COURSE OUTLINE

Course Number          Course Title                Credits
CRJ 211               Community Corrections            3

Hours:                Co- or Pre-requisite     Implementation
lecture/Lab/Other     None                          Spring/2019
3 lecture hours

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.

Is course New, Revised, or Modified? Revised

Required texts/other materials: Reference Business and Technology Course List.

Revision date: Course coordinator:
Spring 2020           Cavit Cooley
(609)570-3625          cooleyc@mccc.edu

Information resources: Reference Criminal Justice Library Materials List

Course Competencies/Goals:
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.
Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.
Goal 2. Mathematics. Students will use appropriate mathematical and statistical concepts and operations to interpret data and to solve problems.
Goal 3. Science. Students will use the scientific method of inquiry, through the acquisition of scientific knowledge.
Goal 4. Technology. Students will use computer systems or other appropriate forms of technology to achieve educational and personal goals.
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.
Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.
Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.
Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.
Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.
Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.
Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.
Goal E. Computer Literacy. Students will use computers to access, analyze or present information, solve problems, and communicate with others.
Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.
Goal G. Intra-Cultural and Inter-Cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Units of study in detail.

MCCC Core Skills A, B, C, D, E, F, and G are addressed in the following Units of Study. This Course is not designated as a General Education Course.

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
**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 should 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 percentage of examinations, the research paper, and class participation in the computation of each student’s grade will be determined by the instructor.

<table>
<thead>
<tr>
<th>Scale</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100 %</td>
</tr>
<tr>
<td>A-</td>
<td>90 – 92 %</td>
</tr>
<tr>
<td>B+</td>
<td>87 – 89 %</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86 %</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82 %</td>
</tr>
<tr>
<td>C+</td>
<td>77 – 79 %</td>
</tr>
<tr>
<td>C</td>
<td>70 – 76 %</td>
</tr>
<tr>
<td>D</td>
<td>60 – 69 %</td>
</tr>
<tr>
<td>F</td>
<td>0 – 59 %</td>
</tr>
</tbody>
</table>

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.

**Academic Integrity Statement:**

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. The complete academic policy and implications can be found at http://mlink.mccc.edu/omb/OMB210.pdf.