

# I. CATALOG INFORMATION

- A. Discipline: CRIMINAL JUSTICE
- B. Subject Code and Number: CJ M41
- C. Course Title: Introduction to Probation, Parole and Corrections

- D. Credit Course units:  
 Units: 3  
 Lecture Hours per week: 3  
 Lab Hours per week : 0  
 Variable Units : No

- E. Student Learning Hours:  
 Lecture Hours:  
 Classroom hours: 52.5 - 52.5  
 Laboratory/Activity Hours:  
 Laboratory/Activity Hours 0 - 0

**Total Combined Hours** in a 17.5 week term: 52.5 - 52.5

- F. Non-Credit Course hours per week \_\_\_\_\_

- G. May be taken a total of: ☒ 1 ☐ 2 ☐ 3 ☐ 4 time(s) for credit

- H. Is the course co-designated (same as) another course: No ☒ Yes ☐  
 If YES, designate course Subject Code & Number: \_\_\_\_\_

- I. Course Description:

Introduces an overview of the historical aspects of punishment and the development of contemporary correctional philosophy in the United States. Focuses on legal and practical aspects, practices and procedures of probation, parole and the correctional institutions. Examines rehabilitation issues, legal issues, general laws, and operations of correctional institutions, and the relationship between corrections and other components of the criminal justice system.

- J. Entrance Skills

\*Prerequisite: No ☒ Yes ☐ Course(s)

\_\_\_\_\_

\*Corequisite: No ☒ Yes ☐ Course(s)

\_\_\_\_\_

Limitation on Enrollment: No ☒ Yes ☐

\_\_\_\_\_

Recommended Preparation: No ☐ Yes ☒ Course(s)

CJ M01 or CJ M01H

☐ ☐

Other:

No ☒ Yes ☐

K. Other Catalog Information:

C-ID: AJ 200

## II. COURSE OBJECTIVES

Upon successful completion of the course, a student will be able to:

|   |   | <b>Methods of evaluation will be consistent with, but not limited by, the following types or examples.</b> |
|---|---|--|
| 1 | compare and contrast historical efforts and contemporary trends in corrections as they apply to punishment and reduction of recidivism.                           | Oral presentations<br>Student-as-instructor presentations<br>Empirical research<br>Essay exams             |
| 2 | analyze the basic concepts of treatment in probation and parole supervision.  | Essay and objective exams<br>Oral presentations<br>Case review and evaluation                              |
| 3 | identify and describe the legal issues, general laws, and general operations, both economic and political, of corrections.  | Research project<br>Reflection papers<br>Oral presentations<br>Essay exams                                 |
| 4 | identify, analyze, and compare and contrast the functions of probation, parole, institutionalization and post-institutional programs.                             | Essay and objective exams<br>Oral presentations<br>Case review and evaluation                              |
| 5 | compose a pre-sentence investigation report reflecting discretionary decision-making in the rehabilitative process.   | Essay exams<br>Research papers<br>Oral presentations   |
| 6 | compare and contrast correctional facilities' levels of security and identify problems specific to each as they apply to the institutional management of inmates. | Essay and objective exams<br>Student-as-instructor demonstrations<br>Scenario reviews                      |
| 7 | compare and contrast the roles and responsibilities of institutional and field services staff in dealing with offenders.  | Scenario reviews<br>Essay exams  |

|    |   |   |
|----|---|---|
|    |   | Student demonstrations  |
| 8  | recall, list, and define common terms used in the field of corrections.                             | Essay and objective exams<br>Student-as-instructor demonstrations<br>Scenario reviews |
| 9  | describe the relationship between corrections and other components of the criminal justice system.  | Essay exam<br>Scenario review with written evaluation                                 |
| 10 | identify ethical issues involved in dealing with offenders in institutional and community settings. | Empirical research<br>Reflection papers<br>Essay exam                                 |
| 11 | examine state and federal case law and legal issues relating to probation and parole.               | Empirical research<br>Case Law reviews and evaluations<br>Oral presentations          |

