

SPECIAL TOPICS: *PROBATION & PAROLE*

01:202:497:80

Rutgers, The State University of New Jersey: Summer 2015

Professor: Dr. Michele Muni

E-mail:

Time: Monday and Wednesday – 6:00-10:00 pm

REQUIRED TEXTBOOKS:

1. Bayens, Gary; Gerald J. Bayens, John Smykla. 2014. *Probation, Parole, and Community-Based Corrections: Supervision, Treatment, and Evidence-Based Practices [Book]*. McGraw-Hill Education. ISBN 0078111501
2. (Optional) Gonnerman, Jennifer. 2004. *Life on the Outside. The Prison Odyssey of Elaine Bartlett*. Warner-Tamerslane Publishing Company. ISBN: 037418687

Program in Criminal Justice: Rutgers, The State University of New Jersey

Learning Goals:

A Statement of Principles

The Program Committee for the Program in Criminal Justice at Rutgers University in New Brunswick has adopted a series of learning goals for students who complete the major. These goals represent the consensus of the faculty regarding the concepts a student should grasp and the skills a student should acquire in the course of completing the major. These goals guide the choices faculty make about the structure of the curriculum and the requirements for our majors. Moreover, they guide faculty and instructors preparing course material and teaching courses.

The Program in Criminal Justice will provide students with a rich understanding of crime and criminal justice in the United States and abroad through an interdisciplinary approach that blends a strong liberal arts educational experience with pre-professional instruction in the field of criminal justice. Graduates of the program will be well-informed citizens on the topic of crime and justice, and qualified for graduate study or for employment as practitioners in a variety of legal, policymaking, and law enforcement fields.

Criminal justice majors graduating from a research university should be able to use critical thinking, factual inquiry, and the scientific approach to solve problems

related to individual and group behavior. In addition, students should have an understanding of the legal, political and policymaking processes that affect criminal justice systems in the United States and elsewhere in the world. Finally, students should be familiar with the institutional structures and latest developments in the field in order to engage in meaningful debate about current public policy issues.

Learning Goals for Criminal Justice Majors

1. Competence:

a.) **Theory.** Students who complete the major in criminal justice should understand

and be able to articulate, both orally and in writing, the core theoretical concepts that form the foundation of analysis and research in criminology and criminal justice today. Core concepts are derived from explanations of crime from a variety of perspectives, including biogenic, psychological, and sociological approaches. There are myriad theories of crime that are informed by these perspectives, including, classical, control, critical, ecology, labeling, learning, strain, and trait-based approaches. Theoretical literacy should extend to multicultural and international understanding.

b.) **Institutions.** Students who complete the major in criminal justice should understand the special role of three types of institutions: Police, Corrections, and Courts. In addition, students should know how institutional forms vary across jurisdictions and how these institutions interact with and influence each other.

c.) **Research Methods.** Students who complete the criminal justice major should be familiar with the tools, techniques, and data sources necessary for empirical analysis. Students should understand the various ways that empirical analysis is used in the scientific approach: for description, for developing, and for testing theories. They should be able to analyze data using computer applications and should be familiar with basic statistical techniques and regression analysis. They should be able to read and assess research from a wide range of sources, including general interest, academic, and government publications.

2. **Critical Thinking:** Upon completion of the major students should be able to apply their understanding of core concepts and quantitative tools to analyze and research real world problems, and evaluate alternative policy proposals on a range of criminal justice issues, from micro-level analyses relevant to particular cases to management concerns to macro-level analyses of legislative and other broad-scale policies. Accomplishment of this goal will require that students can apply their literacy and numeracy skills to different institutional structures, within the U.S. and across countries.

3. **Scholarship:** Qualified majors should have an opportunity through such avenues as advanced coursework, internships, and faculty interactions to conduct independent research on matters of central relevance to the field of criminal justice.

SYLLABUS

PURPOSE OF THE COURSE:

This course explores the history, structure, and function of probation and parole. The course is a critical analysis of probation and parole. Topics include the theoretical foundations of probation and parole, the importance of pre-sentence investigations, and the role of probation and parole officers in supervising offenders within their communities. The objectives of the course are to help students demonstrate an understanding of the origin and the function of probation and parole, to demonstrate an understanding of the differences between probationers/parolees, the services available to each group, and to critically assess the issues within the probation and parole field.

OBJECTIVES:

- 1) At the end of this course students will be able to distinguish the difference between probation and parole.
- 2) At the end of the course students will be able to identify reasons why it is important to study community corrections.
- 3) At the end of this course students will be able to apply correctional theories.
- 4) At the end of this course students will be able to explain how probation and parole has changed overtime.
- 5) Closely related to objective three, at the end of this course, students will be able to critique legislation affecting probation and parole.
- 6) At the end of this course students will be able to compare and contrast the role of probation and parole officers at both the federal and state level.
- 7) At the end of this course students will be able to justify the use of risk and needs assessments in community corrections.
- 8) At the end of this course students will be able to distinguish and discuss different types of probation and parole programs.
- 9) At the end of this course students will be able to explain why it is important to treat special populations differently, rather than applying a "one size fits all" approach to probation and parole.

