

## **CRIJ 4310 Community Corrections (2<sup>nd</sup> 8-Week On-line Version)**

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### **MAIN TEXTBOOK FOR PURCHASE:**

 Ed Latessa & Brian LovinsTodd (2019). Corrections in the Community (7<sup>th</sup> ed.),  
Routledge

### **COURSE DESCRIPTION**

Focuses on the analysis and evaluation of programs and processes in community settings such as diversion, probation, parole, and other community-reintegration procedures. Programs are discussed in terms of definition, history, purpose, possibilities, administration and process, problems, cost, and effectiveness.

#### **Prerequisites**

There are no prerequisites for this course.

#### **Technical Skills Required for This Course**

As with all online courses, students must be able to operate a computer and have the necessary technical skills to navigate around a web page. Additional technical skills are not a prerequisite for this course. However your computer must meet certain [minimum requirements to operate Blackboard](#).

#### **Time Spent on this Course**

Students can expect to spend a minimum of 10 hours per week to complete all readings and assignments. The lessons themselves take as long as it requires the student to read the materials and watch or listen to media presentations.

### **COURSE OBJECTIVES/LEARNING OUTCOMES:**

When you finish each module, you should be able to:

#### **Module One**

- Describe the traditional roles of corrections.
- Understand how corrections in the community differs from the traditional role of corrections.
- Understand how community corrections cases are processed through the criminal justice system

#### **Module Two**

- Understand the four justifications for punishment for criminal conduct.

- Recognize the types of sentencing options that a judge may impose in community corrections cases.
- Understand the concepts of indeterminate and determinate sentences, split sentences, and mandatory minimum sentences.
- Understand the use of sentencing guidelines.
- Describe the types of bail that may be set by a magistrate and some of the problems that critics have identified with the release process.
- Understand the difference between pre-trial diversion programs and pretrial release programs.

### **Module Three**

- Recognize the difference between probation and parole.
- Understand how community supervision and corrections departments (CSCDs) are organized, administered and regulated in the State of Texas.
- Understand how probation has evolved since the mid-1970's.
- Understand the purpose of pre-sentence investigation reports.
- Describe the imposition of conditions of supervision and the difference between general and special conditions
- Understand the revocation process, including revocations for a technical violation.
- Understand the legal rights of probationers.
- Identify the significant programs and approaches used to supervise offenders in the community, i. e., cognitive (and dialectic) behavioral treatment, trauma-informed care, recovery oriented systems of Care (ROSC).

### **Module Four**

- Understand the legal rights afforded to parolees.
- Describe the parole process in Texas.
- Understand how parole is organized in the State of Texas.
- Explain what a "blue warrant" is.
- Describe the issues facing an offender who is re-entering the community.
- Understand Re-Entry Councils.
- Discuss the process for handling a juvenile case, including a disposition.
- Recognize how the approach to dealing with juvenile offenders is different from the approach for adults.
- Understand the difference between delinquent conduct and a finding of a child in need of supervision (CHINS finding).
- Understand the process and circumstances for certifying a juvenile to be tried as an adult.
- Discuss the differences in juvenile programs from those of adults.
- Understand juvenile probation and police-probation partnerships.
- Examine and compare juvenile crime rates with the crime rates for adults.

### **Module Five**

- Describe the roles of a probation officer.
- Understand the characteristics that make an effective supervision officer.

- Identify the uses of risk/needs assessments instruments in community corrections.
- Understand the difference between an actuarial and clinical assessment instrument
- Identify the domains that scholars maintained should be included in a valid risk/needs assessment.
- Identify the “strong” four domains in a risk/needs assessment and the four weaker domains for predicting recidivism
- Understand the concept of responsivity
- Recognize the use of the Texas Risk Assessment System (TRAS) in Texas, including screeners for substance abuse and mental health.

