



MERCER
COUNTY COMMUNITY COLLEGE

COURSE OUTLINE

Course Number	Course Title	Credits
CRJ 211	Community Corrections	3
Hours: Lecture/Lab/Other	Co- or Pre-requisite	Implementation Semester & Year
3 Lecture Hours	None	Spring 2022
<u>Catalog description:</u>		

Examines the major types of community-based correctional alternatives such as fines, community service, drug courts, probation, day reporting centers, halfway houses, parole, and other intermediate sanctions. Covers correctional law and management, controversies, political pressures, and emerging trends.

General Education Category:
[Not GenEd](#)

Course coordinator:
Cavit Cooley
(609) 570-3625
cooleyc@mccc.edu

Required texts & Other materials: Please reference your professor's syllabus for the exact learning materials and or textbook for the semester; do not order or purchase any learning material or textbooks until contacting your professor and or reviewing the syllabus. The following has been used at some time but may not be currently required:

Probation & Parole 13th Edition
Author: Abadinsky
Publisher: Pearson
2018

Course Student Learning Outcomes (SLO):

Upon successful completion of this course, the student will be able to:

1. Describe the major components of the correction system. [Supports ILG 11; PLO 1]
2. Understand the relationship among the functionaries of the correction system, inmates, officers, and administrators. [Supports ILG 5, 11; PLO 1, 2, 4]
3. Identify, interpret and evaluate the success of the various institutional and community based correctional processes. [Supports ILG 5, 9, 11; PLO 1, 2, 3, 4]
4. Understand the sociological consequences of incarceration, probation and parole. [Supports ILG 5, 9, 11; PLO 1, 2, 3, 4]

5. Categorize the functions of the various community correctional processes including custody/control, treatment care and administration. [Supports ILG 5, 9, 11; PLO1, 2, 3, 4]
6. Identify, interpret compare and the various programs for the custody, care and treatment of offenders. [Supports ILG 5, 9, 11; PLO 1, 2, 3, 4]

Course-specific Institutional Learning Goals (ILG):

Institutional Learning Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Institutional Learning Goal 9. Ethical Reasoning and Action. Students will understand ethical frameworks, issues, and situations.

Institutional Learning Goal 11. Critical Thinking: Students will use critical thinking skills understand, analyze, or apply information or solve problems.

Program Learning Outcomes for Criminal Justice Corrections Option(PLO)

1. Discuss the history and philosophy of the components of the criminal justice system
2. Discuss the role of corrections officer in contemporary America.
3. Compare and contrast historically the philosophies of rehabilitation and punishment.
4. Describe both traditional and new practices being employed in correctional institutions.

Units of study in detail – Unit Student Learning Outcomes:

Unit I **An Introduction to Community Corrections, Diversion, Pretrial and Probation**
 [Supports Course SLO 1, 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to:

- Describe the objectives of community based corrections
- Discuss the development of community based corrections
- Analyze perspectives on the study of community based corrections
- Recognize the concept of diversion
- Define the concept of pretrial release
- Discuss the development of contemporary diversion and pretrial release programs
- Recognize the objectives of diversion and pretrial release programs
- Describe contemporary diversion programming
- Illustrate dispute resolution programs
- Explain contemporary pretrial release programs
- Discuss research on pretrial release programs
- Illustrate alternatives to diversion and pretrial release
- Interpret adjudication partnerships
- Define probation
- Identify the objectives of probation
- Illustrate the court use of probation
- Summarize the historical perspective of probation
- Discuss trends and issues in probation
- Discuss contemporary probation
- Illustrate federal probation

- Analyze research on probation
- Interpret the granting of probation
- Describe probation supervision
- Explain innovations in probation
- Discuss the future of probation

Unit II Parole and Intermediate Sanctions [Supports Course SLO 1, 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to:

- Describe parole
- Explain the objectives of parole
- Discuss the historical development of parole
- Recognize contemporary parole
- Identify changes in parole powers
- Define a qualified parole board
- Describe qualified parole staff
- Illustrate the concept of freedom from influence
- Describe effective parole administration
- Examine proper parole procedures
- Summarize promising parole strategies
- Analyze the future of parole
- Demonstrate temporary release programs
- Examine objectives of intermediate sanctions
- Distinguish the scaling of correctional options and the correctional continuum
- Summarize intensive supervision programs
- Define boot camps
- Recognize home confinement and electronic monitoring
- Identify day reporting centers
- Describe residential programs
- Explain the use of fines
- Summarize day fines
- Distinguish fees and surcharges
- Explain debt collection
- Distinguish restitution and community service
- Consider the objectives of halfway houses
- Describe the historical perspective of halfway houses
- Identify program planning and operation of halfway houses
- Analyze problems and issues of halfway houses
- Evaluate halfway house programs
- Consider the future of halfway houses

Unit III Special Issues and Populations [Supports Course SLO 1, 2, 3, 4, 5, 6]

Learning Objectives

The student will be able to:

- Describe special problems of drug abusers
- Discuss the treatment of drug abusers
- Recognize special problems of alcohol abusers
- Explain the treatment of alcoholics and problem drinkers
- Illustrate community based programs for alcohol offenders
- Demonstrate the effectiveness of alcohol treatment
- Describe the mentally ill offender
- Examine the prevalence of the mentally ill offender
- Discuss the history of the mentally ill in corrections
- Review special problems facing community based corrections when supervising the mentally ill
- Analyze the sex offender
- Examine sex offender treatment
- Categorize criminal justice responses to sex offenders
- Analyze special problems of the female offender
- Discuss services provided to female offenders
- Identify programs provided to female offenders
- Survey issues associated with the treatment of the female offender
- Compare the criminal and juvenile justice systems
- Generalize the intake process
- Discuss community based correctional programs for juveniles
- Identify programs for runaways
- Describe juvenile diversion programs
- Analyze community alternatives to secure juvenile detention
- Describe juvenile probation programs
- Examine community based residential programs for juveniles
- Explain juvenile aftercare
- Analyze research and program models for the serious chronic delinquent
- Review issues in community based correctional programs for youth
- Discuss the future of community based corrections for juveniles

Evaluation of student learning:

Students should be given a variety of opportunities for course participation. This should include oral discussions and or presentations, examinations, and research writing. The student will be given at least two (2) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations may include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student may also be required to write at least one research assignment. The research assignment will be a book review of an important work in community corrections, a summary of an interview with any primary worker in community corrections, or a research paper on a specific issue in

community corrections. The instructor will determine the percentage of examinations, the research paper, and class participation in the computation of each student's grade.

<u>Scale</u>	A	93 – 100 %
	A-	90 – 92 %
	B+	87 – 89 %
	B	83 – 86 %
	B-	80 – 82 %
	C+	77 – 79 %
	C	70 – 76 %
	D	60 – 69 %
	F	0 – 59 %

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related texts, and audio-visual media. Guest speakers (practitioners) and other academicians are considered to be beneficial to keep the course current and meaningful. Field trips when and wherever possible may be utilized.