**ESSEX COUNTY COLLEGE**

**Social Sciences Division**

**CJI 103 *–* Probation and Parole**

**Course Outline**

**Course Number & Name:**  CJI 103 Probation and Parole

**Credit Hours:**  3.0 **Contact Hours:**  3.0 **Lecture:** 3.0 **Lab:**  N/A **Other:**  N/A

**Prerequisites**:  Grade of “C” or better in CJI 101 or placement

**Co-requisites:** None **Concurrent Courses:** None

**Course Outline Revision Date:**  Fall 2010

**Course Description**: This course presents probation as a judicial process and parole as an executive function. A historical review of trends in probation and parole such as the community-based programs in work release, half-way house contract program planning, therapeutic community, and treatment team concepts in probation and parole are examined. Modern trends, such as the justice model, determinate sentencing, restorative justice, “broken windows” supervision, and intensive supervision in the adult and juvenile system are also examined.  The course includes discussion of the community resources that can be brought to bear on the correctional task and the concept of shock probation.

**Course Goals:** Upon successful completion of this course, students should be able to do the following:

1. describe the evolution of ‘community corrections;’
2. explain the various components of probation and the role of the probation officer;
3. explain the various components of parole and the role of the parole officer;
4. discuss the goals of ‘community corrections’ and evaluate the effectiveness of various models;
5. describe the role of the community and other stakeholders in ‘community corrections;’
6. explain the legal concepts used within the criminal justice system and the function of ‘community corrections’ within this system;
7. demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues; and
8. communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form.

**Measurable Course Performance Objectives (MPOs)**: Upon successful completion of this course, students should specifically be able to do the following:

1. Describe the evolution of ‘community corrections’:
   1. discuss supervision methods applied to offenders;
   2. discuss the various perspectives of ‘community corrections’ (e.g., systems, evidence, bureaucratic, and people);

**Measurable Course Performance Objectives (MPOs)** (continued):

* 1. discuss various phases of the criminal justice system (e.g., legislative, apprehensive, adjudication, and correctional);
  2. discuss the objectives of ‘community corrections;’
  3. define major strategies of ‘community corrections’ (e.g., diversion, probation, intermediate sanctions, early release, and parole);
  4. discuss the expectations of ‘community corrections;’
  5. discuss the major controversies relating to ‘community corrections;’
  6. discuss the origins of parole;
  7. discuss the history and development of probation;
  8. discuss various philosophies regarding the offender in the community throughout history (e.g., The Reform Era, The Rehabilitation Era, The Reintegration Era, and the War on Crime);
  9. discuss the origins of intermediate sanctions;
  10. discuss the importance of offender classification; and
  11. discuss problems in classifying offenders

1. Explain the various components of probation and the role of the probation officer:
   1. discuss the philosophy, historical background, goals, benefits, and problems relating to diversion;
   2. discuss the various stages of diversion in the justice system;
   3. discuss the background and benefits of restitution;
   4. discuss the diversion of drug offenders;
   5. discuss arguments relating to the centralization or decentralization of probation;
   6. discuss arguments relating to who should administer probation;
   7. discuss the investigative and supervision role of probation;
   8. discuss the duty/role of the probation officer;
   9. discuss the special needs of female offenders;
   10. discuss problems relating to supervision of drug offenders;
   11. discuss differences/similarities of federal and state probation;
   12. discuss the advantages and disadvantages of probation;
   13. discuss issues relating to revocation and termination of probation; and
   14. explain the ethical responsibilities of criminal justice professionals
2. Explain the various components of parole and the role of the parole officer:
   1. discuss the origins of parole;
   2. discuss prison release programs (e.g., pardon, amnesty, commutation, furlough, work release, etc.);
   3. discuss how parole works;
   4. discuss the organization of releasing authorities;
   5. discuss barriers to parole success;
   6. discuss the advantages and disadvantages of parole;
   7. discuss the necessity of intermediate sanctions;
   8. discuss problems relating to intermediate sanctions;
   9. discuss the different types of intermediate sanction programs; and
   10. explain the ethical responsibilities of criminal justice professionals