### **Module Six**

- Understand the use of intermediate or graduated sanctions in the supervision of offenders in the community.
- Describe home confinement, intensive supervision, electronic monitoring and GPS tracking in the supervision of offenders in the community.
- Describe day-reporting centers, shock probation and the concept of positive and negative reinforcement.
- Identify special populations of offenders, including sex offenders, mental health offenders, impaired driving offenders, domestic violence offenders, and juvenile offenders.
- Describe the types of residential facilities for offenders in the community, including halfway houses, intermediate sanctions facilities, community corrections facilities and juvenile facilities.
- Describe facilities operated by or under contract with the Texas Department of Criminal Justice for offenders in the community.

### **Module Seven**

- Describe issues that have a particular impact on the supervision of female offenders in the community.
- Understand the use of specialty courts (or problem solving courts) in both the United States and in Texas.
- Identify the ten components used in the United States (or eleven used in Texas) that make a specialty court successful.
- Understand the concept of data driven decision making in management.
- Understand the difference in measuring activities of a program as opposed to results (performance).
- Describe the benefits of scholarly research in the field of community corrections and using outside research to improve the performance of a supervision agency.

### **Module Eight**

- Recognize the five areas of change that the authors foresee in community corrections in the next ten years.
- Understand the concepts of “what works” and “evidence based practices.
- Understand the challenges for the future of community corrections.

- Describe the way new technologies will assist staff in the supervision of offenders in the community.

### **GRADING POLICY:**

A student's final grade will be based upon the point breakdown below. You may approach me at any point during the semester, and I will provide you with feedback on your progress in the class. However, you will be given feedback with all assignments when they are graded and returned to you. Therefore, please "keep track" of your points throughout the semester.

<b>Module Tests (33.3%)</b> The instructor requires <u>each individual student</u> to take a set of lesson-based fundamental tests (all multiple choice questions) at the conclusion of each Module.	<b>240 points</b> (Possible points 30 per Test)
<b>Module Essay Assignments (33.3%)</b> The instructor requires <u>each individual student</u> to focus on lesson-based fundamental questions at the conclusion of each Module.	<b>240 points</b> (Possible points 30 per Assignment)
<b>Discussion Forums (33.3%)</b> The instructor requires <u>each individual student</u> to discuss current critical issues related to American corrections at the conclusion of each Module.	<b>240 points</b> (Possible points 30 per Discussion)
<b>Total</b>	<b>720 points</b>

### ***Final Grade***

<b><u>Grade</u></b>	<b><u>Cumulative Points</u></b>
A	648 to 720 (equal to 90 -100 %)
B	576 to 647 (equal to 80 -89 %)
C	504 to 575 (equal to 70 -79 %)
D	432 to 503 (equal to 60 -69 %)
F	431 and below (equal to 59 % and below)

## **COURSE ORGANIZATION**

### **Module One**

#### **Chapter 1**

The first module will be a brief introduction to the criminal justice system. We will examine the traditional components of the criminal justice system, to-wit: law enforcement, the courts and corrections. We will then examine how corrections in the community differs from the traditional components of the criminal justice system, the various aspects of corrections in the community, and then how community corrections cases are processed through the system.

The video part of this course will examine community corrections in Texas, especially since 1980 and the response of state policy makers over the last several decades to deal with issues that lead to a greater reliance on community corrections. In addition the video will review the expectations of this course and how students can successfully complete the instructional material.

**Essay:** The essay question asks “How does the traditional components of corrections different from the community corrections model?” It will also ask the student why he or she is interested in the course and what he or she hopes to get out of it.

**Discussion:** Same as the essay questions

### **Module Two**

#### **Chapters 2 and 3**

This module will examine the purpose of pre-trial services. We will also discuss what entities are responsible for administering pre-trial services. We will understand how the concept of pre-trial services has been changing recently and the process for accessing pre-trial services. We will also examine the use of assessments in determining who is a good candidate for pre-trial release. Finally we will discuss pre-trial diversion programs and touch briefly on the topic of specially courts or problem solving courts, which will be covered in more detail in Module Seven.

