

NOTE: This syllabus Fulfills Texas law that requires the public posting of all syllabi at Texas Universities that have the course name, objectives, and required book.

A more detailed syllabus is provided to students once they enroll in the class

**CRIJ 3309
Community Corrections and Correctional Counseling**

Professor: Leanne Alarid, Ph.D.

Department of Criminal Justice

Office: Liberal Arts Bldg., Room 116D

Phone: 915-747-7087

E-mail: LAlarid@utep.edu

COURSE DESCRIPTION:

This course will examine the history, philosophy and practice of community based correctional programs as alternatives to incarceration, such as pretrial services, probation, and other intermediate sanctions such as boot camps, residential facilities, electronic monitoring, restitution, and community service. We will also examine community corrections as a function of community reentry and parole from prison.

LEARNING OBJECTIVES:

1. Learn how to conduct a presentence interview and write a PSI report (*group project*)
2. Assess the risk and needs of offenders and apply the risk/needs score to community supervision styles (*group project*)
3. Be able to apply the central ideas of the chapter using case studies that ask you to make decisions about a particular offender's situation (*homework*)
4. Learn the basic glossary terms and meanings from the community corrections literature (*exams*).
5. Compare and contrast the various forms and purposes of community-based correctional and/or restorative justice programs (*exams*).
6. Understand the challenges that offenders face when being released from prison (*exams*).

REQUIRED TEXT:

Alarid, Leanne (2017). *Community-Based Corrections, 11th edition*. Belmont, CA: Wadsworth.

Other required readings, assignments, and group project materials will be made available on WEB CT—YOU ARE RESPONSIBLE FOR PRINTING AND READING THESE before class.

COURSE REQUIREMENTS:

General topics and readings are listed below. Specific course requirements are not listed in this draft syllabus because they are currently being revised from the previous semester. Generally, you can expect to attend class, read the book, complete 3-4 homework assignments (short reaction papers), take two exams, and complete a major GROUP project. The format by which all of this takes will be provided to all registered students on Blackboard right before the semester starts.

ACADEMIC DISHONESTY:

Academic dishonesty includes cheating on an exam, turning in someone else's assignment from a previous class, or plagiarism: "(1) use by paraphrase or direct quotation of the published or unpublished work of another person without fully and properly crediting the author with citations or biographical reference; (2) unacknowledged use of work/materials prepared by another person or agency engaged in the selling of term papers or other academic materials; (3) unacknowledged use of original work/material that has been produced through collaboration with others without release in writing from collaborators."

I take cases of alleged academic dishonesty seriously. For students who are found to have engaged in any form of academic dishonesty, sanctions may include a failing grade on the assignment or exam in question, a failing grade in the course, suspension, or dismissal from the University. See <http://www.utep.edu/dos>

CLASSROOM DEMEANOR

1. Minimize Disruptions

- Arrive on time and stay through the duration of class.
- Keep comments and talking to others around you to a minimum during class.
- Keep your pagers and cell phones turned off or on "vibrate."

2. Respect other students and their opinions.

- No one student should dominate conversation, allowing others in the class time to speak.
- Keep an open mind. Respect your fellow students even if your views differ from theirs
- Stay on topic. There may be times I will have to cease conversation in order to move on, because we have spent enough time on the topic or gotten too far off the subject.

TAPE RECORDING OF CLASSES AND OTHER LEARNING NEEDS:

I support helping students who are in need of reasonable accommodations to help in the learning process or with taking exams as defined by UTEP Center for Accommodations and Support Services (e.g., note takers, tape recording class sessions, sign language interpreters, or other aids). However, any student who is in need of a special accommodation MUST first register and provide the instructor with written approval from the UTEP Center for Accommodations and Support Services (CASS) before accommodations will be made. CASS is located in Room 106 of the Union East Building. Call 915-747-5148 or visit their website: <http://sa.utep.edu/cass/> Tape recording of classes is considered to be a special accommodation and not allowed unless first approved in writing by CASS.

TOPIC COVERAGE:

ASSIGNMENT

Syllabus and Introductions

IN-CLASS WRITING: *What preconceived notions do I have about what punishment should and should not be?*

Why Community Corrections is Important

Read Ch. 1

Pretrial Release and Diversion

Read Ch. 4

Sentencing & Presentence Investig. Components

Read Ch. 4

Conduct a Presentence Investigation Interview

Ask PSI Questions

Video: *Red Hook Justice*

DISCUSSION: What were Red Hook's goals? Were these goals accomplished?

History of Probation

Read Ch. 2

Probation Officer Issues

Read Ch. 12

Writing a Program Plan

Read Ch. 5

Community Supervision
Risk and Needs

***Bring Risk/Needs
Instruments to Class***

Probation Modification and Revocation

Read Ch. 7

Residential Community Programs
Boot Camps, Halfway Houses

Read Ch. 8

House Arrest, Electronic Monitoring
Day Reporting Centers

Read Ch. 9

Restorative Justice
Community Service, Restitution, Fines

Read Ch. 10

Origins of Parole
*What Questions would you ask if you were
On the Parole Board?*

Read Ch. 3

Preparing for Reentry
Discretionary and Mandatory Release

Read Ch. 11

VIDEO: *Omar and Pete*

Discuss Video

Community Corrections Options for Juveniles
Juvenile courts and Juvenile justice

Read Ch. 13

Loss and Restoration of Rights

Read Ch. 14