

**COURSE OUTLINE FALL 2008**

<u>CRJ 211</u>	<u>Community Corrections</u>			<u>3</u>
<b>Course Number</b>	<b>Course Title</b>			<b>Credits</b>
<u>3</u>	<u>                    </u>	<u>                    </u>	<u>                    </u>	<u>15 weeks</u>
<b>Class or Lecture Hours</b>	<b>Laboratory Work Hours</b>	<b>Clinical or Studio Hours</b>	<b>Practicum, Co-op, Internship</b>	<b>Course Length (15 week, 10 week, etc.)</b>
<u>Not Applicable</u>			<u>None</u>	
<b>Performance on an Examination/Demonstration</b>			<b>Alternate Delivery Methods</b>	

**Required Materials:**

Reference Business and Technology Division Booklist

**Catalog Description:**

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.

**Prerequisites:**

None

**Co-requisites:**

None

**Latest Review:**

Fall 2006

**Course Coordinator:**

Cavit Cooley, [cooleyc@mccc.edu](mailto:cooleyc@mccc.edu), ext. 3625

**Available Resources:**

Reference Criminal Justice Library Materials List

**Learning Center Resources:**

No tutoring or study groups at this time.

## **General Course Objectives:**

### *The student will be able to:*

Describe the major components of the correction system.

Understand the relationship among the functionaries of the correction system, inmates, officers, and administrators.

Identify, interpret and evaluate the success of the various institutional and community based correctional processes.

Understand the sociological consequences of incarceration, probation and parole.

Identify the functions of the various community correctional processes including custody/control, treatment care and administration.

Identify, interpret and evaluate the various programs for the custody, care and treatment of offenders.

## **Method of Evaluation and Grading:**

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 three (3) examinations during the course of the term with the dates and format to be decided by the instructor. Examinations should include an essay component. Students will be given adequate advance notice of the dates and the topics in each examination. The student will also be required to write at least one research assignment. The research assignment will be a book review of an important community corrections book, a summary of an interview with any primary worker in the community corrections system, or a research paper on a specific issue in community corrections. The percentage of examinations, the research paper, and class participation in the computation of each student's grade will be determined by the instructor.

<b><u>Scale</u></b>	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 %

### **Instructional Methods:**

Teaching-learning methods employed shall include lectures, discussions supplemented by appropriate related texts, and audio-visual media.

### **Special Considerations:**

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.

### **The Course in Detail:**

The following topics should be discussed in a manner as determined by the instructor.  
*The student will be able to:*

#### **Unit I.**

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

#### **Unit II.**

- Describe parole
- Explain the objectives of parole

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

### **Unit III.**

- Describe special problems of drug abusers
- Discuss the treatment of drug abusers
- Describe special problems of alcohol abusers
- Discuss the treatment of alcoholics and problem drinkers
- Explain community based programs for alcohol offenders
- Discuss the effectiveness of alcohol treatment
- Describe the mentally ill offender
- Discuss the prevalence of the mentally ill offender
- Discuss the history of the mentally ill in corrections
- Describe special problems facing community based corrections when supervising the mentally ill
- Analyze the sex offender
- Discuss sex offender treatment
- Analyze criminal justice responses to sex offenders

- Analyze special problems of the female offender
- Discuss services provided to female offenders
- Analyze programs provided to female offenders
- Analyze issues associated with the treatment of the female offender
- Compare the criminal and juvenile justice systems
- Explain the intake process
- Discuss community based correctional programs for juveniles
- Describe programs for runaways
- Describe juvenile diversion programs
- Analyze community alternatives to secure juvenile detention
- Describe juvenile probation programs
- Discuss community based residential programs for juveniles
- Explain juvenile aftercare
- Analyze research and program models for the serious chronic delinquent
- Discuss issues in community based correctional programs for youth
- Discuss the future of community based corrections for juveniles

**Academic Integrity:**

Mercer County Community College is committed to Academic Integrity -- the honest, fair and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work and that faculty and academic support services staff members will take reasonable precautions to prevent the opportunity for academic dishonesty.