**Measurable Course Performance Objectives (MPOs)** (continued):

1. Discuss the goals of ‘community corrections’ and evaluate the effectiveness of various models:
   1. discuss the differences between adult and juvenile offenders;
   2. discuss the political implications of ‘community corrections;’
   3. discuss what types of special community programs are offered to juveniles;
   4. discuss risk management and ‘community corrections;’
   5. discuss Type I and Type II errors;
   6. discuss Meta-Analyses;
   7. discuss how justice can be promoted through ‘community corrections;’
   8. list and discuss the nine essential elements for an effective parole system;
   9. discuss the impact of politics, technology, economy, and crime upon ‘community corrections;’
   10. explain the concept of “evidence-based practices” in ‘community corrections;’ and
   11. discuss all facets of community supervision
2. Describe the role of the community and other stakeholders in ‘community corrections’:
   1. discuss the importance of public and private treatment providers (e.g., substance abuse and mental health practitioners);
   2. identify the role of victims’ rights organizations and victim advocates on a collaborative team;
   3. discuss the barriers to effective reintegration and the need to establish federal, state, and local agencies providing housing resources, workforce training, educational assistance and veterans’ benefits;
   4. discuss the role of the community and faith–based partners; and
   5. Identify the components of an effective community partnership
3. Explain the legal concepts used within the criminal justice system and the function of community corrections within this system:
   1. explain the concept of due process and its impact in the context of the parole process;
   2. discuss the parolee’s rights during the period of parole;
   3. discuss the parole revocation process with focus on due process considerations;
   4. discuss and explain the direct consequences of conviction;
   5. discuss common problems associated with house arrest and electronic monitoring programs;
   6. discuss the effect of civil disability policies upon probationers;
   7. list and explain the civil and political rights affected by conviction; and
   8. defend the importance of presentence investigation in the sentencing process
4. Demonstrate critical thinking skills within the context of evaluating the complexity of criminal justice issues:
   1. critically evaluate ‘community corrections’ practices;
   2. analyze the role of rehabilitation in probation and parole;
   3. analyze the relationship between ‘community corrections’ and incarceration;
   4. analyze current practices and issues in the investigation, classification, supervision, and rehabilitation of probationers and parolees;
   5. create a presentence investigation report for a notorious convicted felon; and
   6. use critical thinking and problem solving, focusing on the criminal justice system and analyzing information from multiple sources, including the print and video media

**Measurable Course Performance Objectives (MPOs)** (continued):

8. Communicate effectively with accurate ‘criminal justice’ terminology in written and/or oral form:

8.1 *utilize effective and persuasive communications skills in written and/or oral form;* and

8.2 *use accurate ‘criminal justice’ terminology in writings and oral presentations*

**Methods of Instruction**: Instruction will consist of, but not be limited to, a combination of the assignment of textbook and other resource materials, lecture-discussion, case studies, demonstrations, group projects, multi-media presentations, and completion of various assessment instruments (a documented research paper, quizzes, tests, and exams). Specific choice of instructional methods is left to the discretion of the instructor.

**Outcomes Assessment:** Quiz, test, and exam questions (if applicable) are blueprinted to course objectives. Checklist rubrics are used to evaluate non-test type assessment instruments, such as case studies, group projects, and research papers, for the presence of course objectives. Data collected will be analyzed to provide direction for the improvement of instruction, viability of class assignments, relevancy of assigned literature, and evaluation of instructional time spent on specific topics.

**Course Requirements:** All students are required to:

* + - 1. Maintain regular attendance.
      2. Actively participate in class discussions and workshops.
      3. Read the recommended textbook and any other assigned resource materials.
      4. Complete all assigned homework on time.
      5. Complete all written assignments, including a research paper based on multiple source research gleaned from appropriate library sources and previously published internet sources.
      6. Complete an in-class midterm and final examination.
      7. Take all quizzes and tests when scheduled.

* + - 1. Follow any specific class requirements mandated by the instructor.

**Methods of Evaluation:** Final course grades will be computed as follows:

**% of**

**Grading Components final course grade**

* **Attendance/Class Participation** **5 – 15%**

Attendance points will be computed based on the ratio of the number of days attending the course during a regular semester (i.e., 28 contact days). A similar procedure will be used to determine participation points.

* Logs/Journals 10 – 15%

Logs/Journals are written exercises designed to heighten student’s awareness of various events related to criminal justice that is experienced, observed, read, or viewed on television. Student must relate experiences to chapters either discussed/not discussed throughout the semester.

* **Reaction Papers 15 – 20%**

Reaction papers are 3 – 5 page written exercises in which students read outside sources or statements supplied by the professor an discuss their “intellectual and emotional” reaction to the issue or author’s point of view, yet use critical thinking guidelines to take a position and support that position using scholarly literature, interviews and polling.

* **Theme Papers 20 – 25%**

Theme papers are 3 – 5 page written exercises in which students discuss how taking the course has been personally meaningful, beneficial, and relevant to their future professional aspirations. References can be cited using scholarly journals, criminological, legal and law enforcement sources, or internet sites.