We will then shift to sentencing and community corrections in the United States. We will review the four objectives of punishment in the modern day; to-wit: retribution, deterrence, incapacitation, and rehabilitation and how these four objectives relate to corrections in the community. We will also examine sentencing options that the courts have for allowing defendants to remain in the community. We will distinguish between determinate and indeterminate sentencing. We will also discuss sentencing guidelines, mandatory minimum sentencing and split sentences.

The video portion for this module will discuss pre-trial alternatives and sentencing options in Texas.

**Essay:** The essay will discuss the merits of pre-trial release alternatives and the possible objections to utilizing pre-trial release programs. The essay will also discuss the difference between pre-trial release and pre-trial diversion.

**Discussion:** Discuss the four main objectives that justify punishment in our modern society. Also discuss which of these is an appropriate justification for allowing an offender to be supervised in the community, whether on pre-trial diversion, probation, or parole. There may be more than one objective that you believe is appropriate.

## **Module Three**

### **Chapter 4**

This module will cover adult probation, in Texas known as community supervision. We will examine why community supervision is considered a beneficial alternative to incarceration. We will also understand how contemporary community supervision practices and goals differ from the practices and goals of community corrections in the 1970's. We will also discuss how community supervision and corrections departments a/k/a adult probation departments are organized, administered and regulated in Texas. We will then review the preparation of pre-sentence investigation reports, the imposition of conditions of supervision and the revocation process. We will identify emerging approaches to the supervision of offenders on probation, including cognitive and dialectical behavioral treatment, trauma informed care and recovery oriented systems of care (ROSC). Finally we will consider what are the weaknesses in the utilization of community supervision.

The video part of this module will discuss community supervision as it is practiced in Texas.

**Essay:** Does community supervision provide a useful component to the corrections system as a whole? Why or why not?

**Discussion:** What are the positive elements in community supervision. What are its weaknesses?

## **Module Four**

### **Chapter 5**

In this module we will be examining re-entry into the community, better known as parole. We will also examine what has replace parole in the federal system. We will learn parole's origins and what exactly is parole; i.e., how it differs from probation. We will also discuss parole revocations, the legal rights guaranteed to parolees at revocation hearings, and alternatives to revocations, such as placement in intermediate sanctions facilities. We will also examine the challenges to parolees released into their communities.

This module will also examine some issues in juvenile justice. We will discuss how the objectives in the juvenile justice system differ from those in the adult system. We will also

discuss the seminal case of *In re Gault*, the types of circumstances that bring a child into the juvenile justice system; i.e., delinquent conduct and CHINS (children in need of supervision) status conduct. We will examine the various ways that juvenile cases can be diverted or disposed of. Finally we will examine detention facilities at both the local and state level and how a juvenile may be “certified” to be tried as an adult.

The video portion will examine parole in Texas. It will review how parole is organized under the Texas Department of Criminal Justice, the role and function of the Texas Board of Pardons and Paroles, issuance of “blue warrants,” what civil rights of parolees are lost and possibly regained after release from parole, the difference between expunctions and orders of nondisclosure and why they are difficult to obtain by parolees in Texas, and finally the establishment of re-entry councils in larger urban areas of the State.

In regards to juvenile justice in Texas the video portion will provide an overview of the Juvenile Justice System, the crisis with the Texas Youth Commission in 2007 and the reforms to the system that have been made since then. We will discuss that a person in Texas is considered an adult at the age of 17 and efforts to “raise the age” to 18. We will also discuss police-probation partnerships in Texas, why they are much more common in the juvenile system than the adult, and Project Spotlight, a police-probation partnership that was initiated in the Bush Administration in the late 1990’s.

