CMJ 255 — INTRODUCTION TO COMMUNITY BASED CORRECTIONS  
Spring Syllabus 2016

Text


Course Description

This course will focus on all forms of community-based corrections. The student will examine 
origins, organization and trends in current traditional corrections as well as focusing on non-
traditional community corrections: electronic monitoring, house arrest, day-treatment, boot-camp 
and fines.

Course Objectives, Assessment Goals, and Assessment Strategies

Upon successful completion of this course the student will demonstrate the ability to:

1. Describe the objectives of Community based corrections. (GEO 5)
2. Describe and discuss various diversion programs in the criminal justice system. (GEO 5)
3. Identify and discuss various economic sanctions to include fines, fees, restitution and 
   community service. (GEO 3)
4. Understand and discuss the historical development, program planning and operations of 
   community residential centers (halfway houses). (GEO 2)
5. Describe pre-trial release, temporary release programs and parole. (GEO 5)
6. Discuss special problems and needs of female offenders. (GEO 1)
7. Understand and describe in detail various programs for juveniles, and the difference in 
   criminal justice and juvenile justice. (GEO 2)
8. Identify special needs, problems and concerns of drug and alcohol offenders. (GEO 3)
All assessment strategies will be through the use of test questions, written and electronic research assignments.

**General Education Objectives:**

GEO 1: Express ideas effectively through oral and written communications.
GEO 2: Think critically and reason logically.
GEO 3: Read and analyze a written text.
GEO 5: Evaluate individual, societal, and cultural relationships.

**Course Content:**

1. **The student will be able to describe and discuss various diversion programs in the Criminal Justice System.**
   1. Discuss the diversion programs within Community Based Corrections.
   2. Explain the different formal diversion programs.
   3. Understand and outline the philosophy of diversion programs.
   4. Explain the objectives of diversion programs.
   5. Discuss “Contemporary Programming”.
   6. Describe diversion models, problems and issues.
   7. Discuss the pre-trial release program.
   8. Explain concerns surrounding “jail and bail”.
   9. Discuss the granting of probation and resulting supervision.

2. **The student will be able to identify and discuss various economic sanctions to include fines, fees, restitution and community service.**
   1. Describe the judgment of a “fine” as an economic sanction.
   2. Discuss the practice of focusing “fees” as an economic sanction.
   3. Explain the usefulness of restitution as a sanction.
   4. Discuss the various types of community service.
   5. Distinguish between the various types of economic sanction.
   6. Describe intermediate sanctions and their objectives.
   7. Explain what is meant be “scaling correctional options”.
   8. Distinguish between boot camps, home confinement, electronic monitoring and day reporting.

3. **The student will be able to understand and discuss the historical development, program planning and operation of community residential centers (halfway houses).**
   1. Explain the objectives of Community Residential Centers.
   2. Describe the historical development of Community residential Centers.
   3. Outline examples of program planning and operations.
   4. Discuss program evaluation options.
   5. Provide examples of success and failures of the “halfway house” philosophy.
   6. Describe the economic advantages of this program.
4. The student will be able to describe the parole, pre-trial and the temporary release program.

1. Outline procedures for obtaining parole.
2. Explain the actions that occur at pre-trial conferences.
3. Identify the “temporary release” program.
4. Distinguish between parole, and temporary release.
5. Distinguish between parole and probation.
6. Explain accountability and supervision during temporary release programs.

5. The student will be able to discuss special programs and need of female offenders.

1. Describe services available to female offenders.
2. Outline special problems of supervising female offenders.
3. Discuss the issues concerning male guards and female offenders.
4. Explain institutional regulations concerning housing and treatment of female offenders.
5. Distinguish between the facility programs for males and female offenders.
6. Outline special medical and hygiene requirements.

6. The student will be able to understand and describe in detail the various programs for juveniles, and in criminal justice and juvenile justice.

1. Distinguish between the adult and juvenile offender.
2. Outline the process of juvenile justice.
3. Discuss the various diversion programs available for juvenile offenders.
4. Explain Community Corrections as it relates to the juvenile offender.
5. Describe the juvenile justice system; its difference from the adult system.
6. Discuss the responsibility of parents and the juvenile offender.

