. Guerrero, Community-Based Correction in the Philippines (Non-Institutional Correction), Wiseman's Books Trading, 2018 Edition |

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| PREPARED BY: | JOHN PAUL A. MOJALES, RCRIM |
| DATE: | August 11, 2021 |