**Essay:** Do you think that parole plays a meaningful role in corrections in Texas or should it be abolished? If you believe it should be abolished, would you replace it with any other form of supervision? Would you still place inmates on parole but simply not supervise them? If you required inmates to serve their full sentence in prison, how would you pay for prison expansion; how would you deal with overcrowding; and how would you increase security for inmates and staff?

**Discussion:** Do you think that the juvenile justice system should be more similar to the adult system or should it be a system distinct from the adult system?

## **Module Five**

### **Chapters 6, 7 and 8**

This module will examine the emergence of the use of risk/needs assessments and why they are important in the supervision of offenders. We will focus on eight domains of the assessment instruments that scholars generally recognize as predictive of future recidivism:

- 1) A History of Antisocial Behavior
- 2) Antisocial Personality Patterns
- 3) Antisocial Cognition
- 4) Antisocial Associates
- 5) Family/marital circumstances
- 6) School/work
- 7) Leisure/recreation and
- 8) Substance Abuse.

We will also discuss the use of the Texas Risk Assessment System (TRAS) used to supervise offenders in Texas, including screeners for substance abuse and mental health. Finally we will explain the limitations in the use of assessment instruments.

We then will examine the role of supervision officers. We will examine the nature and role of supervision in community corrections. We will review the various investigative functions in community corrections and also the supervisory functions. Finally we will discuss the characteristics of effective supervision officers.

We will then examine the incorporation of the risk/needs assessments into the development of supervision strategies and the preparation of supervision plans. We will distinguish between “balloon” caseloads, regular caseloads and specialized caseloads. We will also discuss the concepts of motivational interviewing and addressing criminogenic risk and needs. We will explain the difference between static and dynamic risk factors. Finally we will explain the concept of “desistance.”

The video portion will explain the development of TRAS in Texas. The video will also discuss the concept of desistance. The video will further review effective supervision techniques.

**Essay:** The essay question will discuss the “big four” and the “smaller four” domains assessed in risk/needs assessments. The essay will also discuss the practical problems with addressing the risk and needs factors scored in an assessment.

**Discussion:** Do you believe that with the right training and resources supervision officers in both the probation and parole system can have a positive impact on recidivism and changing offender behavior?

## **Module Six**

### **Chapters 9, 10 and 11**

This module will discuss the concept of graduated or intermediate sanctions. We will also explain the concept of intensive supervision and the criticism in utilizing this form of supervision. We will also review the use of home confinement, electronic monitoring, GPS tracking and other emerging technologies in the supervision of offenders. In addition we will examine day-reporting centers, shock probation and the concept of positive and negative reinforcement, i.e., the use of sanctions and incentives. Finally we will examine residential programs, including half-way house, intermediate sanction facilities, community correction facilities, and juvenile facilities.

We will further discuss special populations of offenders, including sex offenders, mental health offenders, impaired driving offenders, domestic violence offenders and juvenile offenders.

The video will discuss the concept of state jail felonies and state jail felony facilities in Texas. The video will also examine Substance Abuse Felony Punishment Facilities (SAFP

facilities), therapeutic treatment communities (TTCs) and SAFP relapse programs. Finally the video will discuss the development of re-entry councils in certain urban areas in Texas.

**Essay:** Discuss the various residential programs available to state and local agencies for offenders under their supervision.

**Discussion:** Whether current or emerging technologies will assist agencies in the monitoring and supervision of offenders.

## **Module Seven**

### **Chapters 12, 13, and 14**

We will look at a statistical breakdown of the number of females in the criminal justice system. We will also look at issues in community corrections that have a particular impact on female offenders. Finally, we will examine whether currently used risk/needs assessments are predictive of female behavior or whether another approach needs to be used for the assessments of females offenders in community corrections.

We will also examine specialty courts as they have been developed in the United States, starting with the first drug court in 1989. We will see how specialty courts have grown across the continent since first appearing and how they now address a variety of special problems affecting offenders in the community. In addition we will review the basic recommended components for a successful specialty court.