III. COURSE CONTENT

| Estimated %                      | Topic  | Learning Outcomes  |
|----------------------------------|--|--------------------|
| <b>Lecture</b> (must total 100%) |  |                    |
| 30.00%                           | I. Introduction and Conceptualization<br>A. Corrections and the criminal justice system<br>1. Elements of the system – police, court, corrections<br>2. Administration of the criminal justice system<br>B. Judicial criminal statistics<br>1. Corrections: measurement and statistics<br>2. Statistical relationship to effective law enforcement<br>C. Goals of corrections<br>1. Protection, punishment, rehabilitation<br>D. Legal issues<br>1. State and federal law<br>2. Case law<br>3. Search and seizure issues<br>a. Probation and parole searches | 1, 3, 4, 9, 10, 11 |
| 20.00%                           | II. Corrections in Criminal Justice<br>A. Correctional process<br>B. Corrections sub-systems<br>1. Administrative, institutional, community policing<br>C. Judicial system<br>1. Judicial procedures for adults<br>2. Judicial procedures for juveniles<br>3. Sentencing procedures<br>D. Alternatives to incarceration<br>1. Probation; conditions of supervision<br>2. Fines   | 4, 5, 9, 10        |

|        |   |                   |
|--------|---|-------------------|
|        | <ul style="list-style-type: none"><li>3. Restitution</li><li>4. Community service</li><li>5. Boot camps</li><li>6. Diversion programs</li><li>7. House arrest</li></ul>   |                   |
| 10.00% | <p>III. History and Development of Corrections</p> <ul style="list-style-type: none"><li>A. Origin and development of prisons</li><li>B. Juvenile institutions</li><li>C. Development of probation in the United States</li><li>D. Development of parole in the United States</li><li>E. Rationale for institutional probation and parole<ul style="list-style-type: none"><li>1. Theoretical reasons for imprisonment<ul style="list-style-type: none"><li>a. Social control</li><li>b. Treatment</li><li>c. Rehabilitation</li></ul></li><li>2. Research regarding punishment</li><li>3. Recidivism issues</li></ul></li></ul>  | 1, 2, 11          |
| 20.00% | <p>IV. Incarceration and Institutionalization</p> <ul style="list-style-type: none"><li>A. Common terms used in the field of corrections</li><li>B. Institutional security levels</li><li>C. Designation procedures</li><li>D. Public correctional facilities – county, city, state, federal<ul style="list-style-type: none"><li>1. Classification systems</li><li>2. Custody and control</li><li>3. Programs – educational, treatment, vocational</li></ul></li><li>E. Private correctional facilities<ul style="list-style-type: none"><li>1. Classification systems</li><li>2. Custody and control</li><li>3. Programs – educational, treatment, vocational</li></ul></li></ul> | 3, 4, 6, 7, 8, 10 |
| 10.00% | <p>V. Post-Instructional Programs</p> <ul style="list-style-type: none"><li>A. Probation/parole – conditions of supervision</li><li>B. Re-entry programs</li><li>C. Return to incarceration process – revocation procedures</li><li>D. Discharge from supervision</li></ul>   | 4, 7, 9           |
| 10.00% | <p>VI. Current Trends in the Field of Corrections</p> <ul style="list-style-type: none"><li>A. Change in sentencing procedures</li><li>B. Change in population demographics</li><li>C. Change in recruitment standards for corrections officers</li><li>D. Privatization and technological advances</li></ul>   | 1, 2, 7, 11       |

IV. TYPICAL ASSIGNMENTS

A. Writing assignments

|   |  |
|---|--|
| Writing assignments are required. Possible assignments may include, but are not limited to: |  |
| 1   | write a research essay paper on an aspect of the history of prisons.   |
| 2   | write a pre-sentence investigation report.   |
| 3   | write film critiques.  |
| 4   | complete writing assignments reflecting knowledge of library research techniques on such topics as the theories of recidivism. |
| 5   | write reactions papers to current newspaper and periodical articles related to corrections.                                    |

B. Appropriate outside assignments

|   |
|---|
| Appropriate outside assignments are required. Possible assignments may include, but are |
|---|

|                 |   |
|-----------------|---|
| not limited to: |   |
| 1               | correctional facilities tour.   |
| 2               | preparation for individual and group oral presentations on such topics as the privatization of prisons. |
| 3               | Internet and library research in the area of corrections.   |