* **Literature Reviews/Research Papers 10 – 20%**

Literature reviews/research papers are written exercise in which students must investigate a particular topic either in the textbook or assigned by the instructor that is related to the course objectives and conduct a review of the criminological literature, case law or statues. Based on the literature review, students are required to develop a thesis/theme and draw conclusions on the topic researched.

* **Introspective Theme Paper/Case Study Analysis 30 – 40%**

The introspective theme paper/case study analysis is a 7 – 10 page written exercise in which students integrate and synthesize concepts to perform an in-depth analysis and use the facts surrounding a notorious offender to develop an appropriate parole supervision plan. The students must analyze, synthesize, integrate, and demonstrate relevance of concepts to course objectives.

**Methods of Evaluation** (continued)**:**

**% of**

**Grading Components final course grade**

* **Written/Oral Presentation Interview of Law Enforcement 15 – 25%**

**Agency, or Professional in the Field**

The written/oral presentation of the interview agency representative or professional requires the student to gather information and to determine its relevance to concepts and theories presented in class which are related to course objectives.

* **Oral Presentations 15 – 20%**

Oral presentations are based on a topic either discussed/not discussed during the semester, that is relevant to the study of criminal justice or criminology and related to course objectives. The instructor may require a written outline to augment the oral presentation.

* **Quizzes 10 – 15%**

Quizzes will provide evidence of the extent to which students have met course objectives.

* Exams, including Midterm and Final **20 – 30%**

(number of exams and dates specified by the instructor)

Exams will provide evidence of the extent to which students have mastered and synthesize course material and have met course objectives.

Note: The instructor will determine (as appropriate) the specific components for the course and provide specific weights which lie in the above-given ranges at the beginning of the semester.

**Academic Integrity:** Dishonesty disrupts the search for truth that is inherent in the learning process and so devalues the purpose and the mission of the College. Academic dishonesty includes, but is not limited to, the following:

* plagiarism – the failure to acknowledge another writer’s words or ideas or to give proper credit to sources of information;
* cheating – knowingly obtaining or giving unauthorized information on any test/exam or any other academic assignment;
* interference – any interruption of the academic process that prevents others from the proper engagement in learning or teaching; and
* fraud – any act or instance of willful deceit or trickery.

Violations of academic integrity will be dealt with by imposing appropriate sanctions. Sanctions for acts of academic dishonesty could include the resubmission of an assignment, failure of the test/exam, failure in the course, probation, suspension from the College, and even expulsion from the College.

**Student Code of Conduct:** All students are expected to conduct themselves as responsible and considerate adults who respect the rights of others. Disruptive behavior will not be tolerated. All students are also expected to attend and be on time for all class meetings. No cell phones or similar electronic devices are permitted in class. Please refer to the Essex County College student handbook, *Lifeline*, for more specific information about the College’s Code of Conduct and attendance requirements.

**Course Content Outline:** based on the text by Leanne Fiftal Alarid, Paul Cromwell, et al. 2010. *Community–Based Corrections* (8th edition) . Belmont, California: Wadsworth, a Division of Thomson Learning.

**Unit Topic/Content Readings**

|  |  |  |  |
| --- | --- | --- | --- |
|  | An Overview of ‘Community Corrections’: Goals of Evidence-Based Practices |  | ch 1 |
|  | Pretrial Release and Diversion |  | ch 2 |
|  | Sentencing and the Presentence Investigation Report |  | ch 3 |
|  | How Probation Developed: Chronicling Its Past and Present |  | ch 4 |
|  | Classification and Supervision in Probation and Parole |  | ch 5 |
|  | The Career Pathway of a Community Supervision Officer |  | ch 6 |
|  | Probation Modification and Termination |  | ch 7 |
|  | Residential Community Supervision Programs |  | ch8 |
|  | Nonresidential Community Supervision Programs |  | ch9 |
|  | Economic and Restorative Justice Reparations |  | ch10 |
|  | The History of Parole: From Its Origin to the Present |  | ch11 |
|  | Preparing for Prisoner Reentry: Discretionary Parole and Mandatory Release |  | ch12 |
|  | Parole Conditions and Revocation |  | ch13 |
|  | Juvenile Justice, Probation, and Parole |  | ch14 |
|  | Collateral Consequences of Conviction, Pardon, and Restoration of Rights |  | ch 15 |

Note: In CJI 103, the instructor must cover the 15 units listed above minimally in any reasonable order throughout the duration of the semester/term. Also, the instructor may include additional areas based on his/her expertise and/or interest.