7. The student will be able to identify special needs, problems and concerns of drug and alcohol offenders.

1. Explain various treatment options for the alcohol and drug offender.
2. Discuss the various types of illegal used and their effects on the body and mind.
3. Describe the methods used to monitor a person; to ensure compliance with the “no drugs” policy of release.
4. Outline current drug and alcohol treatment philosophy of Community Corrections programs.
5. Identify special medical and social needs of the drug or alcohol offender.
Requirements for evaluating and grading:

1. Regular class attendance
2. Class participation through discussion, problem solving and case study review
3. Satisfactory scores on chapter quizzes
4. Satisfactory scores on examinations
5. Completion of class projects and satisfactory score

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>50</td>
<td>Two quizzes @ 25 points each</td>
</tr>
<tr>
<td>Midterm</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Class Participation</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Research Project</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Total Possible Points: 325

A = 90 – 100% (293 – 325 points)
B = 80 – 89% (260 – 292 points)
C = 70 – 79% (228 – 259 points)
D = 60 - 69% (195 – 227 points)
E = 0 – 59% (0 – 194 points)

Tentative Schedule:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19</td>
<td>Introduction</td>
<td>1-36 (chap. 1)</td>
</tr>
<tr>
<td>Jan 26</td>
<td>Diversion Programs</td>
<td>39-78 (chap. 2); 366-372 (chap. 12)</td>
</tr>
<tr>
<td>Feb 2</td>
<td>Pre-trial Release</td>
<td>39-78 (chap. 2)</td>
</tr>
<tr>
<td>Feb 9</td>
<td>Probation / Quiz 1</td>
<td>79-119 (chap. 3)</td>
</tr>
<tr>
<td>Feb 16</td>
<td>Probation</td>
<td>161-209 (chap. 6); 310-328 (chap. 10)</td>
</tr>
<tr>
<td>Feb 23</td>
<td>Restitution &amp; Community Service</td>
<td>225-239 (chap. 7); 379-381 (chap. 12)</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Midterm</td>
<td></td>
</tr>
<tr>
<td>Mar 8</td>
<td>Campus Closed</td>
<td></td>
</tr>
<tr>
<td>Mar 15</td>
<td>Temporary Release from Confinement</td>
<td>148-157 (chap. 5)</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Halfway Houses</td>
<td>240-270 (chap. 8)</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Parole / Quiz 2</td>
<td>120-148 (chap. 5)</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Female Offenders</td>
<td>329-353 (chap. 11)</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Juveniles</td>
<td>354-402 (chap. 12)</td>
</tr>
<tr>
<td>Apr 19</td>
<td>Drug and Alcohol Abusers</td>
<td>273-309 (chap. 9); 46-54 (chap. 2); 67-70 (chap. 2)</td>
</tr>
<tr>
<td>Apr 26</td>
<td>Final</td>
<td></td>
</tr>
</tbody>
</table>

Students are responsible to finish all reading assignments in accordance with the schedule above. Additional reading may be assigned in class.

Student Responsibilities:
1. Assignments: Thoroughly read all information contained in this syllabus. Complete all assigned research/reading as it will provide the foundation for all in-class quizzes and discussion.
2. Class Participation: Participate in all discussions. Be polite.

Research Project:

Mandatory. Student will write a 4 to 6 page, typed paper on a topic in Community Corrections. Topic Selection is due on the date of the midterm. The paper, itself, is due one (1) week before the final. At least three (3) sources other than the assigned textbook must be sited, and at least one must be from the college’s electronic library.

Note: It is not the responsibility of the instructor to remind the student of the required due dates. Any assignments which are turned in late will automatically lose one letter grade per day. No papers will be accepted the day of final.

Field Experience:

Guest lecturers may periodically be scheduled.

Academic Honesty:

Academic honesty is expected of all students. Students must comply with the standards of conduct mandated by college policy as outlined in the Appendix of the college catalogue. Cheating and plagiarism are violations of academic policy. Any student caught plagiarizing or cheating on an assignment in violation of that policy will not receive credit for that assignment. Discussions will occur before penalties are given. At the discretion of the instructor, the student may also be referred to the Student-Faculty Disciplinary Committee.

Plagiarism:

In both oral and written communication, the following guidelines for avoiding plagiarism must be followed:

1. Any words quoted directly from a source must be in quotation marks and cited.
2. Any paraphrasing or rephrasing of the words and/or ideas of a source must be cited.
3. Any ideas or examples derived from a source that are not set in the public domain or of general knowledge must be cited.
4. All papers and presentations must be the student’s own work.

