

GOVERNORS STATE UNIVERSITY
COLLEGE OF ARTS AND SCIENCES
DIVISION OF LIBERAL ARTS

COURSE SYLLABUS

Index Number: CJUS 420

Course Title: Correctional Policy and Practice

Credit Hours: 3.0

Trimester: SS 1998

Professor: Jacqueline M. Klosak
708-534-4577
E2542

Required Text: McCarthy and McCarthy. 1996. Community Based Corrections.

Recommended Texts: Ellsworth, Thomas. 1996. Contemporary Community Corrections.

Hancock, B. and Paul M. Sharp. 1996. Criminal Justice in America: Theory, Practice, and Policy.



CJUS 420

Description:

The class itself analyzes current approaches used in Federal, State and local correctional and related agencies. Moreover, the course examines discrepancies between new theories implemented by criminal justice decision makers and the actual outcome of theoretical applications.

Prerequisites:

Criminal Justice 320 or permission/consent of Department Chairperson.

Course Rationale:

This course presents the student with a method by which he/she can examine new dynamics in corrections. The course will look to community based corrections as an alternative to traditional corrections. The student will be given the opportunity to examine and develop new dimensions in corrections as a plan for the future in the field.

Expected Student Outcomes:

This course is designed:

1. To build upon the student's basic knowledge of the field of corrections by providing additional instruction and interaction in the advanced areas of philosophy of punishment and rehabilitation.
2. To introduce the student to the various and expanding roles of community based corrections and the role that these programs play in the future.
3. To discuss various methods of developing policy and implementing programs.

Course Requirements:

1. Each student will be responsible for a class project and verbal presentation. The class project is as follows:

Developing Model Programs

You are asked to be a problem solver. Your task is three-fold:

1. **Analyze data** on local criminal justice problems and programming needs, drawn from reports, interviews, and/or materials reviewed in class. Judges, pretrial services, and probation officers can be particularly good sources of information in this regard, because they are in the business of matching offenders with community options.
2. Assembling this data, **assess the existence of deficiencies** and make judgements about what new programs are needed.
3. Using materials from the text and your own research, design a plan to address these deficiencies. This plan should include model programs (you may be creative and create your own or utilize existing programs) and an evaluation component. Within the program descriptions, be sure to address the following items:
 - a. who will operate the program;
 - b. who will serve as the counselors/officers;
 - c. who is the target population;
 - d. what services will be provided;
 - e. who will provide the services;
 - f. what are the conditions of the program (e.g., what can the participants do and not do);
 - g. what are the sanctions for non-compliance.

Be sure to also include in your overall plan how this program(s) will address the outlined deficiencies and, if so, how it will benefit the community, the participant, and the justice system.

Part of your research should include a site visit to a community based agency. This may be part of your initial analysis of the community or to assist you in your program development.

Each project must contain a review of the literature. Research information must be cited and referenced.

Presentations are to be given on assignable dates. Unless student is given permission, papers and presentations submitted late will be automatically lowered one letter grade.

II. Each student shall be responsible for writing short essays (1 or 2 will be assigned throughout the trimester) addressing and critiquing a policy question addressed in class. Responses should include a overview of the applicable policy and recommendations for new or modified policy, a description of programs to be implemented or modified, and necessary policy and/or legislative changes that would be necessary. A summary of student essays shall be presented in class.

III. Students will successfully complete two exams:
a. Mid-term examination
b. Final examination

Students must take exams on given dates. Unless given permission, exams taken later than the provided date will be lowered one grade.

IV. Students will be held responsible for all course reading assignments in addition to outside readings.

V. Attendance.

VI. Students will be held accountable for all related writing assignments. All writing assignments are subject to being graded.

Grading/Evaluation:

A = 90 - 100
B = 80 - 89
C = 70 - 79
D = 60 - 69
F = Below 60

The course requirements will carry credit as follows:

Mid Term	25%
Final Exam	25%
Paper/Pres.	30%
Short Essay(s)	10%
Attendance/Participation	10%

All assignments have a top value of 100 points.

All outside readings and assigned materials are testable.

All assignments must be typewritten.

Topical Outline and Tentative Schedule:

May 12 Introduction to Course

May 14 Overview of Community Based Corrections
Rationale for Community Based Corrections
(McCarthy; 1/Hancock; 19)
Winning War on Corrections: Myth vs. Reality
(Ellsworth; 25)

May 19 Diversion Programs (McCarthy; 2)
Examples of Diversion Programs/Drug Courts
Pretrial Release Programs (McCarthy; 3)

May 21 Pretrial Release Programs/Day Reporting
Centers (outside readings)
Probation (McCarthy; 4)

May 26 Intermediate Sanctions (McCarthy; 6)
Economic Sanctions (McCarthy; 5)

May 28 Report on Short Essays
Proposals for Research Papers due

June 2 Community Residential Center (McCarthy; 7)
Boot Camps (outside readings)

June 4 Midterm Exam

June 9 Library/Research

June 11 Parole and Temporary Release Programs (McCarthy; 8)
Specialized Populations:
Female Offenders (McCarthy; 9; Hancock; 23)

June 16 Specialized Populations:
Juvenile Offenders (McCarthy; 10; Hancock; 22)
Class Presentations

June 18 Drug Abusing Offender (McCarthy; 11)
The Need for Planning (McCarthy; 12)
Future of Community Corrections
(Ellsworth; 24)
Class Presentations

June 23 Class Presentations
Review for Final Exam

June 25 Final Exam

June 30 Final Class Meeting/Review Final Projects