10)At the end of this course students will be able to critique felony disenfranchisement.

11)At the end of this course students will be able to analyze and critique whether parole is different than reentry.

EVALUATION OF STUDENT PERFORMANCE:

Assignments	Points	Total Points	% of Total
Discussion Forum	20	60	45
Quizzes	10	30	22
Online Journal	15	45	33
TOTAL		135	100

There are **NO** make up dates for **ANY** quiz under **ANY** circumstance.

There are **NO** extra credit assignments.

There are **NO** discretionary grades in this course

Final Grades:

90 - 100% A 87 - 89% B+ 80-86% B 77-79% C+ 70-76% C 60-69% D 00-59% F

This syllabus is subject to change

NOTE: Tape recording lectures is strictly prohibited, along with note-taking for commercial purposes. This syllabus is subject to change.

Syllabus

Date	Topic	Readings	Assessment Due Dates	
MODULE ONE				Module One Objectives
WEEK ONE				
5/27	Course Introduction & WHY STUDY PROBATION AND PAROLE	Text Chapter 1		<p>a) Distinguish between two early correctional reformers and their role in advocating for correctional reform.</p> <p>b) Discuss how these early correctional reformers would feel about the current state of probation and parole.</p> <p>c) Explain the definition of community-based corrections.</p> <p>d) Explain the purpose of the Community Corrections Act</p> <p>e) Recognize the goals of community based corrections</p> <p>f) Recognize the importance of evidenced based corrections.</p> <p>g) Distinguish between the classical branch of criminology with the two positivist branches (psychological and sociological)</p>
WEEK TWO				
6/1	Community Based Corrections Legislation	Text Chapter 2		
6/3	Community Based Corrections Theories	Text Chapter 3 Discussion Forum DUE		
YOUR NOTES				

MODULE TWO				Module Two Objectives	
WEEK THREE					
6/8	Assessing Risk	Text Chapter 4	Quiz One (Module One) Discussion forum responses DUE Journal Reflection (Module One)	a) Distinguish between classification and risk assessment b) Discuss the history of risk and needs assessments c) Explain who special needs offenders are and the process of evaluating these individuals based on risk and need d) Explain the history of pretrial release and diversion e) Explain the benefits of pretrial diversion f) Discuss three prominent issues that may increase the potential for pretrial defendants to appear in court. g) Recognize the types of economic sanctions available within the criminal justice system h) Explain the functions of restitution and victim compensation programs i) Discuss the historical development of probation, including probation models j) Recognize the role of probation officers k) Discuss which organizational style is better, public or private	
6/10	Pretrial Release & Diversion	Text Chapter 5		YOUR NOTES	
WEEK FOUR					
6/15	Economic Sanctions	Text Chapter 6			
6/17	Probation and ISP	Text Chapters 6-7 Discussion Forum DUE			

MODULE THREE				Module Three Objectives
WEEK FIVE				
6/22	Parole and Reentry	Text Chapter 8 Discussion Forum Responses DUE QUIZ 2 (Includes Chapters 4-7) Journal Reflection Due	Quiz Two (Module Two) Discussion forum two responses Journal Reflection (Module Two)	a) Discuss the historical development of parole, including the changing roles. b) Outline the reasons for parole revocation and the influence of the Supreme Court c) Discuss whether “reentry” is “old wine in new bottles.” d) Explain, from a policy perspective the importance of evidenced based practices in parole. e) Discuss the research on correctional boot camps as a viable alternative to incarceration and are they effective? f) Discuss the basic elements of a jail reentry program and the benefits of these programs. g) Compare and contrasts the effectiveness of residential community based programs and day reporting centers. h) Explain the goals of drug courts and whether they are effective.
6/24	Boot Camps and Day Reporting	Text Chapter 8-10 Discussion Forum DUE		
MODULE FOUR				
WEEK SIX				
6/29	Special Populations	Text Chapters 11-12 Discussion Forum Responses DUE		
7/2	LAST DAY		Quiz Three (Modules 3-4) Discussion forum three responses	

		DUE Journal Reflection (Module Three)	
			Module Four Objectives
			<ul style="list-style-type: none"> a) Explain the historical evolution of treatment for mentally ill individuals b) Explain how communities can be reintegrate individuals with mental disorders. c) Recognize reentry programs that help to ensure public safety from sex offenders d) Explain the cost/benefits of intensive supervision for juveniles e) Recognize and explain the innovative practices in juvenile reentry.
Your Notes			

Students are encouraged to utilize any and all resources available to assist them with this course through the Rutgers University Learning Resource Center. Information regarding the services available can be accessed at:
<http://lrc.rutgers.edu>

Students will be held to the academic integrity standards of this institution. Refer to:
<http://teachx.rutgers.edu/integrity> .

Discussion Forum

There will be three discussion forum assignments during the duration of the course. Each assignment is worth 15 points for a total of 45% of the final grade. You are responsible for completing detailed responses to the discussion forum questions. Pay close attention to the rubric.