There are ambiguities in concept of plagiarism. The instructor will be available for consultation regarding any confusion a student may have.
Writing Center:

If you wish to have additional help on a writing assignment, you may schedule an appointment with a writing conference instructor by going to www.worwic.edu and clicking on “Current Students” and then “Learning Resources” and “Writing Conferences.” Limited time slots are available, so an appointment is required. If you cannot keep your appointment, it is your responsibility to cancel any writing conferences by using this link.

Cheating:

Cheating is the act of obtaining information or data improperly or by dishonest or deceitful means. Examples of cheating are copying from another subject’s test paper, obtaining information illegally on tests, any using crib notes or other deceitful practices.

Classroom Etiquette:

Silence all cell phones and electronic devices. Text messaging is not permitted during class. Violations of this policy will result in loss of classroom participation points.

Students are expected to arrive on time and stay for the entire class. If a student is late or must leave early, please minimize disruption to the class. A late or early leave counts as ½ an absence. No side conversations or other distracting behaviors will be tolerated. Respect others by being polite and considerate.

H1N1 Influenza Statement:

In the event of a flu epidemic or other emergency that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College’s website and email system.

Blackboard:

Blackboard is being used as a supplementary site in this course. To access course content in Blackboard you need to have access to a computer with an Internet connection, (other requirements may apply). Computers that meet these requirements are available on campus in MTC200, AAB217, HH100, GH204, WDC305, and AHB108.

Please follow these directions to access course syllabi and any other materials posted for this course:

Login Information:
1. From Wor-Wic home page, point to “Quick Links” (top-right) and click the “Blackboard Login” link.
2. Enter you Wor-Wic user ID and password (same as your Wor-Wic email user ID and password). Don’t know your user ID or password? Contact Student Services.
All students logging into Blackboard affirm that they understand and agree to the follow Wor-Wic Community College policies regarding academic integrity and the use of College resources as directed in the college catalog. Wor-Wic Community College considers the following as violations of the computer usage policy:

- Using the campus computing network and facilities to violate the privacy of other individuals
- Sharing of account passwords with friend, family members or any unauthorized individuals

Violators are subject to college disciplinary procedures.

**ONLINE END-OF-SEMESTER EVALUATIONS**

The College has selected SmartEvals as its vendor to conduct online end-of-course evaluations. The evaluations will become available starting April 13 and ending April 27. SmartEvals maintains the highest level of security with the evaluation information, and the information resides only on SmartEvals’ computer servers. Faculty are unable to identify individual evaluations, and any data which has the potential to reveal the identity of a student (i.e. the only male in a class) is blocked from viewing. You will receive automated emails from SmartEvals reminding you to complete your evaluations, and the timing of the emails is in compliance with anti-spam guidelines. The emails discontinue once all of your evaluations are completed. You will be able to access the evaluations through the link in the SmartEvals email or by clicking on “course evaluation” in the left menu of your Blackboard course website. The evaluations are only active during designated times at the end of the semester. Disable the pop-up blockers on your internet browser in order to access the evaluation. Your cooperation in completing the online evaluation at the designated time is greatly appreciated. The results from the course evaluation provide valuable feedback to your instructor in order to make changes as needed with curriculum and teaching. Please direct any questions about the online course evaluation system to Hope Ellis at hellis@worwic.edu.

**Services for Students with Disabilities:**

Wor-Wic provides reasonable accommodations for students with disabilities, in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. If you are in need of accommodations, please contact the counseling office at (410) 334-2900. For more information, see Wor-Wic's Services for Students with Disabilities<http://www.worwic.edu/StudentServices/DisabilitiesServices.aspx> web page.

**Miscellaneous:**

Class time will involve both lecture and class discussions covering subjects in the text and outside materials. Students are expected to complete all assigned reading prior to class, actively participate in class discussions, attend all classes, and be on time. Regular attendance and participation are the best ways to ensure success in this course. If a student experiences any course-related problems throughout the semester, please contact the instructor.
In the event of an emergency, health-related or other, that results in the suspension of classes, faculty will be communicating with students about their courses and course requirements, such as assignments, quiz and exam dates, and class and grading policies, via faculty websites or Blackboard. Students will be responsible for completing all these assignments in accordance with class policies. Information about the resumption of classes will be communicated via the College website and email system.