

Purpose: It is the intention of this Administrative-Master Syllabus to provide a general description of the course, outline the required elements of the course and to lay the foundation for course assessment for the improvement of student learning, as specified by the faculty of Wharton County Junior College, regardless of who teaches the course, the timeframe by which it is instructed, or the instructional method by which the course is delivered. It is not intended to restrict the manner by which an individual faculty member teaches the course but to be an administrative tool to aid in the improvement of instruction.

Course Title – Community Resources in Corrections

Course Prefix and Number – CRIJ 2301

Department – Criminal Justice

Division – Social and Behavioral Science

Course Type: (check one)

- Academic General Education Course (from ACGM – but not in WCJC Core)
 Academic WCJC Core Course
 WECM course (This course is a Special Topics or Unique Needs Course: Y or N)

Semester Credit Hours # : Lecture hours# : Lab/other hours # 3:3:0

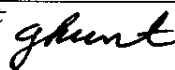
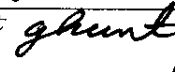
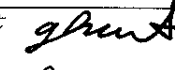

Equated Pay hours for course - 3

Course Catalog Description - Introduction to the role of the community in corrections. Topics include community programs for adults and juveniles, administration of community programs, legal issues, and trends in community treatment.

Prerequisites/Co requisites - THEA reading and writing requirements met.

Approvals – *the contents of this document have been reviewed and are found to be accurate.*

List Lab/ Other Hours
Lab Hours
Clinical Hours
Practicum Hours
Other (list)

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Department Head G.G. Hunt	Signature <i>gghunt</i> 	Date 9-8-10
Division Chair G.G. Hunt	Signature <i>gghunt</i> 	Date 9-8-10
Vice President of Instruction or Dean of Vocational Instruction	Signature 	Date <u>9-13-10</u>



I. Topical Outline – Each offering of this course must include the following topics (be sure to include information regarding lab, practicum, clinical or other non-lecture instruction):

- A. Community corrections compared with institutional corrections
- B. Probation - attributes, usage, personnel
- C. Parole - attributes, usage, personnel
- D. Intermediate sanctions - attributes, usage, personnel
- E. Special issues in community corrections - gender, drug offenders, sex offenders, age, mental disabilities, health issues
- F. Sentencing
- G. Conviction consequences and options

II. Course Learning Outcomes

Course Learning Outcome	Method of Assessment
<p>At the completion of the identified sections the student will be able to:</p> <p>Section I. Probation Define the goals of community-based correctional programs; recall the historical and legal foundations of probation; explain the decision-making process in granting probation; show the role of the presentence investigation report in probation; describe the requirements for setting the conditions and length of probation; identify the organization and administration of probation services; evaluate the complexities of supervision in probation and parole; and justify the cause and effect of probation revocation.</p> <p>Section II. Parole Recall the history and concepts of parole; identify the function of the parole board and selection for parole; and assess the purpose of parole conditions and effect of revocation.</p> <p>Section III. Intermediate Sanctions and Special Issues Analyze the role of intermediate sanctions and their relation to probation and parole; determine the effect of community-based corrections on juvenile justice and aftercare; evaluate the effectiveness of community-based corrections; judge the direct and collateral consequences of conviction; assess the difficulties in addressing the needs of special populations;</p>	<p>Tests, homework, scenarios, exposure to those employed in community corrections,</p> <p>Tests, homework, scenarios, participation in class discussions,</p> <p>Tour of community facility, tests, homework, participation in class discussions</p>

III. Required Text(s), Optional Text(s) and/or Materials to be Supplied by Student.

- A. Alarid, Leanne/Del Carmen, Rolando; Community-Based Corrections;Wadsworth/Cengage Publisher or a textbook of the department's choosing by reputable authors and published by reputable authors that contains information on the topics listed in section I.
- B. Internet access to social science data bases and journals
- C. Access to a computer and printer for preparing and submitting assignments

IV. Suggested Course Maximum - 35

V. List any specific spatial or physical requirements beyond a typical classroom required to teach the course.

Instructor must have access to all appropriate technology for ITV and online sections of this course.

VI. Course Requirements/Grading System – Describe any course specific requirements such as research papers or reading assignments and the generalized grading format for the course)

***** A 90-100, B 80-89, C 70-79, F 69-0. Students must earn a grade point average of 70% to pass the class.

Research projects/papers assessing community correction facilities and experiences of those employed in community corrections jobs. (30% to 40% of grade)

Reading of course textbook – necessary for successful text performance and participation in many class discussions

Research relevant to course topics – necessary for many class discussions, homework assignments and research paper

Participation in class discussions based on the text and outside research (10% to 20% of final grade)

Comprehensive final (minimum of 10% of final grade)

Periodic testing over assigned reading (minimum of 30% of final grade)

Homework assignments including evaluation of options in real life scenarios– necessary to evaluate reading and research skills (10% to 20% of final grade)

Class attendance – interaction with instructor and other students necessary for success in course and college success in general (5% to 10% of final grade)

VII. Curriculum Checklist

- **Academic General Education Course** (from ACGM – but not in WCJC Core)
No additional documentation needed

- **Academic WCJC Core Course**
Attach the Core Curriculum Checklist, including the following:

- Basic Intellectual Competencies
- Perspectives
- Exemplary Educational Objectives

- **WECM Courses**
If needed, revise the Program SCANS Matrix & Competencies Checklist.