Journal Submissions

Quizzes

Online Journal Rubric - Module One

	No Journal Posted	Poor	Satisfactory	Excellent
POINTS	0	3.25	3.75	5
Demonstrates content knowledge, understanding and application of all course materials	Failed to Submit	Reflections show very little evidence of understanding and application of module one objectives.	Reflections demonstrate understanding and application of module one objectives and knowledge. Applied 1-2 examples from course content.	Reflections demonstrate understanding and application of module one objectives and knowledge. Applied >3 examples from course content. Reflections include critical thinking and synthesis. Reflections incorporate course concepts with knowledge learned in prior courses and/or applied social media/news articles.
Completeness	Failed to submit	Reflections provide very marginal responses.	Reflections were provided and applied 1-2 examples from course content. However, Responses were short.	Reflections were clear, concise and thorough.
Spelling, Grammar, on	Failed to	Reflections are written	Reflections have one or more	Reflections contain

Time	submit	using grammatically incorrect sentences and/or have greater than 2 spelling errors. Not on Time	grammatically incorrect sentences and/or two spelling errors.	grammatically correct sentences without any spelling errors. On Time
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Online Journal Rubric – Module Two

	No Journal Posted	Poor	Satisfactory	Excellent
POINTS	0	3.25	3.75	5
Demonstrates content knowledge, understanding and application of all course materials	Failed to Submit	Reflections show very little evidence of understanding and application of module one objectives.	Reflections demonstrate understanding and application of module two objectives and knowledge. Applied 1-2 examples from course content.	Reflections demonstrate understanding and application of module two objectives and knowledge. Applied >3 examples from course content. Reflections include critical thinking and synthesis. Reflections incorporate course concepts with knowledge learned in prior courses and/or applied social media/news articles.
Completeness	Failed to submit	Reflections provide very marginal responses.	Reflections were provided and applied 1-2 examples from course content. However, responses were short.	Reflections were clear, concise and thorough.
Spelling, Grammar, on	Failed to	Reflections are written	Reflections have one or more	Reflections contain

Time	submit	using grammatically incorrect sentences and/or have greater than 2 spelling errors. Not on Time	grammatically incorrect sentences and/or two spelling errors.	grammatically correct sentences without any spelling errors. On Time
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Online Journal Rubric - Module Three

	No Journal Posted	Poor	Satisfactory	Excellent
POINTS	0	3.25	3.75	5
Demonstrates content knowledge, understanding and application of all course materials	Failed to Submit	Reflections show very little evidence of understanding and application of module one objectives.	Reflections demonstrate understanding and application of module three objectives and knowledge. Applied 1-2 examples from course content.	Reflections demonstrate understanding and application of module three objectives and knowledge. Applied >3 examples from course content. Reflections include critical thinking and synthesis. Reflections incorporate course concepts with knowledge learned in prior courses and/or applied social media/news articles.
Completeness	Failed to submit	Reflections provide very marginal responses.	Reflections were provided and applied 1-2 examples from course content. However, responses were short.	Reflections were clear, concise and thorough responses.
Spelling, Grammar, on	Failed to	Reflections are written	Reflections have one or more	Reflections contain

Time	submit	using grammatically incorrect sentences and/or have greater than 2 spelling errors. Not on Time	grammatically incorrect sentences and/or two spelling errors.	grammatically correct sentences without any spelling errors. On Time
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Discussion Board Rubric				
	Fails to Participate	Poor	Satisfactory	Excellent
POINTS	0	3.25	3.75	5
Demonstrates content knowledge, understanding. Demonstrates careful reading and inquiry into the subject matter	Failed to Submit	Reflections show very little evidence of understanding of the subject matter.	Reflections demonstrate understanding and application. Relies primarily on plot summaries from others.	Reflections demonstrate understanding and application of the reading. Reflections include critical thinking and synthesis. Shows original thought. Reflections incorporate course concepts with knowledge learned in prior courses and/or applied social media/news articles.
Citations	Failed to submit	Fails to use quotes.	Some quotes are used, however, quotes are poorly integrated and, more often than not, fails to cite properly.	Quotes are used to support student's opinion. Cited properly.
Spelling, Grammar, and Completeness	Failed to Submit	Reflections are written using grammatically incorrect sentences and/or	Reflections have one or more grammatically incorrect sentences and/or	Reflections contain grammatically correct sentences without any

		<p>have greater than 2 spelling errors.</p> <p>Reflections provide very marginal responses</p>	<p>two spelling errors.</p> <p>Reflections were provided and fairly clear, however, were very short.</p>	<p>spelling errors.</p> <p>Clear and articulate, concise and through responses to each question.</p>
Engagement with others	Failed to Submit	<p>Does not acknowledge other posts and does not understand the posts of classmates.</p> <p>Offers little engagement and summarizes what others have said without adding to the conversation.</p> <p>Does not really respond to anyone</p>	<p>Shows attention to the thread.</p> <p>Summarizes what others have said, fairly attempting to add to the discussion thread.</p> <p>Responds to at least one person.</p>	<p>Shows an interest in adding to the thread.</p> <p>Responds and advances to the discussion in a manner in which is not predictable. Uses social media, academic literature, or other materials when responding.</p> <p>Responds to at least two people.</p>