

**STATE UNIVERSITY OF NEW YORK
COLLEGE OF TECHNOLOGY**



CANTON, NEW YORK

COURSE OUTLINE

JUST 215 – COMMUNITY-BASED CORRECTIONS

Prepared By: Dr. Brian Harte

SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE

Department of Criminal Justice

April 2015

JUST 215 – COMMUNITY-BASED CORRECTIONS

- A. **TITLE:** Community-Based Corrections
- B. **COURSE NUMBER:** JUST 215
- C. **CREDIT HOURS:** 3
- D. **WRITING INTENSIVE COURSE:** No
- E. **COURSE LENGTH:** 15 Weeks
- F. **SEMESTER(S) OFFERED:** Spring
- G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:** 3 hours per week
- H. **CATALOG DESCRIPTION:** This course is a study of the method and philosophy current in probation, parole, and other forms of community-based correctional services. The course material examines the role of the probation/parole officer, the community-based correctional programs director, and the community resources available to assist the probationer and parolee. This course presents the role of the probation/parole officer community corrections director as human service agents as well as a functional part of the total criminal justice system.
- I. **PRE-REQUISITES/CO-REQUISITES:** Pre-requisite: Limited to criminal justice, criminal investigation, criminal justice: law enforcement leadership or homeland security students, or permission of instructor.
- J. **GOALS (STUDENT LEARNING OUTCOMES):**
By the end of this course, the student will:

<i>Course Objective</i>	<i>Institutional SLO</i>
1. Discuss the early development of the American correctional system and the components of the probation/parole system within the context of the United States.	1. Communication 2. Critical Thinking
2. Describe the interplay between criminal justice actors within the American Criminal Justice System and differences between probation, parole and community-based supervision strategies.	1. Communication 2. Critical Thinking
3. Discuss how probation/parole officers work with law enforcement, corrections agencies, and the courts to collaboratively address common problems.	1. Communication 2. Critical Thinking
4. Describe the purpose of a Presentence Investigation Report.	1. Communication 2. Critical Thinking

5. Discuss parole board composition and selection criteria.	1. Communication 2. Critical Thinking
6. Describe the basic components of the juvenile justice system.	1. Communication 2. Critical Thinking

K. TEXT(S): Alarid, L. F., Cromwell, P. F., & del Carmen, R. V. (2013). Community-based corrections (9th edition). Belmont, CA: Cengage Publishing. ISBN: 9781133049661.

L. REFERENCES: N/A

M. EQUIPMENT: Technology Enhanced Classroom

N. GRADING METHOD: A-F

O. MEASUREMENT CRITERIA/METHODS:

- Quizzes
- Tests
- Writing assignments

P. DETAILED COURSE OUTLINE:

- I. The State of Corrections Today
- II. History and Legal Foundations of Probation
- III. The Decision to Grant Probation
- IV. The Pre-sentence Investigation Report (PSI)
- V. Conditions, Modifications, and Termination of Probation
- VI. Organization and Administration of Probation Services
- VII. Supervision of Probation and Parole
- VIII. Probation Revocation
- IX. Development of Parole – Domestic Violence in America
- X. The Parole Board and Board Selection
- XI. Parole Conditions and Revocation
- XII. Intermediate Sanctions – Residential/Non-residential
- XIII. Juvenile Justice
- XIV. Direct & Collateral Consequences of Conviction/Pardon & Restoration

Q. LABORATORY OUTLINE: N/A