

**STATE UNIVERSITY OF NEW YORK  
COLLEGE OF TECHNOLOGY  
CANTON, NEW YORK**



**MASTER SYLLABUS**

**JUST 211 – INTRODUCTION TO PROBATION AND PAROLE**

**Created by: Michelle L. Currier, PhD**

**SCHOOL OF SCIENCE, HEALTH, AND CRIMINAL JUSTICE  
CRIMINAL JUSTICE DEPARTMENT  
FALL 2018**

A. **TITLE:** Introduction to Probation and Parole

B. **COURSE NUMBER:** JUST 211

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **GER CATEGORY:** n/a

F. **SEMESTER(S) OFFERED:** \_Fall

G. **COURSE DESCRIPTION:** This course introduces students to offender supervision in the community, with specific focus on the institutions of probation and parole. Students explore the history and foundation of probation and parole in America, as well as their role and function within the larger system of corrections and punishment. The practical daily activities of probation and parole officers are examined, including surveillance, report-writing, offender evaluation, pre-sentence investigations, and court testimony.

H. **PRE-REQUISITES/CO-REQUISITES:** n/a

I. **STUDENT LEARNING OUTCOMES:**

<b><u>Course Student Learning Outcome [SLO]</u></b>	<b><u>PSLO</u></b>	<b><u>GER</u></b>	<b><u>ISLO</u></b>
a. Identify the role of probation and parole in the larger system of corrections and punishment.	Students will be able to demonstrate effective written and verbal communication skills.		Communication [W]
b. Describe the primary core duties of probation and parole officers.	Students will be able to demonstrate effective written and verbal communication skills.		Communication [W]
c. Practice producing probation- or parole-specific agency reports.	Students will be able to demonstrate a working knowledge of core law enforcement principles.		Industry, Professional, Discipline Specific Knowledge and Skills

<b>KEY</b>	<b><u>Institutional Student Learning Outcomes [ISLO 1 – 5]</u></b>
<b>ISLO #</b>	<b>ISLO &amp; Subsets</b>
<b>1</b>	<b>Communication Skills</b> Oral [O], Written [W]
<b>2</b>	<b>Critical Thinking</b>

	<i>Critical Analysis [CA] , Inquiry &amp; Analysis [IA] , Problem Solving [PS]</i>
<b>3</b>	<b>Foundational Skills</b> <i>Information Management [IM], Quantitative Lit./Reasoning [QTR]</i>
<b>4</b>	<b>Social Responsibility</b> <i>Ethical Reasoning [ER], Global Learning [GL], Intercultural Knowledge [IK], Teamwork [T]</i>
<b>5</b>	<b>Industry, Professional, Discipline Specific Knowledge and Skills</b>

**J. APPLIED LEARNING COMPONENT:** Yes \_\_\_\_\_ No X\_\_\_\_\_

**K. TEXTS:**

Latessa, E.J. & Smith, P. (2015). *Corrections in the community*. New York, NY: Taylor and Francis. [library e-text]

Miller, L, & Whitehead, J.T. (2017). *Report writing for criminal justice professionals*. New York, NY: Taylor and Francis. [library e-text]

**L. REFERENCES:** n/a

**M. EQUIPMENT:** n/a

**N. GRADING METHOD:** A-F

**O. SUGGESTED MEASUREMENT CRITERIA/METHODS:**

- Discussions/participation (oral and written)
- Exams
- Quizzes

**P. DETAILED COURSE OUTLINE:**

- I. The Criminal Justice System
- II. Sentencing and Community Corrections
- III. Probation in America
- IV. Parole in America
- V. What works in Probation and Parole
- VI. Juveniles and Community Corrections
- VII. Roles of Probation and Parole Officers
- VIII. Offender Assessment
- IX. Strategies for Managing and Providing Services to Offenders

- X. Intermediate Sanctions
- XI. Community Residential Correctional Programs
- XII. Special Populations in Community Corrections
- XIII. Evaluating Community Corrections
- XIV. The Future of Corrections in the Community