C. Critical thinking assignments

|   |   |
|---|---|
| Critical thinking assignments are required. Possible assignments may include, but are not limited to: |   |
| 1   | demonstrate problem solving through use of scenario presentations.                                  |
| 2   | evaluate and analytically discuss oral presentations.   |
| 3   | apply case law decisions to correctional options.   |
| 4   | participate in group analysis of current criminal justice practices in the field of rehabilitation. |

V. METHODS OF INSTRUCTION

Methods of instruction may include, but are not limited to:

- ☒ Distance Education – When any portion of class contact hours is replaced by distance education delivery mode (Complete DE Addendum, Section XV)
- ☒ Lecture/Discussion
- ☐ Laboratory/Activity
- ☒ Other (Specify) Student projects  
Collaborative learning activities  
Seminar discussion  
Student-as-instructor presentations
- ☒ Optional Field Trips
- ☐ Required Field Trips

VI. METHODS OF EVALUATION

Methods of evaluation may include, but are not limited to:

- |  |   |   |
|--|---|---|
| <input checked="" type="checkbox"/> Essay Exam           | <input checked="" type="checkbox"/> Classroom Discussion    | <input type="checkbox"/> Skill Demonstration        |
| <input checked="" type="checkbox"/> Problem Solving Exam | <input checked="" type="checkbox"/> Reports/Papers/Journals | <input checked="" type="checkbox"/> Participation   |
| <input checked="" type="checkbox"/> Objective Exams      | <input checked="" type="checkbox"/> Projects                | <input checked="" type="checkbox"/> Other (specify) |

Research papers will use APA, ASA, or generally accepted social science writing format

Students will present oral presentation or evaluation discussion to support their research paper, reports and projects

VII. REPRESENTATIVE TEXTS AND OTHER COURSE MATERIALS

Seiter, Richard. Corrections: An Introduction. 5th ed. Pearson, 2017.

Allen, Harry, Edward Latessa, and Bruce Ponder. Corrections in America: An Introduction. 14th ed. Pearson, 2015.

Abadinsky, Howard. Probation and Parole: Corrections in the Community. 13th ed. Pearson, 2018.

VIII. STUDENT MATERIALS FEES

☒ No    ☐ Yes

IX. PARALLEL COURSES

| College                 | Course Number | Course Title                                      | Units |
|-------------------------|---------------|---|-------|
| Ventura College         | CJ V25        | Introduction to Corrections                       | 3     |
| Cerritos College        | AJ 107        | Introduction to Corrections, Probation and Parole | 3     |
| Long Beach City College | ADJUS 20      | Introduction to Corrections                       | 3     |
| Bakersfield College     | CRIM B21      | Introduction to Correctional Administration       | 3     |
| Sacramento City College | ADMJ 340      | Introduction to Correctional Services             | 3     |
| CSU Los Angeles         | CRIM 2010     | Correctional Systems                              | 3     |

X. MINIMUM QUALIFICATIONS

**Courses in Disciplines in which Masters Degrees are not expected:**  
Any bachelor's degree and two years of professional experience, or any associate degree and six years of professional experience.

XI. ARTICULATION INFORMATION

A. Title V Course Classification:

1. This course is designed to be taken either:

☐ Pass/No Pass only (no letter grade possible); or

☒ Letter grade (P/NP possible at student option)

2. Degree status:

Either ☒ Associate Degree Applicable; or ☐ Non-associate Degree Applicable

B. Moorpark College General Education:

1. Do you recommend this course for inclusion on the Associate Degree General Education list?

Yes: ☐ No: ☒ If YES, what section(s)?