This module will also examine research into community corrections and the concept of data driven decision making. We will discuss the limitations of measuring success in terms of recidivism and even what recidivism means in the context of certain research projects. We will look at performance based measures and how to measure the quality of a program.

The video will examine specialty courts in Texas. The video will explain how specialty courts are funded in the state and regulated. The video will also discuss the eleven core elements that must be in a specialty court for state funding. Finally the video will discuss certain obstacles in the successful implementation of a specialty court in Texas.

**Essay:** Propose the development of a research project on a particular issue in community corrections. Explain why this particular project interests you. Also explain what you intend to measure or evaluate. What obstacles do you foresee in crafting a valid research project.

**Discussion:** Discuss what you see as the benefits of specialty courts in a community. Do you see any drawbacks in their use?

## **Module Eight**

### **Chapter 15**

Module Eight concludes this course by examining the future of corrections in the community. We will examine the five areas that the authors of the textbook believe need to be reformed in the next ten years in community corrections. In addition we will review the past promises of community corrections, whether these promises have been kept and whether community corrections can build upon past promises in the future. As such we will discuss “what works” or “evidence-based practices,” whether community corrections can attract a new generation of professionals with a vision, and whether community corrections can ever attract the necessary funding and political and public support to make meaningful changes in corrections.

The video portion of this module will discuss contemporary challenges to community corrections in Texas, what have been the public and Legislative responses to past challenges, and the future of community corrections in Texas.

**Essay:** The final essay is based on all the other information and discussions found in this course: are you optimistic or pessimistic about the future of corrections? What would be your grounds for optimism? What would be your grounds for pessimism? What are the facts and data that will support your position?

**Discussion:** What are the challenges facing corrections in the future? Is corrections able to meet these challenges? If crime rates and therefore incarceration rates continue to diminish, how will this affect community corrections in the future? Is a career in community corrections something that you find appealing or meaningful?

## **COURSE SCHEDULE**

### **Module One**

#### **Chapter 1**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Oct. 23

### **Module Two**

#### **Chapters 2 and 3**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Oct. 30

### **Module Three**

#### **Chapter 4**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Nov. 6

### **Module Four**

#### **Chapter 5**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Nov. 13

### **Module Five**

**Chapters 6, 7, and 8**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Nov. 20

**Module Six****Chapters 9, 10, and 11**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Nov. 27

**Module Seven****Chapters 12, 13, and 14**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Dec. 4

**Module Eight****Chapter 15**

- Test, Essay Assignment, & Discussion Forum due by 10 p.m. on Saturday, Dec. 11

**IMPORTANT DATES**

**October 18:** 2<sup>nd</sup> 8-Week Term begins.

**October 26:** 2<sup>nd</sup> 8-Week Session “W” period begins – Drops and withdrawals will now be recorded on transcripts.

**November 22:** Last Day to Drop/Withdraw from the 2<sup>nd</sup> 8-Week Term – The appropriate form must be submitted by 5:00 pm. Central Time.

**UNIVERSITY POLICIES****Academic Integrity**

Angelo State University expects its students to maintain complete honesty and integrity in their academic pursuits. Students are responsible for understanding and complying with the university [Academic Honor Code](#) and the [ASU Student Handbook](#).

**Accommodations for Disability**

The Student Life Office is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student’s responsibility to initiate such a request by contacting the Student Life Office at (325) 942-2191 or (325) 942-2126 (TDD/FAX) or by e-mail at [Student.Life@angelo.edu](mailto:Student.Life@angelo.edu) to begin the process. The Student Life Office will establish the particular documentation requirements necessary for the various types of disabilities.

**Student absence for religious holidays**

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. A student who is absent from classes for

the observance of a religious holy day shall be allowed to take an examination or complete an assignment scheduled for that day within a reasonable time after the absence.

### **Title IX at Angelo State University**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)

**Face to Face:** Mayer Administration Building, Room 210

**Phone:** 325-942-2022

**E-Mail:** [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix)