MASTER SYLLABUS

JUST 211 – INTRODUCTION TO PROBATION AND PAROLE

Created by: Michelle L. Currier, PhD
A. **TITLE:** Introduction to Probation and Parole

B. **COURSE NUMBER:** JUST 211

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** n/a

F. **SEMESTER(S) OFFERED:** Fall

G. **COURSE DESCRIPTION:** This course introduces students to offender supervision in the community, with specific focus on the institutions of probation and parole. Students explore the history and foundation of probation and parole in America, as well as their role and function within the larger system of corrections and punishment. The practical daily activities of probation and parole officers are examined, including surveillance, report-writing, offender evaluation, pre-sentence investigations, and court testimony.

H. **PRE-REQUISITES/CO-REQUISITES:** n/a

I. **STUDENT LEARNING OUTCOMES:**

<table>
<thead>
<tr>
<th>Course Student Learning Outcome [SLO]</th>
<th>PSLO</th>
<th>GER</th>
<th>ISLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify the role of probation and parole in the larger system of corrections and punishment.</td>
<td>Students will be able to demonstrate effective written and verbal communication skills.</td>
<td>Communication [W]</td>
<td></td>
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<tr>
<td>b. Describe the primary core duties of probation and parole officers.</td>
<td>Students will be able to demonstrate effective written and verbal communication skills.</td>
<td>Communication [W]</td>
<td></td>
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<tr>
<td>c. Practice producing probation- or parole-specific agency reports.</td>
<td>Students will be able to demonstrate a working knowledge of core law enforcement principles.</td>
<td>Industry, Professional, Discipline Specific Knowledge and Skills</td>
<td></td>
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**KEY**

<table>
<thead>
<tr>
<th>ISLO #</th>
<th>Institutional Student Learning Outcomes [ISLO 1 – 5]</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Communication Skills</td>
</tr>
<tr>
<td></td>
<td>Oral [O], Written [W]</td>
</tr>
<tr>
<td>2</td>
<td>Critical Thinking</td>
</tr>
<tr>
<td>Foundational Skills</td>
<td>Social Responsibility</td>
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<tr>
<td>Information Management [IM], Quantitative Lit./Reasoning [QTR]</td>
<td>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</td>
</tr>
</tbody>
</table>

J. **APPLIED LEARNING COMPONENT:** Yes_____ No_X____

K. **TEXTS:**


L. **REFERENCES:** n/a

M. **EQUIPMENT:** n/a

N. **GRADING METHOD:** A-F

O. **SUGGESTED MEASUREMENT CRITERIA/METHODS:**
   - Discussions/participation (oral and written)
   - Exams
   - Quizzes

P. **DETAILED COURSE OUTLINE:**
   I. The Criminal Justice System
   II. Sentencing and Community Corrections
   III. Probation in America
   IV. Parole in America
   V. What works in Probation and Parole
   VI. Juveniles and Community Corrections
   VII. Roles of Probation and Parole Officers
   VIII. Offender Assessment
   IX. Strategies for Managing and Providing Services to Offenders
X. Intermediate Sanctions
XI. Community Residential Correctional Programs
XII. Special Populations in Community Corrections
XIII. Evaluating Community Corrections
XIV. The Future of Corrections in the Community