☐ A1 - Natural Sciences - Biological Science

☐ A2 - Natural Sciences - Physical Science

☐ B1 - Social and Behavioral Sciences - American History/Institutions

☐ B2 - Social and Behavioral Sciences - Other Social Behavioral Science

☐ C1 - Humanities - Fine or Performing Arts

☐ C2 - Humanities - Other Humanities

☐

- ☐ D1 - Language and Rationality - English Composition
- ☐ D2 - Language and Rationality - Communication and Analytical Thinking
- ☐ E1 - Health/Physical Education
- ☐ E2 - PE or Dance
- ☐ F - Ethnic/Gender Studies

C. California State University(CSU) Articulation:

- 1. Do you recommend this course for transfer credit to CSU?    Yes: ☒ No: ☐
- 2. If YES do you recommend this course for inclusion on the CSU General Education list?  
Yes: ☐ No: ☒ If YES, which area(s)?  
A1 ☐    A2 ☐    A3 ☐    B1 ☐    B2 ☐    B3 ☐    B4 ☐  
C1 ☐    C2 ☐    D1 ☐    D2 ☐    D3 ☐    D4 ☐    D5 ☐  
D6 ☐    D7 ☐    D8 ☐    D9 ☐    D10 ☐    E ☐

D. University of California (UC) Articulation:

- 1. Do you recommend this course for transfer to the UC?    Yes: ☐ No: ☒
- 2. If YES do you recommend this course for the Intersegmental General Education Transfer Curriculum (IGETC)?    Yes: ☐ No: ☒

IGETC Area 1: English Communication

- ☐ English Composition
- ☐ Critical Thinking-English Composition
- ☐ Oral Communication

IGETC Area 2: Mathematical Concepts and Quantitative Reasoning

- ☐ Mathematical Concepts

IGETC Area 3: Arts and Humanities

- ☐ Arts
- ☐ Humanities

IGETC Area 4: Social and Behavioral Sciences

- ☐ Anthropology and Archaeology
- ☐ Economics
- ☐ Ethnic Studies
- ☐ Gender Studies
- ☐ Geography
- ☐ History
- ☐

- ☐ Interdisciplinary, Social & Behavioral Sciences
- ☐ Political Science, Government & Legal Institutions
- ☐ Psychology
- ☐ Sociology & Criminology

IGETC Area 5: Physical and Biological Sciences (mark all that apply)

- ☐ Physical Science Lab or Physical Science Lab only (non-sequence)
- ☐ Physical Science Lecture only (non-sequence)
- ☐ Biological Science
- ☐ Physical Science Courses
- ☐ Physical Science Lab or Biological Science Lab Only (non-sequence)
- ☐ Biological Science Courses
- ☐ Biological Science Lab course
- ☐ First Science course in a Special sequence
- ☐ Second Science course in a Special Sequence
- ☐ Laboratory Activity
- ☐ Physical Sciences

IGETC Area 6: Language other than English

- ☐ Languages other than English (UC Requirement Only)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)
- ☐ U.S. History, Constitution, and American Ideals (CSU Requirement ONLY)

**XII. REVIEW OF LIBRARY RESOURCES**

- A. What planned assignment(s) will require library resources and use?

The following assignments require library resources:

Students will use the Moorpark College Library resources, both print and online, to research current criminal justice practices relating to corrections in America such as the privatization of prisons. Students will also use Library resources to examine current events relating to the social impact of community corrections.

- B. Are the currently held library resources sufficient to support the course assignment?

YES: ☒ NO: ☐

If NO, please list additional library resources needed to support this course.

**XIII. PREREQUISITE AND/OR COREQUISITE JUSTIFICATION**

CJ M41: Not Applicable

**XIV. WORKPLACE PREPARATION**

Required for career technical courses only. A career technical course/program is one with

the primary goal to prepare students for employment immediately upon course/program completion, and/or upgrading employment skills.

Detail how the course meets the Secretary of Labors Commission on the Achievement of Necessary Skills (SCANS) areas. (For a description of the competencies and skills with a listing of what students should be able to do, go to:  
<http://www.ncrel.org/sdrs/areas/issues/methods/assment/as7scans.htm>)

The course will address the SCANS competency areas:

1. Resources: the students will organize, plan and allocate appropriate time to engage in the learning process involving classroom activities and individual research.
2. Interpersonal: the students will work with others as a team member, exercising leadership as well as engaging in active participation in group activities; demonstrate ability to work with a diverse population.
3. Information: the students will gain expertise in acquiring, evaluating, organizing, and interpreting statistical and media information on correctional issues through the use of diverse research methods.
4. Systems: the students will access Moorpark College Library's print and online resources and will search the Internet.
5. Technology: the students will be encouraged to use multiple website-based information systems to examine the criminal justice system and obtain appropriate investigatory information.

The course also addresses the SCANS skills and personal qualities:

1. Basic Skills: the students will demonstrate reading, writing and oral presentation skills and be required to respond to oral presentations as active listeners.
2. Thinking Skills: the students will examine current events and participate in critical thinking exercises to problem solve, reason and support their decision-making process.
3. Personal Qualities: the students will exhibit responsibility and self-management and ethical behavior in completing the course assignments and participating in class activities.

## **XV. DISTANCE LEARNING COURSE OUTLINE ADDENDUM**

### **1. Mode of Delivery**

- ☒ Online (course will be delivered 100% online)
- ☐ Online with onsite examinations (100% of the instruction will occur online, but examinations and an orientation will be scheduled onsite)
- ☒ Online/Hybrid (a percentage of instruction will be held online and the remaining percentage of instruction will be held onsite)
- ☐ Lab activities will be conducted onsite
- ☐ Televideo (Examinations and an orientation will be held onsite)
- ☐ Teleconference
- ☐

☐ Other

2. Need/Justification

Improve general student access.

3. Describe how instructors teaching this course will ensure regular, effective contact with and among students.

Online instructors will provide lesson modules that require activities such as reading course material from a mandatory textbook and participating in discussion forums or chat room topics. Instructors may also meet with students for study sessions and online office hours using an online communication tool. Instructors will provide students with feedback on the content and quality of assignments and discussion posts. Additionally, instructors may engage students using the following communication activities available in the online classroom: contact students via e-mail within the course shell, by campus e-mail, and/or MyVCCCD; use the "announcement" tool to remind students of important assignments and due dates; provide students with an online schedule of class events using the "calendar" tool in the online course shell.

4. Describe how instructors teaching this course will involve students in active learning.

Instructors may involve students in active learning with the following activities: students may view video lessons and/or text-based lessons corresponding to course content and learning objectives; students may complete homework through the online course, and/or using an interactive online homework system provided by a publishing company; students may engage in internet searches and Library online database resources on topics corresponding to course content and learning objectives; students may test their knowledge with interactive online quizzes; students may interact with the instructor and classmates using an online discussion forum to ask questions; students may submit questions to the instructor by email or ask in person in a virtual classroom; instructor may create student groups or group activities using the online course.

5. Explain how instructors teaching this course will provide multiple methods of content representation.

The following represent the methods by which content may be provided for learning: instructional videos; textbook and professional journals; links to online resources that may include videos, quizzes, text explanations and extensions, and primary documents; homework assignments; case analysis.

6. Describe how instructors teaching this course will evaluate student performance.

Students may take objective and essay exams in an online teaching environment. Students may be required to do the following assignments: complete reflective writing assignments focused on application of course content; develop, implement, and evaluate business-related projects; complete regular online quizzes; complete written assignments related to key course concepts; participate in online discussion forums.

## **XVI. GENERAL EDUCATION COURSE OUTLINE ADDENDUM**

CJ M41: Not Applicable

**XVII. STUDENT MATERIALS FEE ADDENDUM**

CJ M41: Not Applicable

**XVIII. REPEATABILITY JUSTIFICATION TITLE 5, SECTION 55041**

CJ M41: Not Applicable

**XIX. CURRICULUM APPROVAL**

Course Information:

Discipline: CRIMINAL JUSTICE

Discipline Code and Number: CJ M41

Course Revision Category: Outline Update

Course Proposed By:

Originating Faculty Chad Basile 03/19/2018

Faculty Peer: Leeann Mulville 03/20/2018

Curriculum Rep: Lisa Putnam 04/21/2018

Department Chair: Danielle Vieira 08/23/2018

Division Dean: Karen Rothstein 03/21/2018

Approved By:

Curriculum Chair: Jerry Mansfield 09/26/2018

Executive Vice President: \_\_\_\_\_

Articulation Officer: Letrisha Mai 09/06/2018

Librarian: Mary LaBarge 09/03/2018

Implementation Term and Year: Fall 2014

Approval Dates:

Approved by Moorpark College Curriculum Committee: 09/18/2018

Approved by Board of Trustees (if applicable): \_\_\_\_\_

Approved by State (if applicable): 10/03/2018